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State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: June 20, 2018
SUBJECT: Improving the Principal Evaluation System

PURPOSE:

The purpose of this agenda item is to share updates to the principal evaluation system for the 2018-2019 school year.

BACKGROUND/HISTORICAL PERSPECTIVE:

Education Reform Act of 2010 and Code of Maryland Regulation (COMAR) 13A.07.09 identify requirements for evaluation of principals. All principals are required to be evaluated annually using either the state evaluation model or an approved locally developed evaluation model. The state evaluation model consists of equally weighted measures of professional practice and student growth. The professional practice domains for principal evaluation are guided by the Professional Standards for Educational Leaders, which were adopted by the State Board of Education in February 2017. The Professional Standards for Educational Leaders are ten interdependent standards that reflect leadership work that research and practice suggest are essential to student success.

Student learning objectives (SLOs) are the predominate measure of student growth. SLOs are informed by assessment data and whole school growth measures. Student progress must be demonstrated across two points in time and encompass multiple measures. Evaluation models are required to provide, at a minimum, overall ratings of highly effective, effective, and ineffective. Since the statewide launch of the evaluation system in 2013-2014, approximately 97% of principals have been rated effective or highly effective.

EXECUTIVE SUMMARY:

For the last year, the Office of Leadership Development and School Improvement has collaborated with stakeholders to inform improvements to the principal evaluation system. Improvements to the system were needed to improve the quality of data collected so that they may be used to inform professional learning experiences that foster the growth of effective school leaders. Following are the improvements that have been made.

1. Removed the “default effective” reporting option.

Traditionally, educators who were on leave or did not receive two formal evaluations in a school year were reported to the state as “effective.” In some school systems, over 160 educators were reported to the state using the “default effective” option. The state’s collection system has been revised to allow school systems to accurately account for educators who did not receive two formal evaluations in a school year.

2. Added a “developing” tier to evaluation ratings.

Several school systems currently have a four-tier rating system. However, when data are reported to the state, the four-tier system must be collapsed into three tiers. This resulted in principals that were rated as developing or emerging to be reported to the state as effective. School systems will now have the option to report a fourth tier in the evaluation system which will allow for more accurate data collection.

3. Defined “effective” tiers.

Definitions were provided to clearly identify the actions of a highly effective, effective, developing, and ineffective school leader. Definitions were needed to support consistency in expectations of school leaders.

4. Developed a rubric to support the evaluation of principals in alignment with the Professional Standards for Educational Leaders (PSEL).

The PSEL rubric provides a common language and clear expectations of an effective school leader. The rubric conveys how each standard manifests across four levels of practice - highly effective, effective, developing, and ineffective. The rubric is a resource to inform professional learning experiences for school-based administrators that will elevate their professional practice by identifying areas of promise and opportunities for growth within each standard.

5. Provided the option for principals to be placed on a three-year evaluation cycle.

It is essential that the evaluation system is grounded in supporting the growth of effective leaders. As a result, it is being recommended that principals are placed on a three-year evaluation cycle. All principals will be evaluated annually on select standards identified by the principal and his/her supervisor. Annual evaluation results will be reported to the Maryland State Department of Education. Over the course of three years, principals will be evaluated on all ten standards. This approach allows for intense focus on target areas of growth each year.

ACTION:

For information only. No actions required.

Attachments (4)

Attachment I: Improving the Principal Evaluation System PowerPoint

Attachment II: Professional Standards for Educational Leaders

Attachment III: Professional Standards for Educational Leaders Rubric

Attachment IV: Timeline for Revisions to Maryland’s Evaluation System

Improving the Principal Evaluation System



STATE BOARD MEETING

June 20, 2018

Education Reform Act of 2010 and Code of Maryland Regulation 13A.07.09 Define Evaluation Requirements

- All principals must be evaluated annually.
- State evaluation model consists of equally weighted professional practice and student growth domains.
- Evaluation system must provide, at minimum, for an overall rating of highly effective, effective, or ineffective.

2014-2018 Principal Evaluation Model

Professional Practice 50%

Student Growth 50%

Maryland Instructional Leadership Framework

- Vision
- Culture
- Curriculum, Instruction, and Assessment
- Observation / Evaluation of Teachers
- Technology and Data
- Professional Development
- Stakeholder Engagement

Interstate School Leaders Licensure Consortium Standards

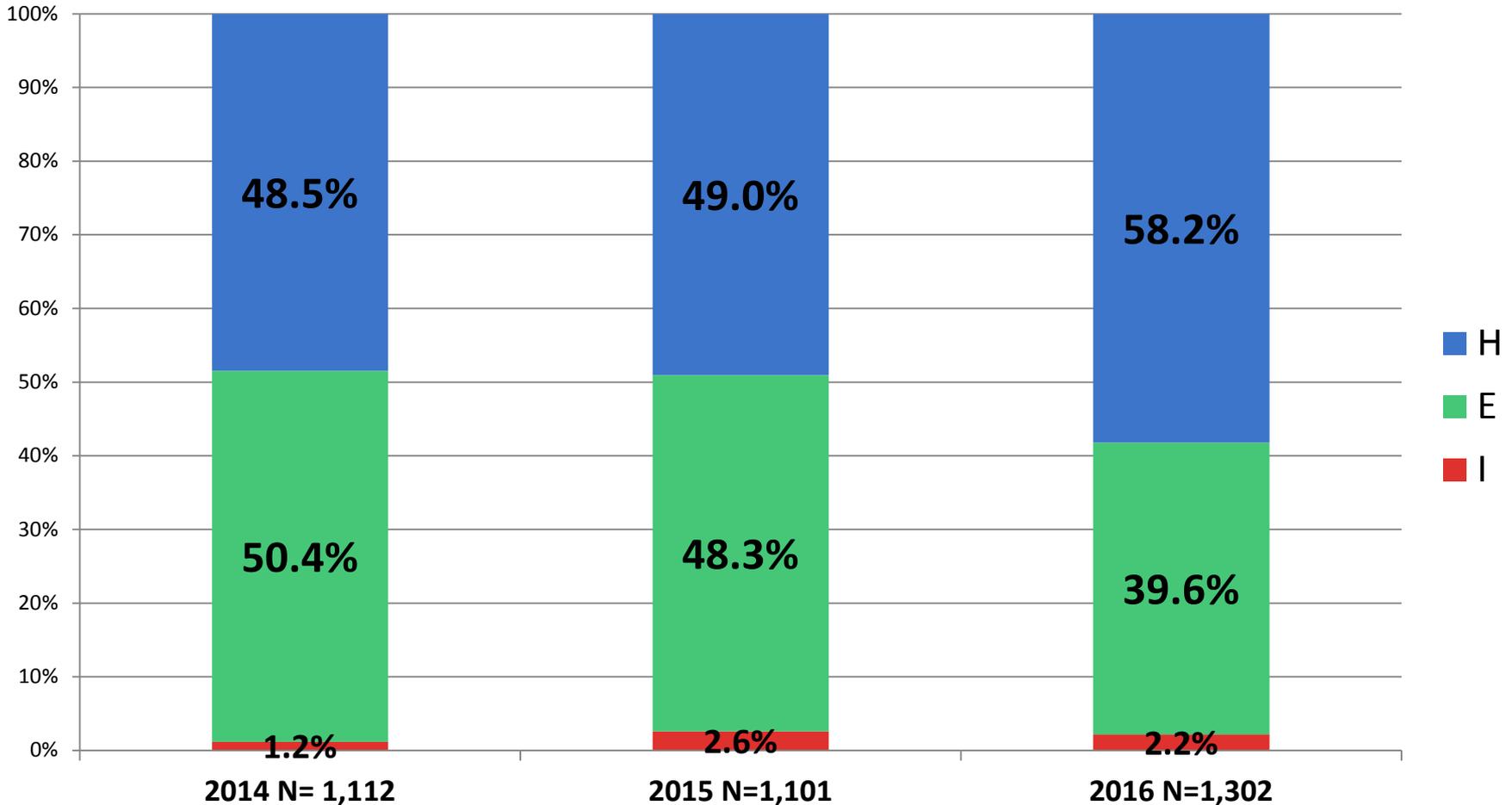
- Operations and Budget
- Communication
- School Community
- Integrity, Fairness, and Ethics

Assessment Informed Growth Measure
(informed by local or state assessment)

Whole School Growth Measure

Principals earn an overall rating of highly effective, effective, or ineffective

For the Last 3 Years, Most Maryland Principals were Rated as Highly Effective or Effective





Partnering to Improve Maryland's Evaluation System

The Office of Leadership Development and School Improvement has established partnerships to support improvements to the evaluation system.

