Professional Standards for Educational Leaders: Guiding Professional Learning Experiences for School Leaders

Office of Leadership Development and School Improvement

MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE

Access Workgroup Resources

https://www.marylandresourcehub.com

- ✓PowerPoint presentations
- ✓Supporting Resources

Presenters: *Maryland State Department of Education*

Edmund Mitzel, *Coordinator of Leadership Development*

Dr. Felicia Lanham Tarason, *School Leadership and Turnaround Support Specialist*

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Session Objectives:

By the end of the session today we will have:

- Discussed the Professional Standards for Educational Leaders Rubric and its alignment to growth of principal professional practice

- Analyzed Standard 3 from the Professional Standards for Educational Leaders to create specific steps (actions) to implement equitable leadership for ALL students and staff.

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

The Office of Leadership Development and School Improvement

http://marylandpublicschools.org/about/Pages/OTPE/index.aspx

Fostering the Growth of Effective Leaders

Provide targeted professional learning experiences and resources to equip current and future leaders with the skills and knowledge required for successful school and district leadership.

Ensuring Valid and Reliable Evaluations

Oversee the development and implementation of Maryland's teacher and principal evaluation system. Training, guidance, and support is provided to local school systems in the implementation of fair and valid evaluations.

Raising the Quality of Education

Provide customized professional learning experiences and support, informed by data and grounded in effective practices, to improve school performance.

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Research Supports a Strong Connection Between School Improvement and Leadership Development

"…there are **virtually no documented instances of troubled schools being turned around without intervention by a powerful leader**. Many other factors may contribute to such turnarounds, but leadership is the catalyst."-- *How Leadership Influences Student Learning,* Kenneth Leithwood, *et al*, University of Minnesota, University of Toronto, 2004

Principals are "**second only to classroom instruction** among all school-related factors that contribute to what students learn at school."-- *How Leadership Influences Student Learning,* Kenneth Leithwood, *et al*, University of Minnesota, University of Toronto, 2004

"Principals are **multipliers** of effective teaching."

-- *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy,* Paul Manna, The Wallace Foundation, 2015

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

State Principal Evaluation Model 2013-2017

Professional Practice 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

2018-2019 All School Systems Must Align to the Professional Practice for Educational Leaders

