

Professional Standards for Education Leaders (PSEL) Frequently Asked Questions

1. Why PSEL?

In February 2005, Maryland responded, in advance of the nation, to the priority need for an increased focus on instructional leadership by developing and adopting the Maryland Instructional Leadership Framework. In 2008, the nation followed Maryland's lead in producing the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Since that time, ISLLC standards have been used extensively as a means for validating principal preparation and licensure.

In February 2017, the Maryland State Board of Education adopted the PSEL. These standards replaced the Maryland Instructional Leadership Framework. The PSEL maintains the priority of instructional leadership while elevating the attention to the overall success and well-being of each student. The state is in the process of transitioning from the Maryland Instructional Leadership Framework to the new standards, which will guide administrator preparation programs and professional learning experiences.

2. What are the PSEL?

The PSEL are ten standards that focus on mission, vision, and core values; ethics and professional norms; equity and cultural responsiveness; curriculum, instruction, and assessment; community of care and support for students; professional capacity of school personnel; professional community for teachers and staff; engagement of families and communities; operations and management; and school improvement. The Maryland State Department of Education (MSDE) provides leadership, guidance, and technical assistance to school systems and institutions of higher education in the implementation of the standards.

3. How was the PSEL developed?

The Council of Chief State School Officers (CCSSO) took the lead on the development of the PSEL, which were issued under the aegis of the National Policy Board for Educational Administration in 2015. Contributing organizations included American Association of Colleges of Teacher Education (AACTE); American Association of School Administrators (AASA); Council for the Accreditation of Educator Preparation (CAEP); Council of Chief State School Officers (CCSSO); National Association of Elementary School Principals (NAESP); National Association of Secondary School Principals (NASSP); National Council of Professors of Educational Administration (NCPEA); National School Boards Association (NSBA); and University Council for Educational Administration (UCEA). Additionally, Maryland had a representative member who participated in the crafting and developing the new standards.

The process for PSEL development included an extensive review of the current literature, input from more than 1,000 school and district leaders, consortium discussions, and public comment on two drafts before the final set of standards were issued.

4. How will the PSEL effect principal preparation programs in Maryland?

During the 2017-18 school year, Maryland-approved principal preparation programs will align program components to include course syllabi and assessments with the PSEL. By 2018-19, programs will be required to show evidence to document candidate performance on the PSEL.

5. How will the PSEL affect principal evaluations?

During the 2015-2016 school year, MSDE staff collaborated with teams from all 24 local school systems to discuss transition to the PSEL. Local school system teams supported use of the standards and began to transition their local principal evaluation frameworks to incorporate the standards. It is expected that all school systems will transition to the PSEL by the 2018-2019 school year.

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