

Promising Principals Academy

8 December 2016

**Professional Standards
for Educational Leaders**

National Policy Board for Educational Administration

2015

Agenda

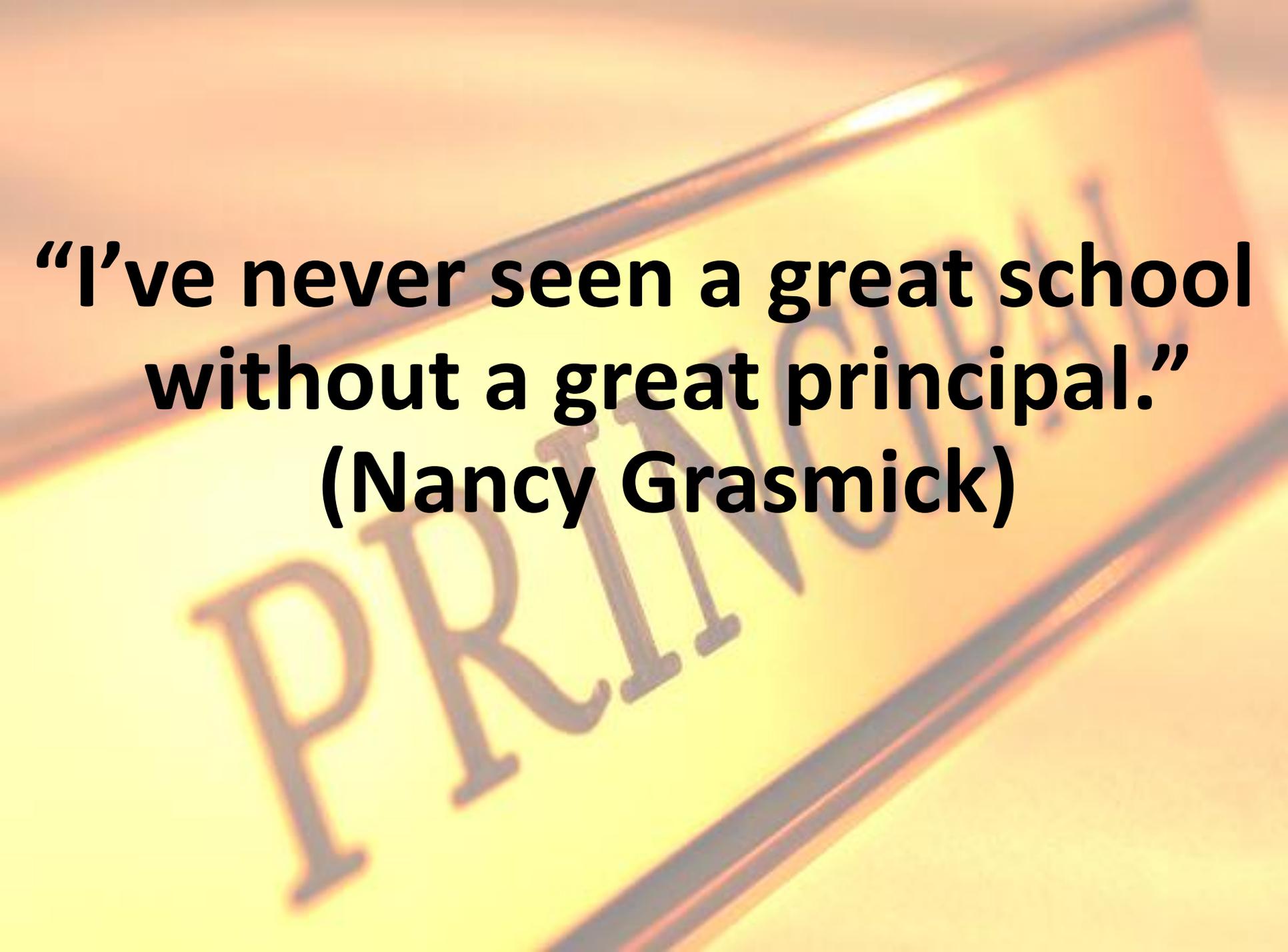
- The history of the *Professional Standards for Educational Leaders*
- The new standards for principals
(*Professional Standards for Educational Leaders*)
 - Analysis, Feedback
- The new standards for principals
(*Professional Standards for Educational Leaders*)
 - Application
- Closing remarks, feedback

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Development of the new Standards

- Two-year process.
- Substantial involvement of the profession.
 - > 1,000 practicing educational leaders.
 - AASA, NAESP, NASSP contributions.
- Extensive review of research.
- Multiple committees.
- Vetting and public comment.