Partnerships are summarized below.

Listening to Stakeholders

Focus groups were conducted to identify areas of promise and opportunities for growth.



Conducting Research

Analysis is occurring on how to measure educator influence on student learning.



Developing Resources

Guidance documents and common tools are being developed to promote consistency in evaluation practices.



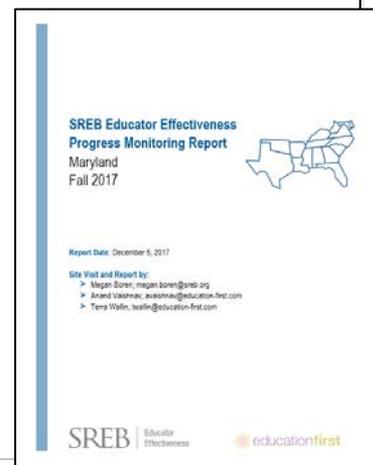
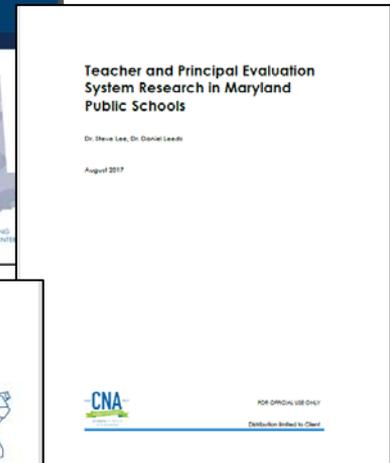
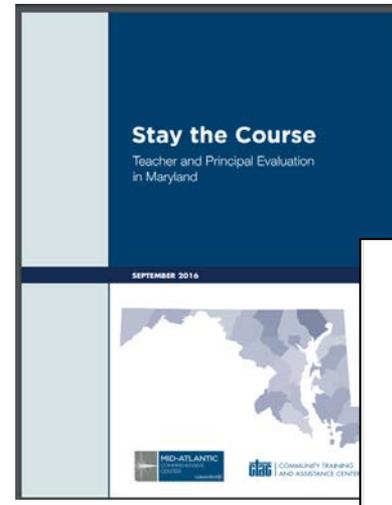
Providing Professional Learning Experiences

Leadership academics and workshops are being developed to support evaluator training and effective leadership practices.



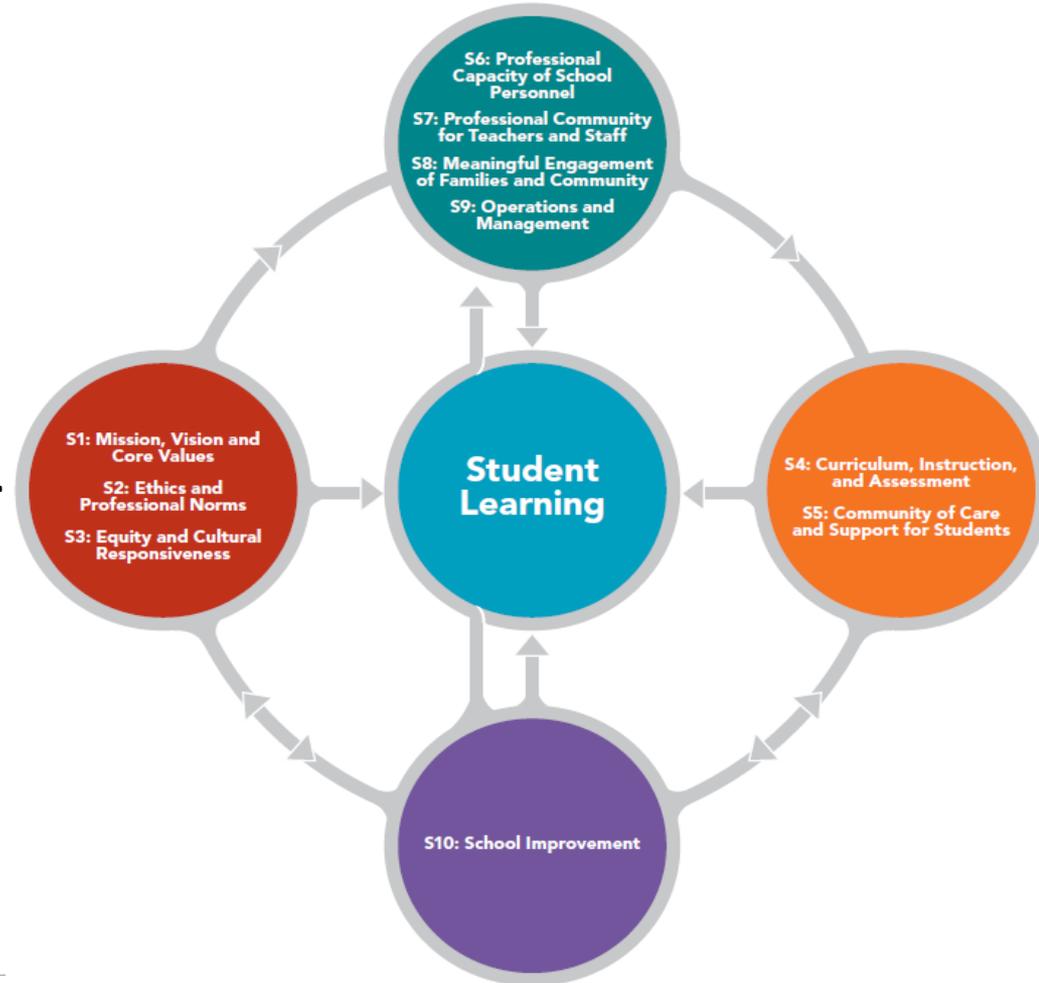
Opportunities for Improvement Informed by Surveys, Focus Groups, and Research

- Remove the “default effective” reporting option.
- Add a developing tier to effectiveness levels.
- Define effectiveness levels.
- Provide common tools and resources to support consistency in evaluations.
- Provide evaluator training.



Adoption of New Standards Provided the Opportunity to Improve Principal Evaluations

- 2017 - Professional Standards for Educational Leaders (PSEL) adopted.
- PSEL guide administrator licensure and evaluations.



Rubric Development Process

All Superintendents invited to recommend a representative to participate in rubric development

November – December 2017

78 Principal Supervisors provide input to inform revisions to the rubric

March – May 2018

Professional Standards for Educational Leaders Rubric



September 2017

54 workgroup members develop draft rubric

January – February 2018

- Rubric posted for public feedback (257 respondents)
- Rubric shared with principals, parents, and higher ed. faculty for input
- Rubric revised based on feedback

May 2018

The Rubric Defines Principal Effectiveness

Highly Effective

- The highly effective school leader **spreads** effective practices beyond the school building.
- Leadership practice stands out as noteworthy with significant results.
- Performance at this level usually impacts the school system, state, or others outside the school more broadly, with documented accomplishments of leading peers and supervisors to modify their practices and systems to improve student learning and school performance.