Student Growth 50%

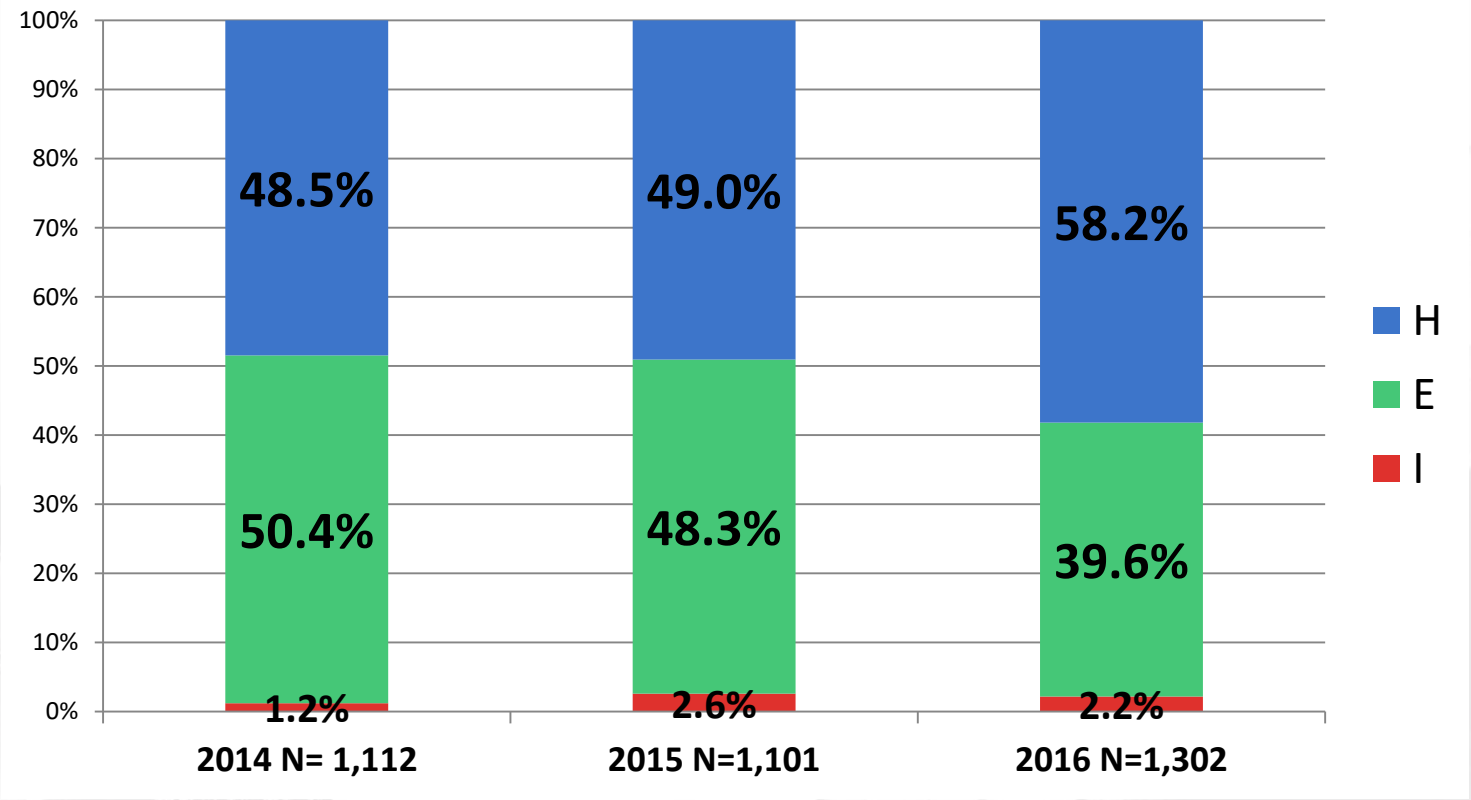
- Assessment Informed Growth Measure (informed by local or state assessment)
- Whole School Growth Measure