**“I’ve never seen a great school
without a great principal.”
(Nancy Grasmick)**

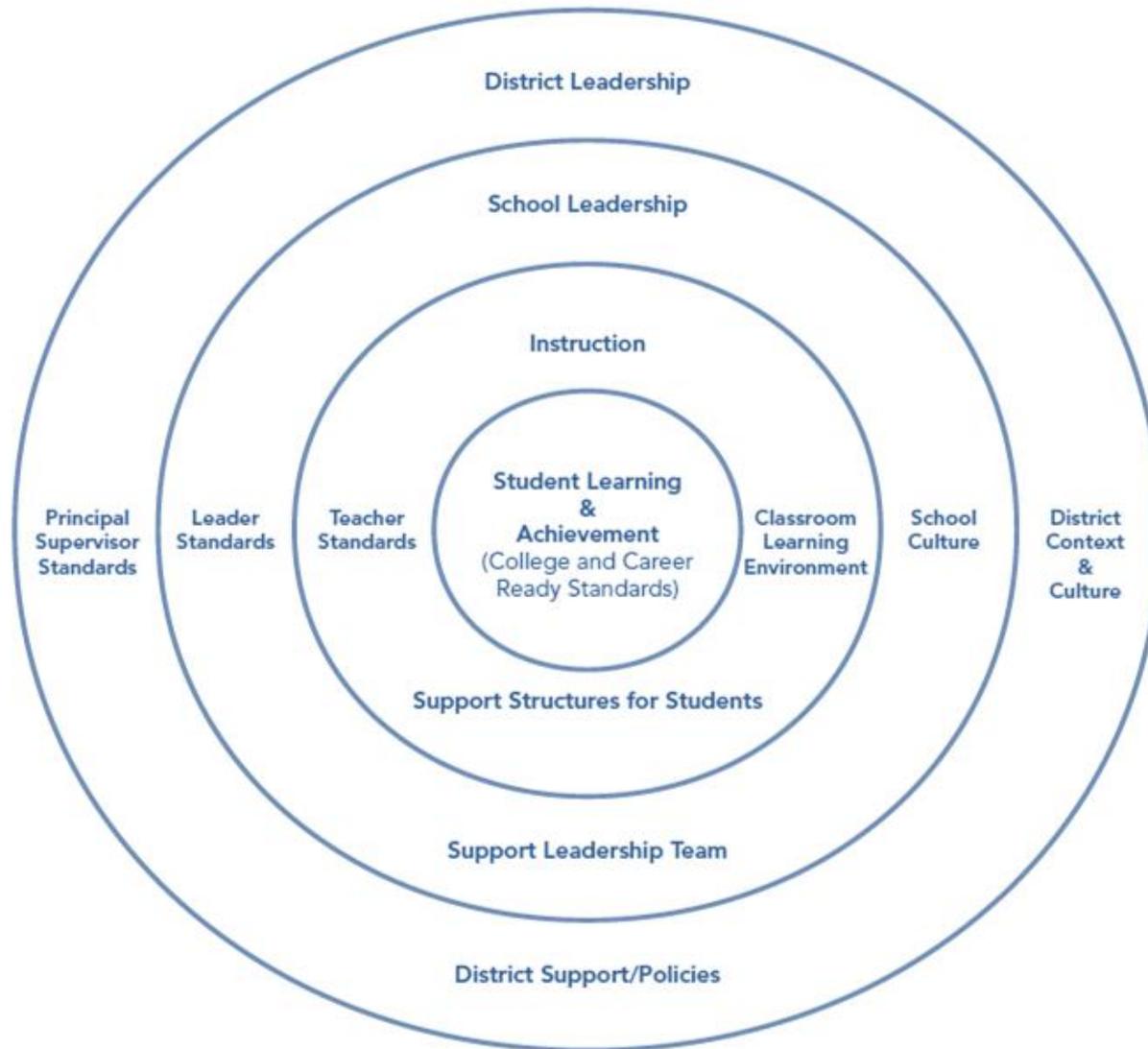
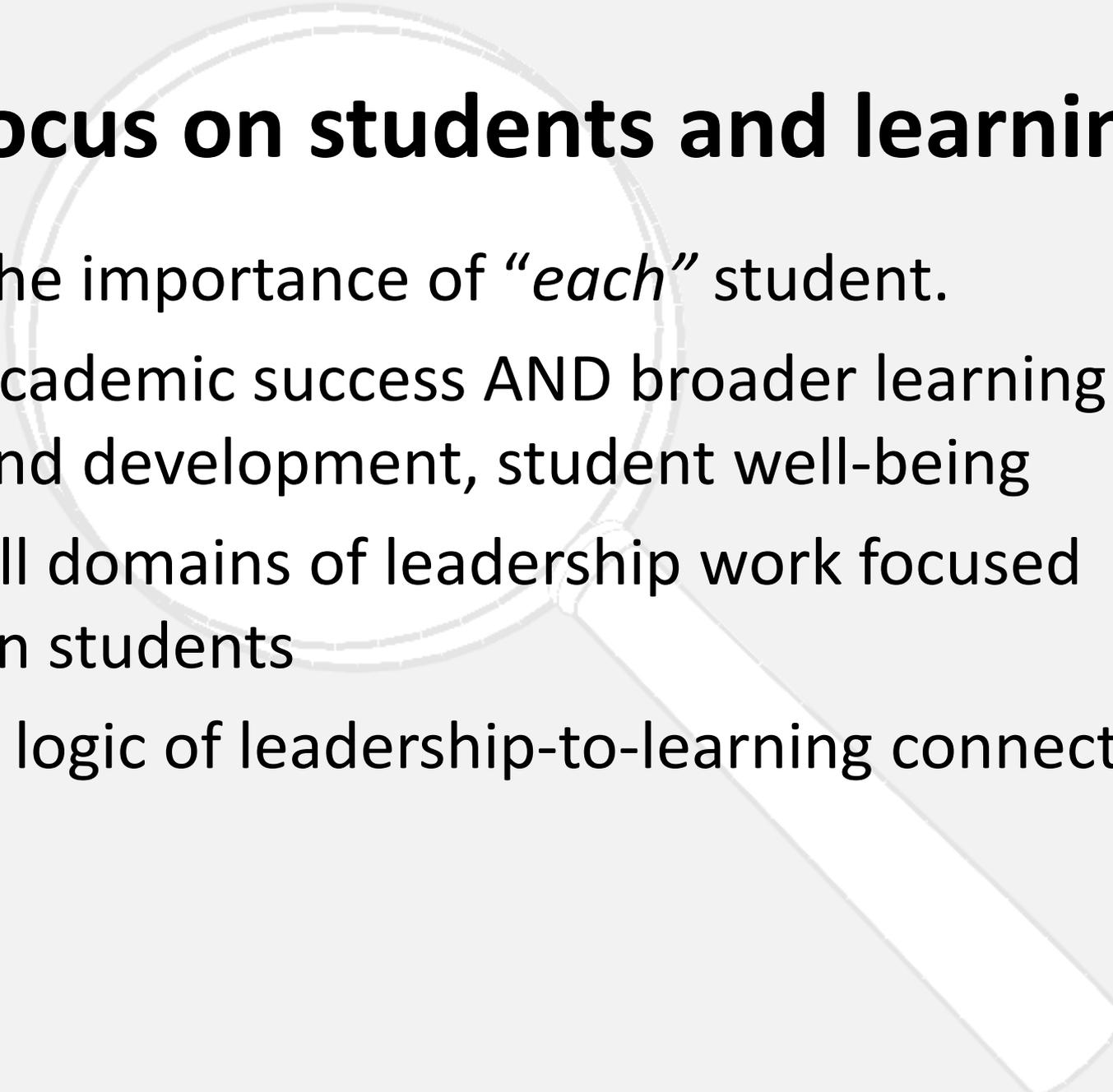