Effective

- The effective school leader consistently **implements** effective practices that translate into improved results for students.
- Leadership practice produces desired and consistent results in alignment with school system goals.
- Performance at this level embodies the fullness of the PSEL elements, fosters robust collaboration and data analysis, and establishes a track record of student and school success.

Developing

- The developing school leader **attempts** to implement effective practices.
- Leadership practice is making strides, though not yet making consistent results.
- Performance at this level includes actions and efforts made towards promising outcomes, though outcomes for staff and students are not regularly achieved.

Ineffective

- The ineffective school is **aware** of effective practices but does not consistently demonstrate evidence of implementation.
- Leadership practice is limited, inconsistent, and in need of significant improvement.
- Performance at this level tends to be passive without focus and requires targeted intervention to address key improvement needs.

Final Rubric will be Shared in July

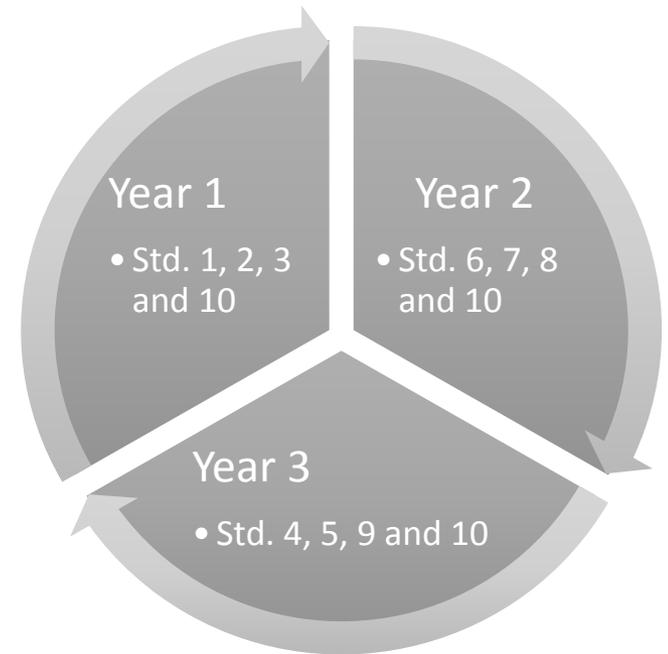


William J. Slotnik,
Founder and Executive Director

Three Year Evaluation Cycle for Principals

- Principals will be formally evaluated on all 10 standards over the course of 3 years.
- Principals collaborate with their supervisors to determine areas of focus each year.
- School systems submit evaluation data annually to MSDE.

Sample Evaluation Cycle



Next Steps for Principal Evaluation

- Finalize Professional Standards for Educational Leaders Rubric.
- Finalize principal evaluation guidebook. Guidebook contains information on the evaluation process; self-assessments; goal setting; evidence collection; actionable feedback; and summative ratings.
- Facilitate evaluator training.
- Collect evaluation models from school systems to ensure alignment to COMAR and Education Reform Act.

Milestones	2017						2018							
	November	December	January	February	March	April	May	June	July	August	September	October	November	December
10. Conduct research on effective practices for improving: <ul style="list-style-type: none"> • inter-rater reliability, • calibration of observer ratings, • quality of student learning objectives, and • measures of educator influence on student achievement. Research is being conducted by the Mid-Atlantic, SEB, and Education First. Innovations from last year's February 2017 will also be used to inform revisions to the evaluator system.														
11. Conduct evaluator training and professional learning experiences for school leaders. Professional learning experiences being developed with Mid-Atlantic Comprehensive Center and New Leaders.														
12. Convene Maryland Evaluation Workgroup to revise student growth measures for principal and teachers and develop a teacher evaluation rubric. Recommended workgroup members: Maryland State Education Association; Baltimore Teachers Union; Maryland Association of Secondary and Elementary School Principals; local school systems; institutions of higher education; research and state partners (e.g. IES); Maryland Parent Teacher Association; community members (e.g. Greater Baltimore Urban League); and state and local board members.														
13. Release draft student growth measures and teacher evaluation rubric for public comment.														

Refer to timeline for a detailed overview of next steps.

Next Steps for Teacher Evaluation

Conduct Research
and Collect Data



Feb. – June 2018



Aug. – Dec. 2018

Convene a
Workgroup and
Invite Experts to
Inform Revisions
Based on Data
and Research

Develop Resources that
Support Implementation of
Revised Evaluation System



Jan. – April 2019



June – Aug. 2019

Facilitate
Evaluator Training

Pilot Revised
Evaluation System



2019 – 2020

Professional Standards for Educational Leaders

National Policy Board for Educational Administration

2015

October 2015

formerly known as ISLLC Standards

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Professional Standards for Educational Leaders 2015

National Policy Board for Educational Administration

Member Organizations:

- 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)
- University Council for Educational Administration (UCEA)

October 2015

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Introduction

It's the end of another Thursday, and in schools around the country, educational leaders are shutting down their computers and heading home after another full-throttle day. As they leave the building, they replay the events of the day and ask themselves: *Did I help make a difference today for our students? Did I focus on what matters most for their learning and well being?*

The Professional Standards for Educational Leaders 2015 provide guideposts so that the answers to these critical questions are a resounding “Yes!” Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They're designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future as education, schools and society continue to transform.

WHY DO EDUCATIONAL LEADERS NEED NEW STANDARDS NOW?

There are several reasons. The Council of Chief State School Officers published the first standards for educational leaders in 1996, followed by a modest update in 2008 based on the empirical research at the time. Both versions provided frameworks for policy on education leadership in 45 states and the District of Columbia. But the world in which schools operate today is very different from the one of just a few years ago—and all signs point to more change ahead. The global economy is transforming jobs and the 21st century workplace for which schools prepare students. Technologies are advancing faster than ever. The conditions and characteristics of children, in terms of demographics, family structures and more, are changing. On the education front, the politics and shifts of control make the headlines daily. Cuts in school funding loom everywhere, even as schools are being subjected to increasingly competitive market pressures and held to higher levels of accountability for student achievement.

Without question, such changes are creating myriad challenges for educational leaders. At the same time they present rich and exciting opportunities for educational leaders to innovate and inspire staff to pursue new, creative approaches for improving schools and promoting student learning. The profession of educational leadership has developed significantly. Educators have a better understanding of how and in what ways effective leadership contributes to student achievement. An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating challenging but also caring and supportive conditions conducive to each student's learning. They relentlessly develop and support teachers, create positive working conditions, effectively allocate resources, construct appropriate organizational policies and systems, and engage in other deep and meaningful work outside of the classroom that has a powerful impact on what happens inside it. Given this growing knowledge—and the changing demands of the job—educational leaders need new standards to guide their practice in directions that will be the most productive and beneficial to students.

HOW WERE THE 2015 STANDARDS DEVELOPED?

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders, and leadership demands of the future. The National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and American Association of School Administrators (AASA) were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. The National Policy Board for Education Administration (NPBEA), a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership of the 2015 Standards in recognition of their significance to the profession and will be their steward going forward.

WHAT MAKES THEM PROFESSIONAL STANDARDS?

Professional standards define the nature and the quality of work of persons who practice that profession, in this case educational leaders. They are created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated. They inform government policies and regulations that oversee the profession. By articulating the scope of work and the values that the profession stands for, standards suggest how practitioners can achieve the outcomes that the profession demands and the public expects. Professional standards are not static. They are regularly reviewed and adjusted to accurately reflect evolving understandings of, expectations for, and contexts that shape the profession's work.

TO WHOM DO THE 2015 STANDARDS APPLY?