Ratings: Highly Effective, Effective, or Ineffective

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

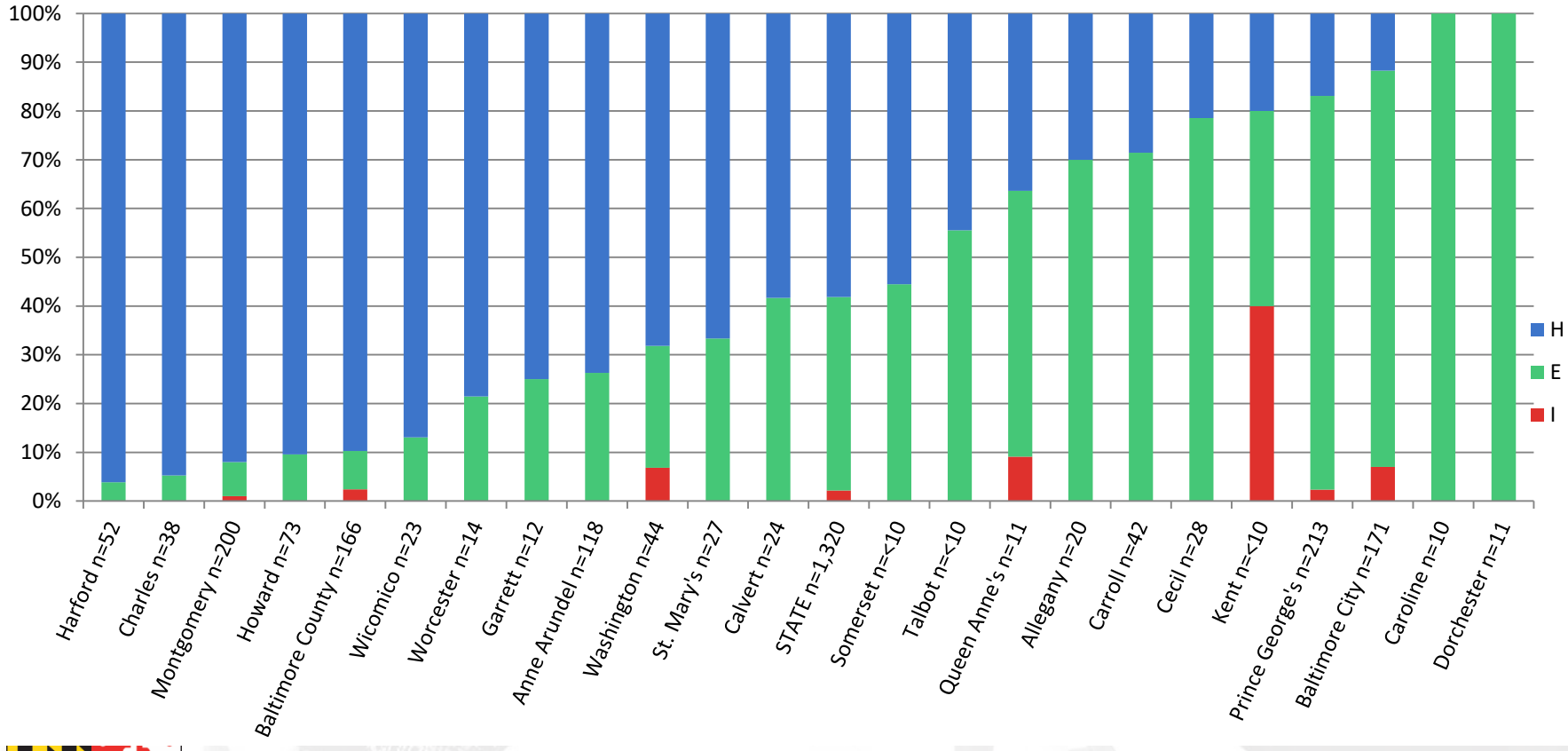
MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

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



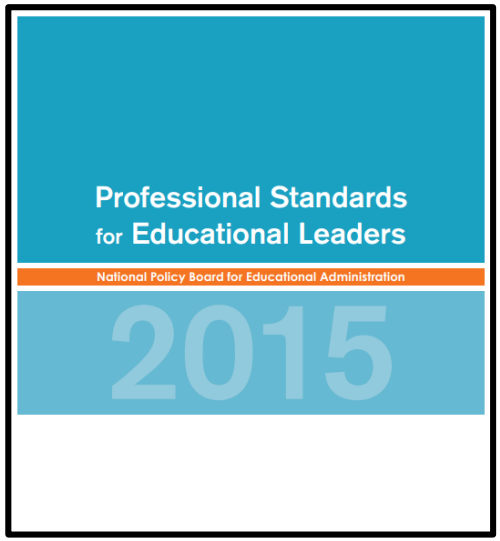
MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

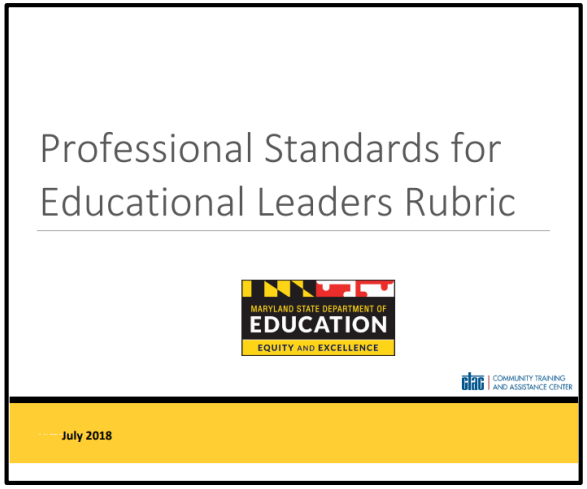
School Systems Range from Reporting 96% Highly Effective Principals to 0% Highly Effective Principals