Figure 1

New and Different

- A pivot to “professional.”
- A more systemic view of leadership work
- Elevation and elaboration of key areas of leadership work
- Stronger, clearer emphasis on students and student learning and well-being

Focus on students and learning



- The importance of “*each*” student.
- Academic success AND broader learning and development, student well-being
- All domains of leadership work focused on students
- A logic of leadership-to-learning connection

Principal Standards Comparison

Maryland State Standards

1. School Vision
2. School Culture
3. Curriculum, Instruction and Assessment
4. Observation/Evaluation of Teachers
5. Integration of Appropriate Assessments
6. Use of Technology and Data
7. Professional Development
8. Stakeholder Engagement
9. School Operations and Budget
10. Effective Communications
11. Influencing the School Community
12. Integrity, Fairness, and Ethics

Professional Standards For Educational Leaders

1. Mission, Vision & Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

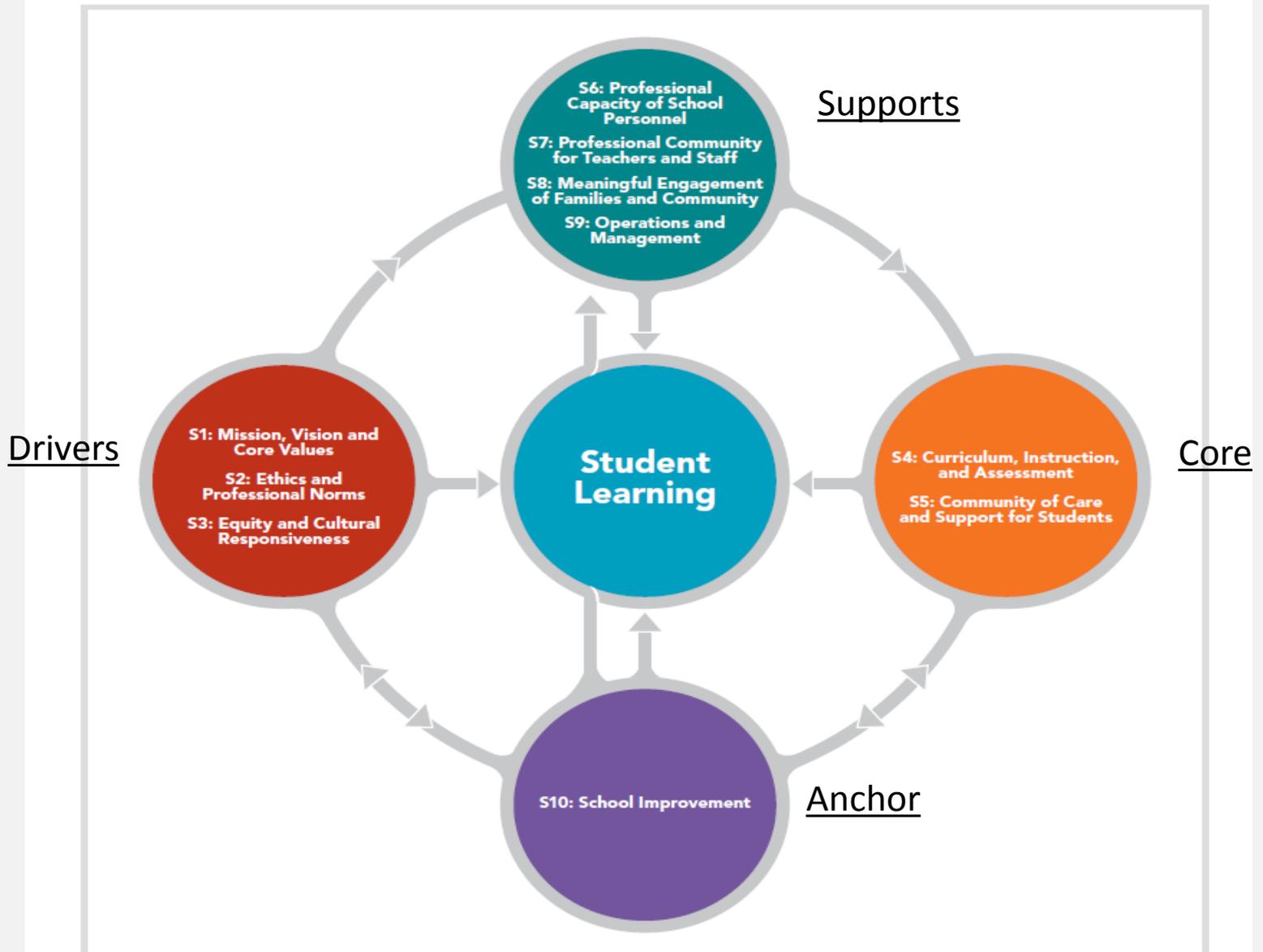


Figure 1: Relationship of School Leadership Work to Student Learning



S10:
School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

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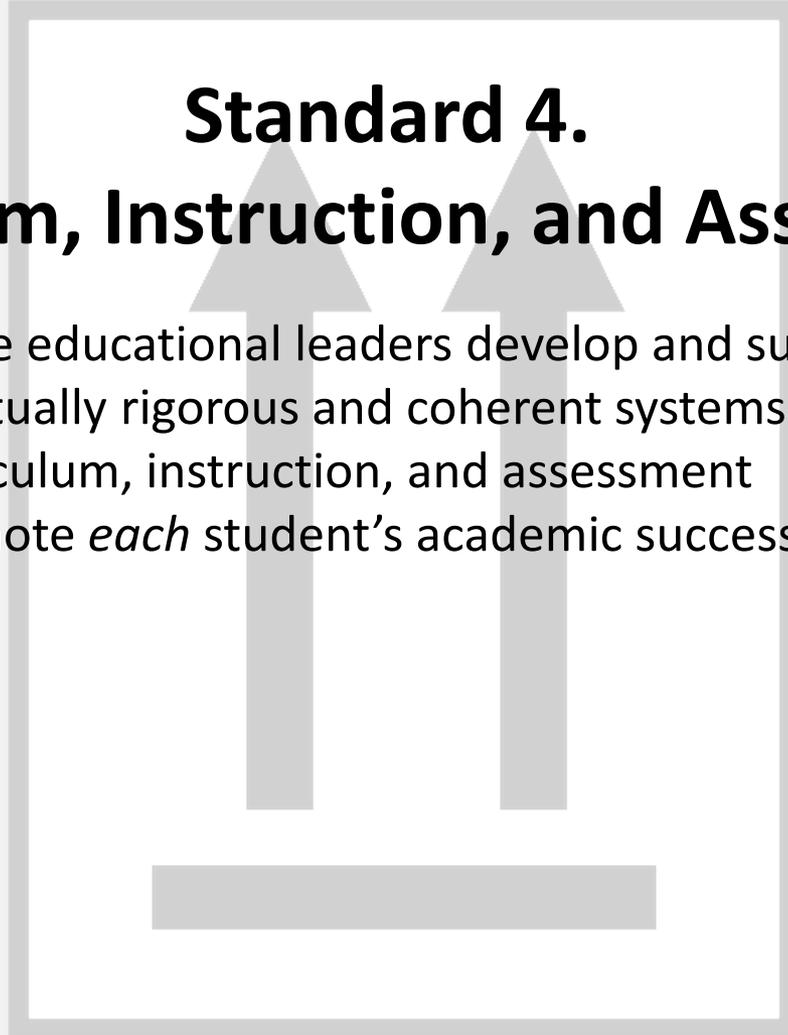
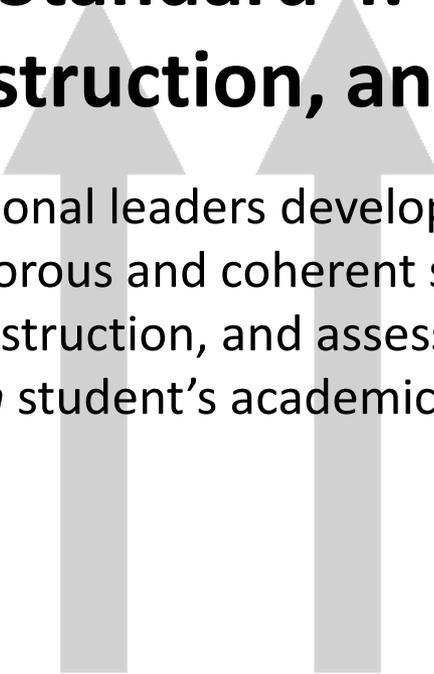
DOWNS &
SLARROCK

Aligned

Standard 4.

Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.