The Standards are foundational to all levels of educational leadership. They apply to principals and assistant principals and they apply to district leaders as they engage in similar domains of work as school leaders. However, the specific leadership activities that follow each Standard are cast more toward school-level leadership than district-level leadership. Moreover, district-level leaders have additional responsibilities associated with their particular roles (e.g., working with school boards and labor relations), and those responsibilities extend beyond these Standards. Such additional responsibilities are described in other standards focusing specifically on district-level leadership.

WHAT'S NEW ABOUT THE 2015 STANDARDS?

The 2015 Standards have been recast with a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21st century. They elevate areas of educational leader work that were once not well understood or deemed less relevant but have since been shown to contribute to student learning. It is not enough to have the right curriculum and teachers

teaching it, although both are crucial. For learning to happen, educational leaders must pursue all realms of their work with an unwavering attention to students. They must approach every teacher evaluation, every interaction with the central office, every analysis of data with one question always in mind: How will this help our students excel as learners?

The Standards recognize the central importance of human relationships not only in leadership work but in teaching and student learning. They stress the importance of both academic rigor and press as well as the support and care required for students to excel. The Standards reflect a positive approach to leadership that is optimistic, emphasizes development and strengths, and focuses on human potential.

The 2015 Standards adopt a future-oriented perspective. While they are grounded in the present, they are aspirational, recognizing that the changing world in which educational leaders work today will continue to transform—and the demands and expectations for educational leaders along with it. The 2015 Standards envision those future challenges and opportunities so educational leaders can succeed in the future.

The 2015 Standards are aspirational in other ways, too. They challenge the profession, professional associations, policy makers, institutions of higher education, and other organizations that support educational leaders and their development to move beyond established practices and systems and to strive for a better future. The 2015 Standards focus on accomplished leadership practice to inspire educational leaders to stretch themselves and reach a level of excellence in their practice, no matter where they are in their careers. They are relevant at all career stages, although application will vary and is an area that the field should explore further.

WHAT IS THE LINK BETWEEN EDUCATIONAL LEADERSHIP AND STUDENT LEARNING?

The 2015 Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The 2015 Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and 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

In practice, these domains do not function independently but as an interdependent system that propels each student to academic and personal success. They, and the Standards that represent them, can be understood in three related clusters. The first cluster is Curriculum, Instruction and Assessment, and Community of Care and Support for Students. The second cluster is Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, and Operations and Management. The third cluster is Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness. The domain of School Improvement affects all of the clusters, which together reflect a theory of how educational leader practice influences student achievement.

As shown in Figure 1 on page 5, at the core, students learn when educational leaders foster safe, caring and supportive school learning communities and promote rigorous curricula, instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports—the professional capacity of teachers and staff, the professional community in which they learn and work, family and community engagement, and effective, efficient management and operations of the school. In all of their work, educational leaders are driven by the school’s mission, vision, and core values. They are called to act ethically and with professional integrity. And they promote equity and cultural responsiveness. Finally, educationally effective leaders believe their school can always be better. To realize their schools’ visions of student learning and stay true to their schools’ core values, educational leaders subject every realm of the school to improvement, including themselves and their own work. They are tenacious change agents who are creative, inspirational and willing to weather the potential risks, uncertainties and political fall-out to make their schools places where each student thrives. Figure 1 illustrates how the 2015 Standards fit into this theory, showing each by its number (e.g. S1, S2).

While the primary focus of the 2015 Standards is on leaders in administrative roles, the Standards recognize that effective school leadership is not the sole province of those in such roles. Leadership work for effective schools can be performed by many within a school, in particular by teachers. Administrative leaders play a crucial role in the effective development and exercise of leadership school wide. Therefore, the 2015 Standards reflect the importance of cultivating leadership capacity of others.

HOW CAN THE 2015 STANDARDS BE USED?

The 2015 Standards are “model” professional standards in that they communicate expectations to practitioners, supporting institutions, professional associations, policy makers and the public about the work, qualities and values of effective educational leaders. They are a compass that guides the direction of practice directly as well as indirectly through the work of policy makers, professional associations and supporting institutions. They do not prescribe specific actions, encouraging those involved in educational leadership and its development to adapt their application to be most effective in particular circumstances and contexts.

Figure 2 presents a “theory-of-action” of the ways that professional standards can guide educational leadership practice and promote its outcomes. This theory-of-action also indicates how

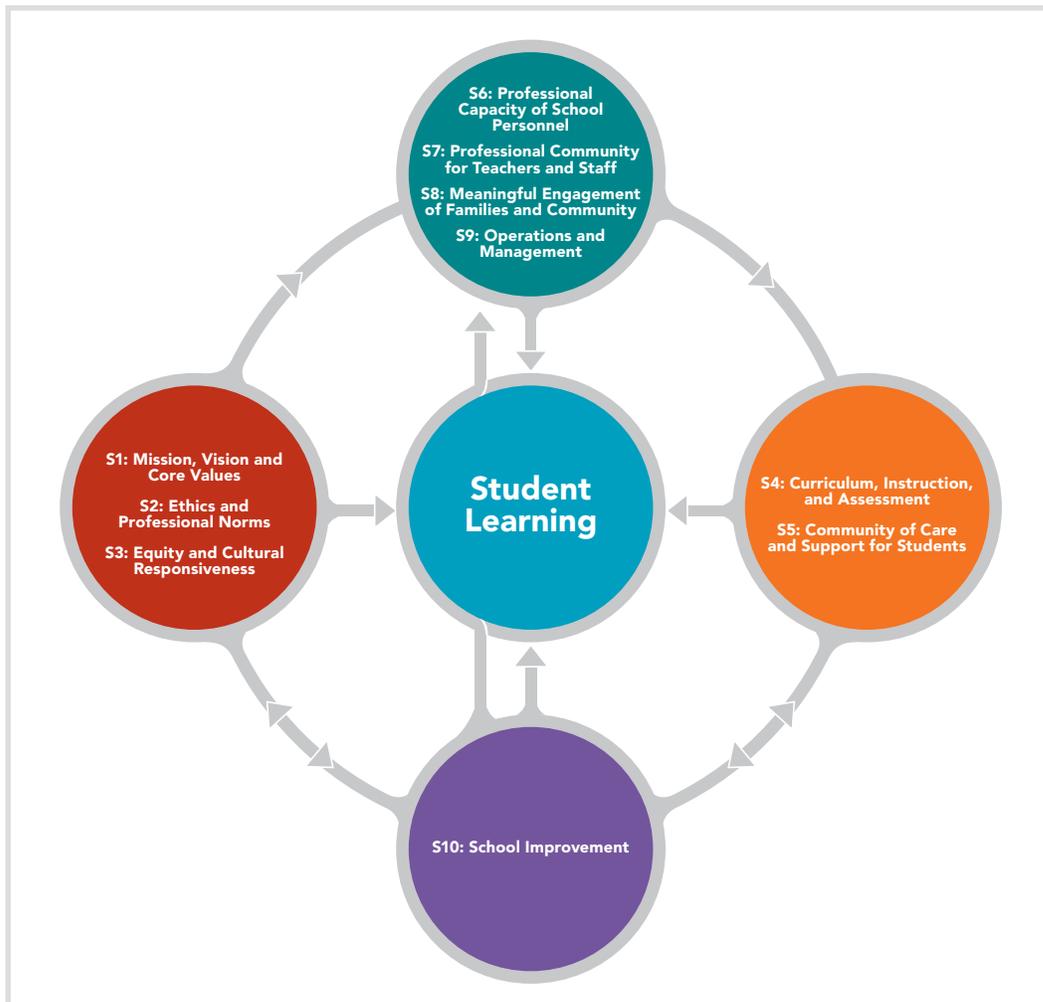


Figure 1: Relationship of School Leadership Work to Student Learning

these professional standards can be effectively used. Standards have direct influence on members of the profession by creating expectations and setting directions for the practice of educational leaders. They have indirect influence on educational leadership by helping to shape the actions and support provided to members of the profession by professional associations and the system of supporting institutions involved in educational leader preparation and development. They also have indirect influence on educational leadership by serving as a foundation for policy and regulations regarding the profession and its practice, including those related to educational leader preparation, certification, professional development, and evaluation. Moreover, standards shape public expectations for the profession, for policy, and for supporting institutions which also affect practice.