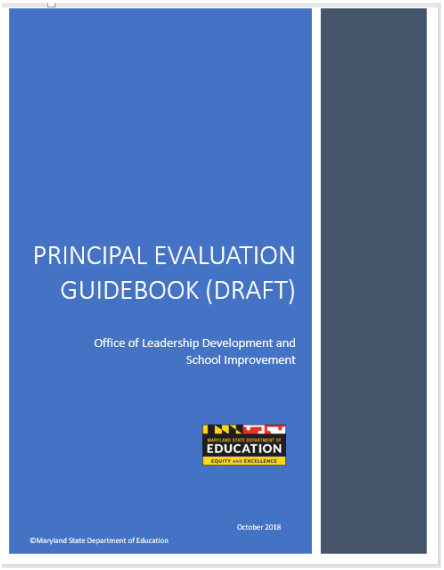


MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

“If nothing ever changed,
there would be no butterflies.”

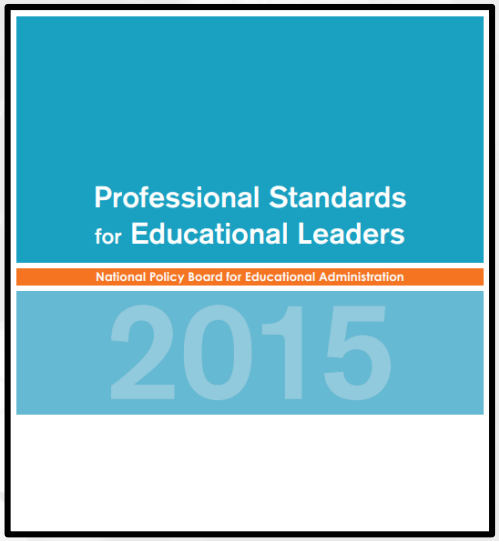






An Overview of the Professional Standards for Educational Leaders

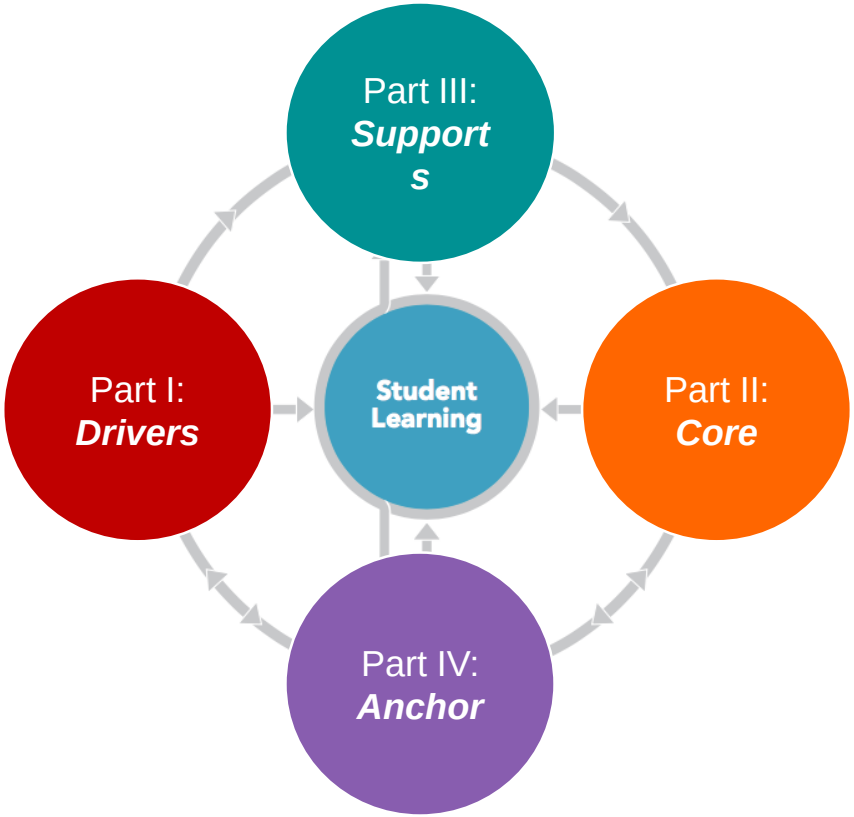
- Adopted by the Maryland State Board of Education in 2017.
- Guide administrator licensure, evaluation, and professional learning.
- Define effective practices of school leaders to promote academic success and well-being for each student.



MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Organization of the Professional Standards for Educational Leaders

- Provide a high-level introduction to the Professional Standards for Educational Leaders and performance expectations
- Share examples of effective leadership practices that improve school performance
- Serve as a precursor to professional learning experiences provided by the Office of Leadership Development and School Improvement

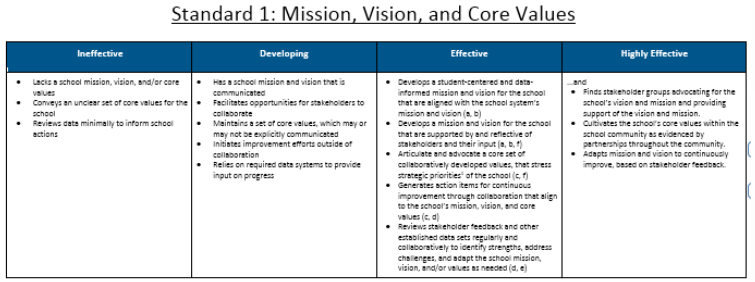


MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Maryland's PSEL Rubric

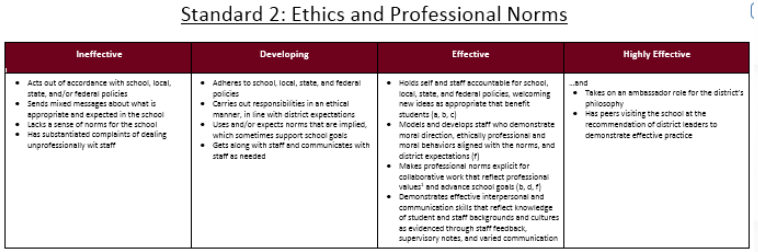
Professional Standards for Educational Leaders (PSEL) Rubric

- Defines expectations of highly effective, effective, developing and ineffective leaders.
- Guides ongoing professional learning experiences for principal supervisors and principals.



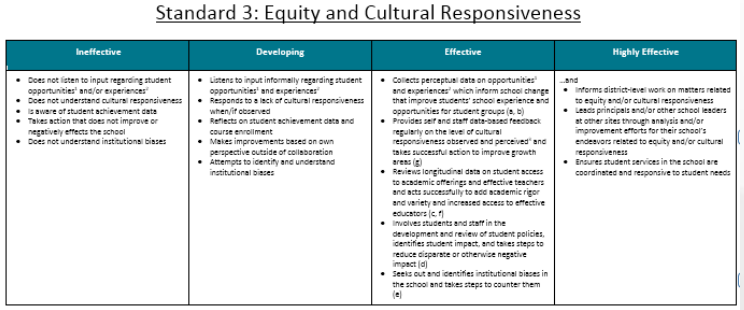
Standard 1: Mission, Vision, and Core Values