Elevated

**Standard 1.
Mission, Vision, and Core Values**

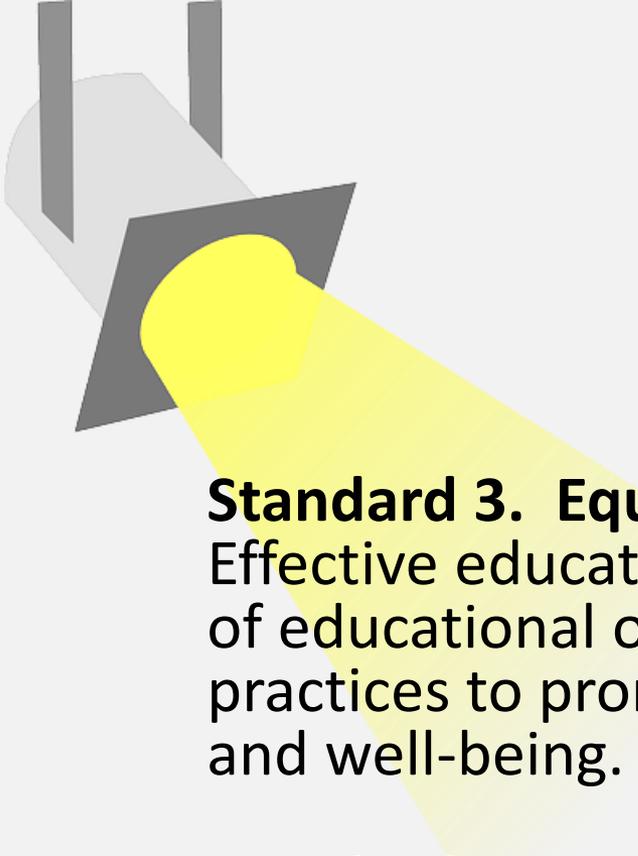
**Standard 2
Ethics and Professional Norms**

**Standard 6.
Professional Capacity of School Personnel**

**Standard 7.
Professional Community for Teachers and Staff**

**Standard 8.
Meaningful Engagement of Families and Community**

**Standard 9.
Operations and Management**

A graphic of a spotlight with a grey body and a yellow beam of light shining downwards from the top left towards the text.

Spotlighted

Standard 3. Equity and Cultural Responsiveness

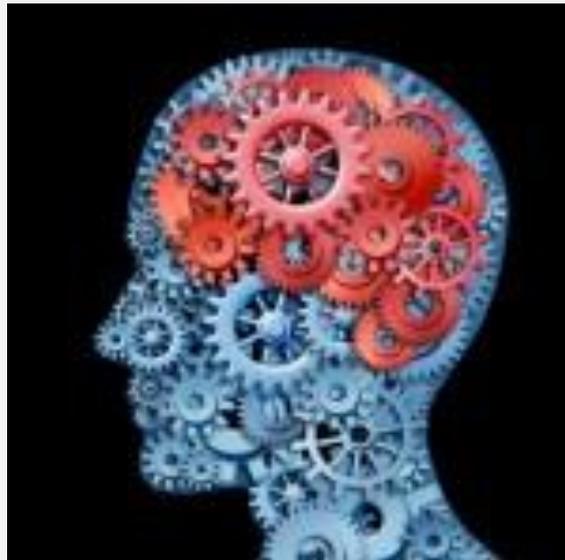
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Reflecting on PSEL

How do these standards affirm/enhance your role as principal?



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Looking into the Standards

Identify examples of observable evidence
for this standard in your school

Standard 3: Equity and Cultural Responsiveness

3a. Effective leaders ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

- 
- Students are treated fairly.
 - Teachers understand each student's culture.
 - Teachers know their students' names quickly and can pronounce them all accurately.
 - Student work and exhibits are never damaged or defaced.



Standard
1

Standard
2

Standard
3

Standard
4

Standard
5

Standard
6

Standard
7

Standard
8

Standard
9

Standard
10

PSELs in Your School

- Which of the PSELs is your **priority**?