More specifically, the 2015 Standards can be a guiding force to states and leadership preparation programs as they identify and develop the specific knowledge, skills, dispositions, and other characteristics required of educational leaders to achieve real student success in school. With consideration of variations necessitated by local contexts, states can use the Standards to ensure that policies and programs set consistent

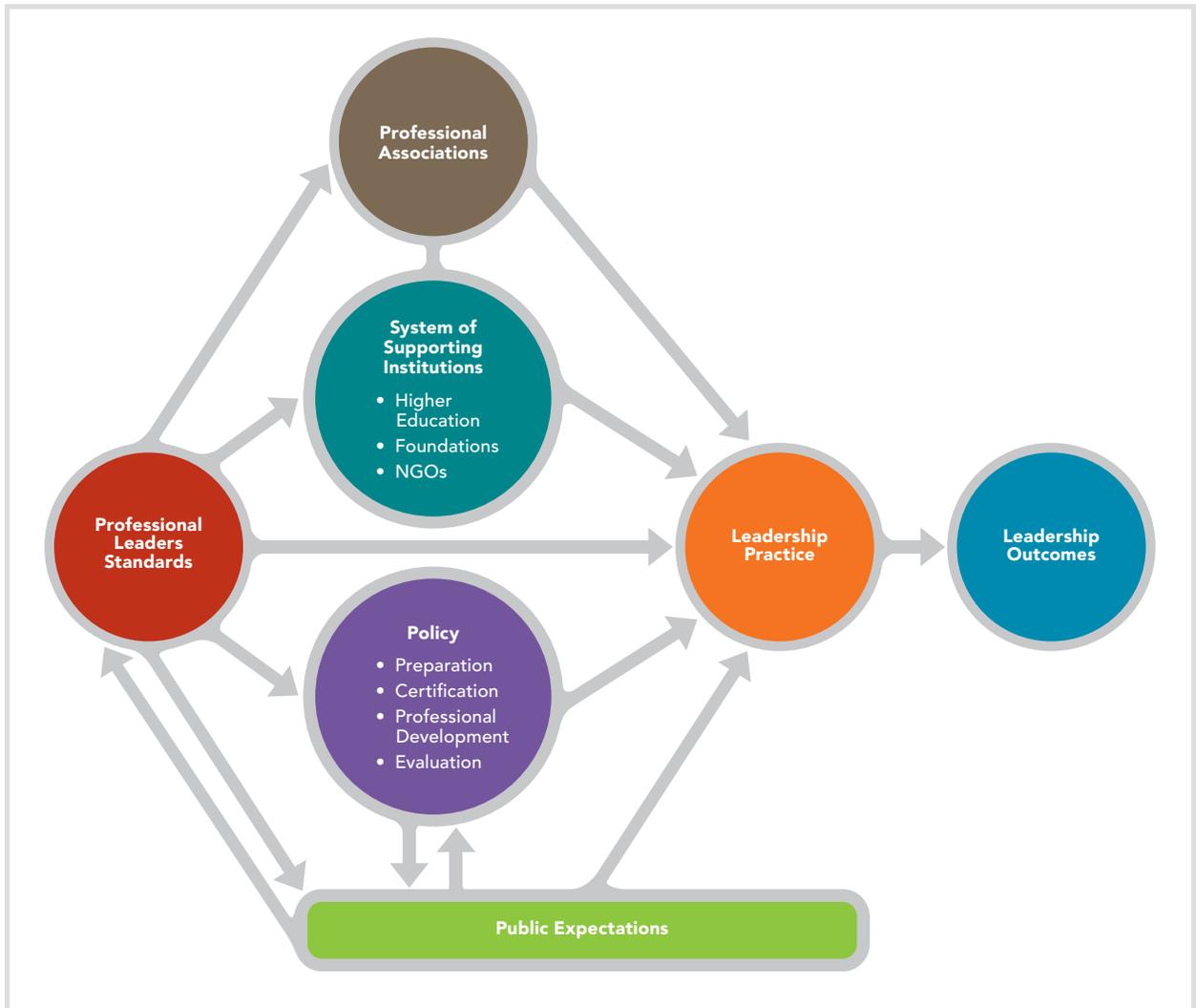


Figure 2: Theory-of-Action of the Role of Professional Standards in Leadership Practice and Outcomes

expectations for educational leaders over the course of their careers, from initial preparation, recruitment and hiring, to induction and mentoring, to evaluation and career-long professional learning. The Standards can guide the operationalization of practice and outcomes for leadership development and evaluation.

The high turnover rate of educational leaders nationwide points to the complexities, responsibilities, and relentless pressures of the job, and such turnover derails improvement efforts necessary for student learning. Whether they are first-year novices or veterans of the profession, educational leaders need ongoing support to succeed in a job that is dramatically changing. The nature and qualities of work articulated in the 2015 Standards serve as a foundation for high-quality professional development opportunities so that educational leaders can continually develop and refine their abilities to excel at their work.

As foundational principles of leadership, the 2015 Standards can also inform the work of central office administrative leaders and school boards. They communicate what is important about leadership both at the school and district levels. They serve as a guide for central office leaders to develop systems of development, support, and accountability for school-level leadership, ensuring that the central office functions to serve the needs of schools in ways that are beneficial to students.

Finally, the 2015 Standards are an anchor document upon which related products can be developed. They helped to shape the National Educational Leadership Preparation Standards (NELP), formerly the Educational Leadership Constituent Council Standards (ELCC), and the Accreditation Review Process. These guide the preparation of aspiring educational leaders and the process by which preparation programs seek accreditation from the Council for the Accreditation for Educational Preparation (CAEP). The Standards are also the foundation for the Model Principal Supervisor Professional Standards 2015.

The Professional Standards for Educational Leaders 2015 should not be a static document. As professional standards they should be regularly reviewed and revised to accurately reflect evolving understandings of and expectations for the profession's work. Their adoption and implementation should be monitored and their influence on the profession and the practice of educational leadership should be evaluated. There are particular issues of implementation that deserve examination, among them the effective application of the Standards across levels of schooling, educational locales and contexts, and career phrases. Knowledge from such inquiry will be instrumental to keep the Standards meaningful and alive.

Schools and school districts need effective leaders like never before to take on the challenges and opportunities facing education today and in the future. The 2015 Standards paint a rich portrait of such a leader, one whom our students are counting on to help them reach their full potential. They shouldn't have to wait any longer.

Organization of the Professional Standards for Educational Leaders 2015

The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote *each* student’s academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

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.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

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.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

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.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student’s academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers’ and other staff members’ work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

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

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

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The Standards Update Project Committee reviewed research on educational leadership, combined that review with findings of the Field Knowledge Committee, and drafted revisions to the 2008 ISLLC Standards.

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The Tools Project Committee researched and inventoried the available tools for supporting the implementation of leadership standards and suggested additional tools to disseminate information about leadership standards and how to implement them.

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The Workgroup for Completing the Standards used drafts of the leadership standards and the work of the committees to create the Professional Standards for Educational Leaders 2015.

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Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a non-partisan, nationwide, nonprofit organization of public officials who lead departments of elementary and secondary education in the states, District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress and the public. From 2013-2015, CCSSO convened the various committees and working group that produced the Professional Standards for Educational Leaders 2015.

www.ccsso.org



National Policy Board for Educational Administration

The following organizations and councils are members of the National Policy Board for Educational Administration (NPBEA): American Association of Colleges for Teacher Education, American Association of School Administrators, Council for the Accreditation of Educator Preparation, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National of Professors of Educational Administration, National School Boards Association, and University Council for Educational Administration. NPBEA approves the professional standards that guide the continuous improvement of the practice of educational leaders.

www.npbea.org



The Wallace Foundation

The Wallace Foundation supported the development of Professional Standards for Educational Leaders 2015 (*formerly known as ISLLC 2008*) as part of its long-term commitment to develop and share knowledge, ideas and insights aimed at increasing understanding of how education leadership can contribute to improved student learning. Many of the resources that informed this publication and other materials on education leadership can be downloaded for free at

www.wallacefoundation.org

Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

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 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.

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.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

STANDARD 10. 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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Professional Standards for Educational Leaders Rubric





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Standards for Educational Leaders (PSEL) Rubric

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Standards for Educational Leaders (PSEL) Rubric

Overview

In February 2005, Maryland responded to the need for an increased focus on instructional leadership by developing and adopting the Maryland Instructional Leadership Framework. In 2008, the Interstate School Leaders Licensure Consortium (ISLLC) Standards was released. Since that time, the Maryland Instructional Leadership Framework and ISLLC standards have been used extensively as a means for validating principal preparation and licensure in Maryland. In 2012, The Maryland State Board of Education adopted regulations for teacher and principal evaluations. The Maryland Instructional Leadership Framework and ISLLC Standards created the foundation for evaluating the professional practice of principals.

In 2015, the Professional Standards for Educational Leaders (PSEL) was released. The Maryland State Department of Education participated on the PSEL's *Workgroup for Completing the Standards*. The PSEL maintains the priority of instructional leadership while elevating the focus to the overall success and well-being of each student. In February 2017, the Maryland State Board of Education adopted the PSEL. These standards replace the Maryland Instructional Leadership Framework and ISLLC Standards to guide administrator preparation, licensure, and evaluation in Maryland.

Rubric Development

The PSEL defines the practice of an effective leader. There are ten interdependent standards in the PSEL which reflect leadership work that research and practice suggest are essential to student success. The Maryland PSEL rubric builds off of the practices identified for an effective leader in the PSEL document by expanding the definition to include practices of highly effective, developing, and ineffective administrators. MSDE collaborated with the Community Training and Assistance Center (CTAC), educational leaders from Maryland school systems, and administrator preparation faculty from Maryland institutions of higher education to develop the rubric.

In January 2018, the draft rubric was shared with 78 principal supervisors representing 22 school systems. Principal supervisors provided feedback to inform revisions to the rubric. In February 2018, the revised rubric was shared with the Maryland Association of Elementary School Principals and the Maryland Association of Secondary School Principals. Feedback from these organizations was used to inform revisions to the rubric. In April 2018, the rubric will be posted for public feedback before making the final revisions.

The rubric is a resource to inform professional learning experiences for school-based administrators that will elevate their professional practice by identifying areas of promise and opportunities for growth within in each standard. The rubric provides a common language and clear expectations of a highly effective, effective, developing, and ineffective school leader. It should be noted that the rubric does not encompass the totality of actions that may be observed within each of the four tiers. The rubric is designed to establish a common foundation that school system leaders may build upon to inform the evaluation of principals.

PSEL Rubric Structure

The rubric conveys how each standard manifests across four levels of practice: highly effective, effective, developing, and ineffective. The *effective* level presents bulleted practices aligned to one or more PSEL elements which are referenced by letter. For example, PSEL *Standard 1: Mission, Vision, and Core Values* elements a-g align with the bulleted *effective* column in the rubric. Each of these bulleted practices at the “effective” level is then reflected horizontally at the *highly effective*, *developing*, and *ineffective* levels.

Example: **Maryland PSEL Rubric Standard 1: Mission, Vision, and Core Values**

Descriptors show horizontal alignment across three levels of practice.

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently...</p> <ul style="list-style-type: none"> Develops and communicates the school’s vision, mission, and core values. (a, b) Uses data to inform continuous improvement that promotes the success of each student. (b, c, e) Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f) Evaluates actions to achieve the school’s vision. (d) 	<ul style="list-style-type: none"> Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b) Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f) Identifies a set of core values that recognizes the importance of student-centered education. (c, f) Initiates continuous improvement efforts. (c, d) Uses data to inform school actions that promote student success in alignment with school’s vision, mission, or core values.(d, e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system’s mission and vision. (a,f) Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b) Articulates and advocates a core set of values that defines the school’s culture and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and adapt the school mission, vision, and/or values as needed. (d, e) Models and pursues the school’s mission, vision, and core values in all aspects of leadership. (g) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school’s vision, mission, and core values. Aligns partnerships (e.g. community organizations, vendors) to support implementation of vision, mission, and core values.

Aligns with PSEL Standard 1: Mission, Vision, and Core Values indicator (c).

Represents all of the effective tier with additional descriptors of practice.

Definitions of Effectiveness

Highly Effective

- The highly effective school leader **spreads** effective practices beyond the school building.
- Leadership practice stands out as noteworthy with significant results.
- Performance at this level usually impacts the school system, state, or others outside the school more broadly, with documented accomplishments of leading peers and supervisors to modify their practices and systems to improve student learning and school performance.

Effective

- The effective school leader consistently **implements** effective practices that translate into improved results for students.
- Leadership practice produces desired and consistent results in alignment with school system goals.
- Performance at this level embodies the fullness of the PSEL elements, fosters robust collaboration and data analysis, and establishes a track record of student and school success.

Developing

- The developing school leader **attempts** to implement effective practices.
- Leadership practice is making strides, though not yet making consistent results.
- Performance at this level includes actions and efforts made towards promising outcomes, though outcomes for staff and students are not regularly achieved.

Ineffective

- The ineffective school is **aware** of effective practices but does not consistently demonstrate evidence of implementation.
- Leadership practice is limited, inconsistent, and in need of significant improvement.
- Performance at this level tends to be passive without focus and requires targeted intervention to address key improvement needs.

Standard 1: Mission, Vision, and Core Values

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently...</p> <ul style="list-style-type: none"> • Develops and communicates the school’s vision, mission, and core values. (a, b) • Uses data to inform continuous improvement that promotes the success of each student. (b, c, e) • Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f) • Evaluates actions to achieve the school’s vision. (d) 	<ul style="list-style-type: none"> • Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b) • Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f) • Identifies a set of core values that recognizes the importance of student-centered education. (c, f) • Initiates continuous improvement efforts. (c, d) • Uses data to inform school actions that promote student success in alignment with school’s vision, mission, or core values.(d, e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> • Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system’s mission, vision and well-being of each student. (a, f) • Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b) • Articulates and advocates a core set of values that defines the school’s culture, vision and mission and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) • Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed. (d, e) • Models and pursues the school’s mission, vision, and core values in all aspects of leadership. (g) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school’s vision, mission, and core values. • Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values.

Standard 2: Ethics and Professional Norms

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently....</p> <ul style="list-style-type: none"> ● Applies local, state, and federal laws, regulations, and policies. (a, b) ● Communicates expectations of professional norms and ethical practices to school staff. (f) ● Applies professional norms and ethical practices. (b, c, d) ● Demonstrates understanding of school demographics including student and staff backgrounds and culture. (e) 	<ul style="list-style-type: none"> ● Implements local, state, and federal laws, regulations, and policies. (a) ● Communicates responsibilities and expectations for ethical behavior and professional norms to school staff. (d, f) ● Implements professional norms to promote a collaborative work culture. (f) ● Demonstrates understanding of student and staff backgrounds and culture. (e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> ● Makes the well-being of students the fundamental value in all decision making and actions¹. (a, c) ● Places students at the center of education and accepts responsibility for each student’s academic success and well-being. (c) ● Fulfills all professional duties with honesty, transparency and integrity. (b) ● Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. (a) ● Promotes ethical and professional behavior among faculty and staff aligned with the school system’s code of conduct and professional norms. (f) ● Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff. (d, f). ● Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of student and staff backgrounds, social-emotional well-being and cultures. (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> ● Informs the development or revision of school system and/or state policies focused on ethics or professional norms. ● Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators.