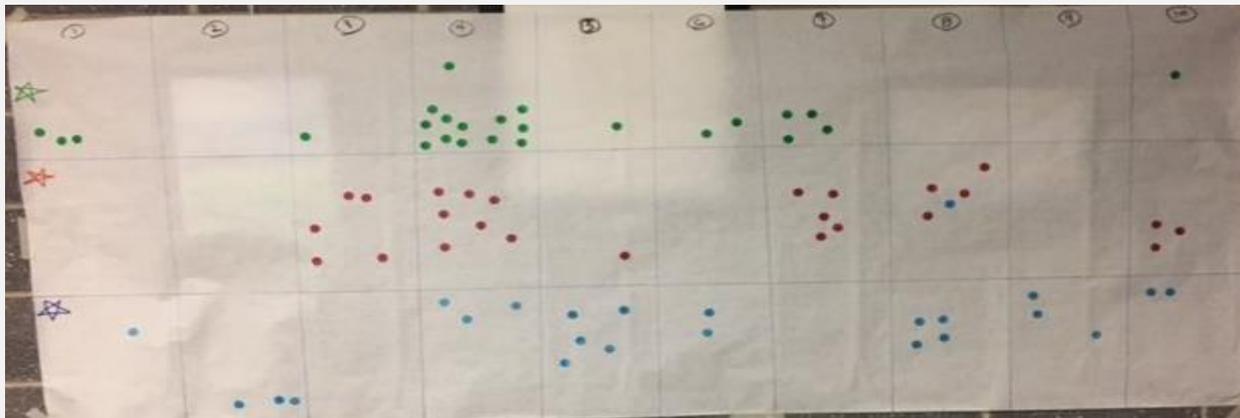
- Which of the PSELs will require the **greatest amount of work**?



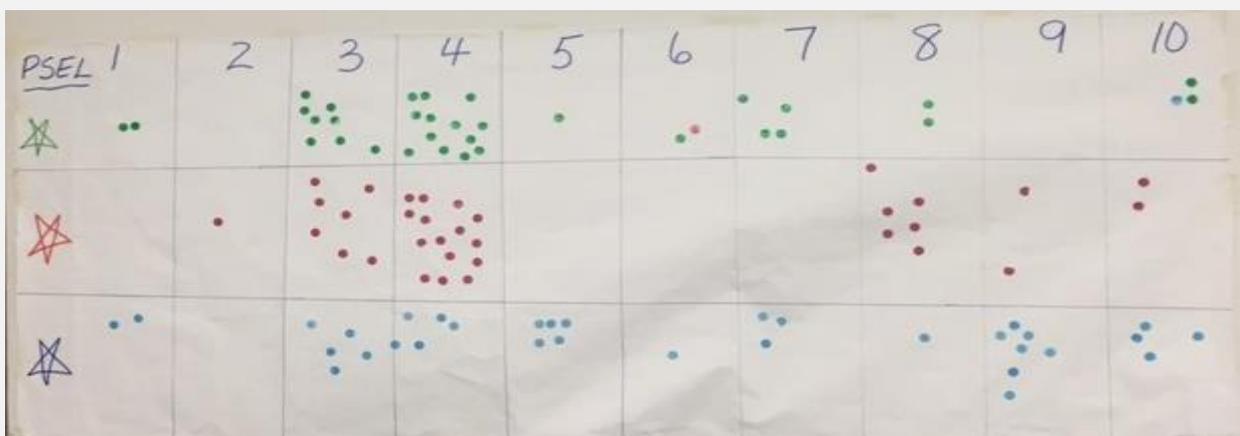
- With which of the PSELs are you **the most comfortable**?