¹Retrieved from National Association of Elementary School Principals’ Code of Conduct: <http://www.naesp.org/sites/default/files/CodeofEthicsWeb.pdf>

Standard 3: Equity and Cultural Responsiveness

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently...</p> <ul style="list-style-type: none"> • Demonstrates equitable and culturally responsive² practices. (h) • Provides student access to learning experiences that promote equity³ and culturally responsiveness². (a, b) • Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate. (c, f) • Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. (g, h) 	<ul style="list-style-type: none"> • Communicates equity³ and cultural responsiveness² as a priority. (h) • Demonstrates understanding of data related to equity³ such as school climate, educator effectiveness, course enrollment, and student achievement. (a, b) • Uses data to identify achievement gaps among student groups. (c, f) • Identifies institutional and school biases. (e) • Improves student policies based on his/her own perspective. (d) • Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> • Implements and expects equity and cultural responsiveness² initiatives. (h) • Collaboratively establishes specific and measurable goals for equity³ that are informed by data and are in alignment with student needs. (a, b) • Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e) • Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. (c, f) • Partners with stakeholders to provide learning experiences and resources for students that promote cultural responsiveness² and equitable practices. (c, e) • Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f) • Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g) • Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c) • Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. (d) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Informs school system, state or, professional organizations on matters related to equity³ and/or cultural responsiveness². • Serve as a coach or mentor for other school leaders to support the implementation of equitable practices.

²Cultural responsiveness: Refers to a disposition of valuing the cultures and contexts of others as an asset to learning, (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

³Equity: All student groups (e.g. Race, sexual orientation, learning disability) have full access to educational opportunities. (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

Standard 4: Curriculum, Instruction, and Assessment

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently....</p> <ul style="list-style-type: none"> ● Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d) ● Requires teachers to collaborate within grade levels and/or disciplines. (a, b) ● Reviews student data to monitor student progress. (g) ● Uses assessments to inform instruction. (f) ● Implements curriculum in alignment with school system requirements. (b) ● Provides technology for student learning. (e) 	<ul style="list-style-type: none"> ● Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d) ● Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines. (a, b) ● Reviews data to monitor student progress. (g) ● Implements assessments in alignment with school system and state requirements. (f) ● Implements curriculum in alignment with school system requirements. (b) ● Promotes appropriate technology use in and out of the classroom. (e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> ● Communicates student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. (a) ● Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and instructional practices to meet the diverse needs of student learners. (c, d) ● Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment. (a, b) ● Implements a formative assessment process to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes (e.g. Growth targets). (f, g) ● Leads school educators on effective (e.g. evidence-based) practices that are evidence based to improve instruction (e.g. differentiation, personalized learning). (a, c, d) ● Collaboratively collects and uses data to monitor and inform improvements to instructional practices that is developmentally appropriate and in alignment with student needs. (c) ● Establishes expectations and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity). (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> ● Informs curriculum, instruction, assessment practices, or professional learning experiences for the school system, state, or professional organizations. ● Serves as a mentor or coach to other school leaders. ● Demonstrates sustained high levels of student academic growth and achievement in alignment with school system and state requirements.

Standard 5: Community of Care and Support for Students

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently....</p> <ul style="list-style-type: none"> ● Reviews school data. (e) ● Adheres to school system policies regarding safety and security. (a, c) ● Demonstrates mutual respect and trust in working with students, teachers, and/or stakeholder groups (e.g. parents, community members) (d). ● Demonstrates an understanding of students’ cultures and languages. (f) 	<ul style="list-style-type: none"> ● Reviews school data (e.g. school climate, suspension, attendance). (e) ● Implements academic and socio-emotional resources provided by the school system. (c) ● Shares student handbook in compliance with school system requirements. (a, e) ● Implements school security and safety procedures (e.g. visitor sign-in, emergency preparedness drills) in alignment with school system requirements. (a, e) ● Demonstrates an understanding of students’ cultures and languages. (f) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> ● Collaboratively establishes a continuum of academic and socio-emotional supports, informed by data, to address the needs and range of learners of each student group. (c) ● Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate effectiveness of academic and socio-emotional supports to students. (c) ● Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student. (b, d) ● Establishes, implements, and monitors protocols and processes that fosters a safe and secure school environment in alignment with school system policies. (a, e) ● Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system’s policies. (e) ● Infuses the school environment with students’ cultures and languages. (f) ● Communicates directly with students celebrating success and affirming student value. (b, d) ● Establishes trusting relationships with school staff and community members. (f) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> ● Informs the development or revisions of policies, resources, or practices that relate to school culture and climate at the school system or state level. ● Facilitates professional learning experiences on school culture and climate for the school system, state, or professional organizations. ● Provides a platform for various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.

Standard 6: Professional Capacity of School Personnel

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently....</p> <ul style="list-style-type: none"> ● Demonstrates effective hiring practices. (a) ● Conducts evaluation of assistant principals and teachers. (d, e, f) ● Provides feedback to assistant principals and teachers that inform improvement to their professional practice. (e) ● Participates in professional learning opportunities to enhance professional practice of self. (i) 	<ul style="list-style-type: none"> ● Conducts hiring processes in accordance with school system practices. (a) ● Responds to staff turnover as it occurs. (b, g) ● Provides data-informed professional learning experiences. (c, d, h) ● Conducts evaluation of teachers in accordance with school system policies. (d, e, f) ● Identifies and participates in professional learning opportunities to enhance professional practice of self. (i) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> ● Develops explicit criteria to recruit, hire, support, develop, and retain staff in alignment with school needs. (a) ● Establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. (d, e, f) ● Creates, implements and evaluates plan for staff turnover and succession. (b, g) ● Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs. (b, g) ● Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning, and work life balance of faculty and staff. (c, d, h) ● Communicates feedback to assistant principals, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice. (d, e,) ● Collaboratively develops and uses data to inform a plan to foster professional growth of self. (i) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> ● Informs professional learning experiences at the school system or state level to build the capacity of school personnel. ● Advances the professional growth of assistant principals and teachers as evidenced by evaluation records, student academic performance, and promotion to leadership positions. ● Provides evidence of assistant principals, teacher leaders, or other staff facilitating effective professional learning experiences to inform the professional practice of other educators within the school system, state, and/or professional organizations.

Standard 7: Professional Community for Teachers and Staff

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently....</p> <ul style="list-style-type: none"> ● Provides professional learning experiences to staff. (e, f, g) ● Includes staff input to inform school decisions. (b) ● Reviews staff perception data. (c) 	<ul style="list-style-type: none"> ● Adheres to the professional learning processes of the school system. (e, f, g) ● Provides professional learning experiences for staff. (e, f, g) ● Creates a school leadership team that works in isolation with limited input from other staff members. (b, h) ● Reviews staff perception data. (c) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> ● Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being. (a, b) ● Analyzes data on staff perceptions of school practices and procedures to identify areas of sustainability and growth. (c) ● Distributes leadership opportunities to staff for the purpose of advancing student learning and socio-emotional well-being. (b, c, h) ● Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning. (c, e, f, g) ● Provides explicit structures for staff to reflect on and strategize for student and school-wide progress that all staff are responsible for. (c, d) ● Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice. (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> ● Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals. ● Implements one or more faculty-initiated improvement efforts successfully. ● Demonstrates evidence of assistant principals, teachers, counselors, and/or other staff members actively participating and contributing to professional organizations and/or communities of practice in alignment with school goals.