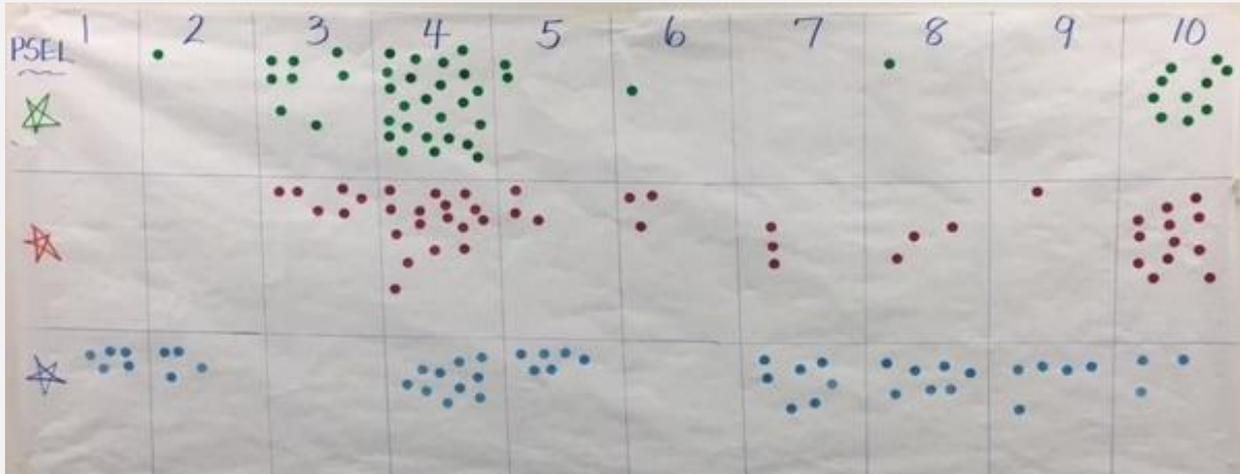
Eastern



Central



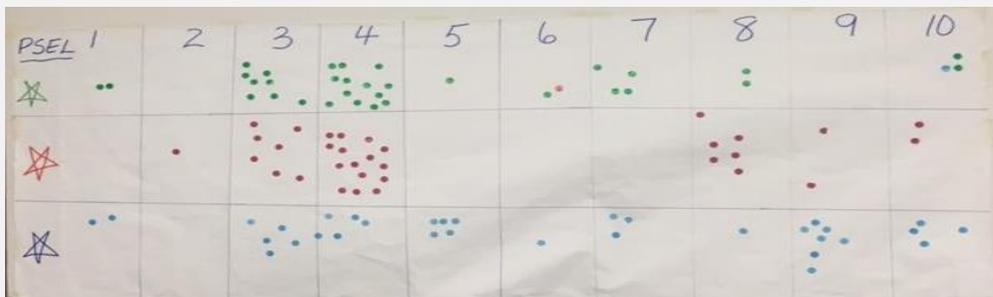
Western



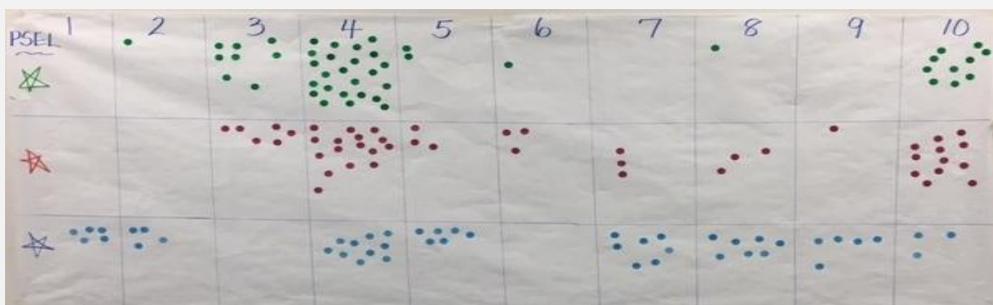
Eastern



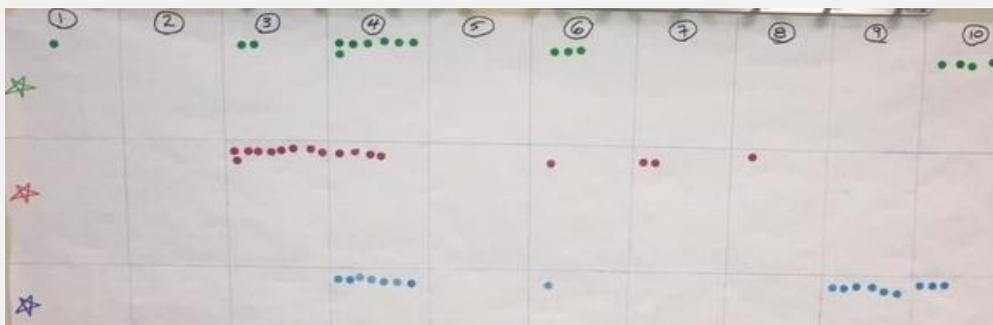
Central



Western



Executive Officers





**What steps will you take
when you get back to your schools
to apply any of the information
from today?**

Your Assignment

- As you take the steps we've just discussed, keep the following in mind:
 - Where are you now (with a particular standard)?
 - What do you need to do to get where you want to be (with that particular standard)?
- When you come back in March, we will start with a review of:
 - Where you were
 - Where you are now
 - What you've done to get to this point
 - What steps you have taken
 - What worked/didn't work
- What resources did you utilize? (Human, financial, materials, etc.)
 - Professional development
 - Community involvement
 - Support from executive officers

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