Standard 8: Meaningful Engagement of Families and Community

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently.....</p> <ul style="list-style-type: none"> Communicates with families and community members. (c) Partners with families and community members to address school needs. (b, e, f, g, j) Participates in community events. (d) 	<ul style="list-style-type: none"> Creates limited partnerships to support school goals. (b, e, f, g, j) Communicates to families and community members. (c) Participates in community events. (d) Communicates to staff the need for engaging families but does not hold staff accountable for engagement. (c) Provides the school as a resource for families and the community. (g) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Establishes a network of partners and community resources to promote student achievement and family and community well-being. (b, e, f, g, j) Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being. (a, b) Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs. (c) Holds self and staff accountable for regularly engaging with families and community members to support student learning. (e, f) Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school. (d) Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning. (b, e, f, g, j). Builds and sustains productive partnerships to promote school improvement and student learning. (j). Advocates publically on behalf of the school system for the need for family and community support of schools (h, i) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Demonstrates sustained partnerships with positive results on student achievement. Provides support to other school leaders in the school system, state, and/or professional organizations on how to engage families and community members. Establishes partnerships that positively affect the school system.

Standard 9: Operations and Management

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently....</p> <ul style="list-style-type: none"> ● Manages resources. (a, c) ● Demonstrates fiscal responsibility. (d) ● Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i) ● Resolves conflicts. (k) ● Implements technological solutions for operational management. (f, g) ● Communicates with colleagues or central office staff. (l, j) 	<ul style="list-style-type: none"> ● Manages resources to meet staff and student needs. (a, c) ● Demonstrates fiscal responsibility. (d) ● Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i) ● Applies technology to support school operations. (f, g) ● Implements conflict resolution strategies. (k) ● Communicates with central office staff and colleges within the school system. (i, j) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> ● Advocates for and seeks to acquire resources that meet the needs of staff and students. (c) ● Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school’s vision, mission, and core values. (a, c) ● Assigns and schedules staff to roles and responsibilities that optimize their professional capacity to address the learning needs of students. (b) ● Protects student learning time and teacher professional learning time from disruptions. (e) ● Establishes systems and processes for fair and equitable conflict resolution. (k) ● Demonstrates ethical and responsible budgeting and accounting practices. (d) ● Employs technology to improve operational efficiency which includes but is not limited to data and communication systems that monitor and improve school outcomes. (f, g) ● Builds school community understanding of school, local, state, and federal policies to promote student success (e.g. feeder patterns). (h, i) ● Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. (l, j) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> ● Demonstrates sustained improved operational efficiencies resulting from strategic implementation of targeted strategies. ● Improves teaching and learning outcomes resulting from implementation of targeted operational and management strategies. ● Provides professional learning experiences to other leaders in the school system, state, and/or professional organizations that focus on effective operations and management.

Standard 10: School Improvement

An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Inconsistently....</p> <ul style="list-style-type: none"> ● Uses research to inform school improvement strategies. (d, f, g) ● Implements a school improvement plan. (b, d) ● Reviews data to monitor school improvement progress. (b, d, g) ● Communicates with stakeholders. (c, d, i) 	<ul style="list-style-type: none"> ● Uses data to inform school improvement. (g) ● Applies research to inform improvement strategies. (d, f, g) ● Creates and implements a school improvement plan. (b, d) ● Informs stakeholders of school improvement goals. (d, g) ● Establishes coherence across initiatives in support of school improvement goals. (h, i) ● Reviews data to monitor school improvement progress. (b, d, g) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> ● Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). (c, d, i) ● Establishes high expectations for student achievement. (c) ● Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school’s mission, vision, and core values. (b, d) ● Collaborates with stakeholders throughout the cycle of continuous improvement. (d) ● Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. (c, i) ● Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. (a) ● Establishes and implements a process to diagnose and respond to student learning needs. (b) ● Uses data to prioritize needs and identify evidence-based strategies to address identified needs. (d, g) ● Unifies improvement strategies and resources to align with identified needs. (h, i) ● Establishes and implements a system to monitor progress towards meeting identified improvement goals. (c, d) ● Adjusts improvement strategies as necessary to meet established improvement goals. (d, e) ● Provides opportunities for staff or stakeholders to lead improvement initiatives. (f, j) ● Demonstrates significant gains in student achievement. (a) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> ● Demonstrates significant and sustained gains in school improvement. ● Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement. ● Serves as a mentor or coach to school leaders.



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Standards for Educational Leaders (PSEL) Rubric

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**Revisions to Maryland’s Evaluation System
State Board of Education Meeting, Attachment IV**

The table below provides a timeline and key milestones for revising Maryland’s evaluation system. The table only identifies milestones for 2017 and 2018.

Blue – Principal Evaluation System

Yellow – Teacher Evaluation System

Green – Principal and Teacher Evaluation System

Milestones	2017		2018											
	November	December	January	February	March	April	May	June	July	August	September	October	November	December
1. Conduct focus groups to listen to stakeholders to identify areas of strength and opportunities for growth in Maryland’s evaluation system. Focus groups facilitated by the Southern Regional Education Board (SREB) and Education First.														
2. Convene workgroup to develop draft principal evaluation rubric. Workgroup facilitated in partnership with the Community Training and Assistance Center (CTAC).														
3. Facilitate regional principal supervisor meetings to provide input on the principal evaluation rubric; share summer evaluator training and professional learning experiences; and discuss process for submitting evaluation models to MSDE for approval.														



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Milestones	2017		2018											
	November	December	January	February	March	April	May	June	July	August	September	October	November	December
4. Facilitate a meeting with Maryland Associations of Elementary and Secondary School Principals to provide input on principal evaluation rubric to inform revisions.														
5. Post principal evaluation rubric for public feedback to inform revisions to rubric.														
6. Meet with members of the Maryland Parent Teacher Association to get input on principal evaluations to inform revisions to rubric and professional learning experiences for principals.														
7. Develop principal evaluation guidebook in collaboration with Mid-Atlantic Comprehensive Center (MACC), West Ed.														
8. Develop online workshops to support effective implementation of the Professional Standards for Educational Leaders. Workshops being developed in collaboration with MACC, West Ed.														
9. Collect and review evaluation models from local school systems for alignment to Code of Maryland Regulation.														



Revisions to Maryland's Evaluation System
State Board of Education Meeting, Attachment IV

Milestones	2017		2018											
	November	December	January	February	March	April	May	June	July	August	September	October	November	December
<p>10. Conduct research on effective practices for improving:</p> <ul style="list-style-type: none"> • inter-rater reliability, • calibration of observer ratings, • quality of student learning objectives, and • measures of educator influence on student achievement. <p>Research is being conducted by REL-Mid Atlantic, SREB, and Education First. Presentations from SAS EVAAS in February 2018 will also be used to inform revisions to the evaluation system.</p>														
<p>11. Conduct evaluator training and professional learning experiences for school leaders. Professional learning experiences being developed with Mid-Atlantic Comprehensive Center and New Leaders.</p>														
<p>12. Convene Maryland Evaluation Workgroup to revise student growth measures for principal and teachers and develop a teacher evaluation rubric.</p> <p>Recommended Workgroup Members: Maryland State Education Association; Baltimore Teachers Union; Maryland Associations of Secondary and Elementary School Principals; local school systems; institutions of higher education; research and data partners (e.g. BERC); Maryland Parent Teacher Association; community members (e.g. Greater Baltimore Urban League); and state and local board members.</p>														
<p>13. Release draft student growth measures and teacher evaluation rubric for public comment.</p>														