Ineffective	Developing	Effective	Highly Effective
• Lacks a school mission, vision, and/or core values • Conveys an unclear set of core values for the school • Reviews data minimally to inform school actions	• Has a school mission and vision that is communicated • Facilitates opportunities for stakeholders to collaborate • Maintains a set of core values, which may or may not be explicitly communicated • Initiates improvement efforts outside of collaboration • Relies on required data systems to provide input on progress	• Develops a student-centered and data-informed mission and vision for the school that are aligned with the school system's mission and vision (a, b) • Develops a mission and vision for the school that are supported by and reflective of stakeholders and their input (a, b, f) • Articulate and advocate a core set of collaboratively developed values, that stress strategic priorities[1] of the school (c, f) • Generates action items for continuous improvement through collaboration that align to the school's mission, vision, and core values (c, d) • Reviews stakeholder feedback and other established data sets regularly and collaboratively to identify strengths, address challenges, and adapt the school mission, vision, and/or values as needed (d, e)	...and • Finds stakeholder groups advocating for the school's vision and mission and providing support of the vision and mission. • Cultivates the school's core values within the school community as evidenced by partnerships throughout the community. • Adapts mission and vision to continuously improve, based on stakeholder feedback.



Standard 2: Ethics and Professional Norms

Ineffective	Developing	Effective	Highly Effective
• Acts out of accordance with school, local, state, and/or federal policies • Sends mixed messages about what is appropriate and expected in the school • Lacks a sense of norms for the school • Has substantiated complaints of dealing unprofessionally wit staff	• Adheres to school, local, state, and federal policies • Carries out responsibilities in an ethical manner, in line with district expectations • Uses and/or expects norms that are implied, which sometimes support school goals • Gets along with staff and communicates with staff as needed	• Holds self and staff accountable for school, local, state, and federal policies, welcoming new ideas as appropriate that benefit students (a, b, c) • Models and develops staff who demonstrate moral direction, ethically professional and moral behaviors aligned with the norms, and district expectations (f) • Makes professional norms explicit for collaborative work that reflect professional values[1] and advance school goals (b, d, f) • Demonstrates effective interpersonal and communication skills that reflect knowledge of student and staff backgrounds and cultures as evidenced through staff feedback, supervisory notes, and varied communication	...and • Takes on an ambassador role for the district's philosophy • Has peers visiting the school at the recommendation of district leaders to demonstrate effective practice



Standard 3: Equity and Cultural Responsiveness

Ineffective	Developing	Effective	Highly Effective
• Does not listen to input regarding student opportunities[1] and/or experiences[2] • Does not understand cultural responsiveness • Is aware of student achievement data • Takes action that does not improve or negatively effects the school • Does not understand institutional biases	• Listens to input informally regarding student opportunities[1] and experiences[2] • Responds to a lack of cultural responsiveness when/if observed • Reflects on student achievement data and course enrollment • Makes improvements based on own perspective outside of collaboration • Attempts to identify and understand institutional biases	• Collects perceptual data on opportunities[1] and experiences[2] which inform school change that improve students' school experience and opportunities for student groups (a, b) • Provides self and staff data-based feedback regularly on the level of cultural responsiveness observed and perceived[3] and takes successful action to improve growth areas (g) • Reviews longitudinal data on student access to academic offerings and effective teachers and acts successfully to add academic rigor and variety and increased access to effective educators (c, f) • Involves students and staff in the development and review of student policies, identifies student impact, and takes steps to reduce disparate or otherwise negative impact (d) • Seeks out and identifies institutional biases in the school and takes steps to counter them (e)	...and • Informs district-level work on matters related to equity and/or cultural responsiveness • Leads principals and/or other school leaders at other sites through analysis and/or improvement efforts for their school's endeavors related to equity and/or cultural responsiveness • Ensures student services in the school are coordinated and responsive to student needs

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

PSEL Rubric at a Glance

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…
Inconsistently… • 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)	• 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)	…reaches the "developing" level and… • 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)	…reaches and maintains the "effective" level and… • 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.

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Rubric Activity

- For your standard circle the words that stand out to you that make a difference between each level of performance.
- What do you see as distinguishing characteristics between each of the performance levels? What stands out for professional practice or distinguishes each level of performance?

Standard 3: Equity and Cultural Responsiveness

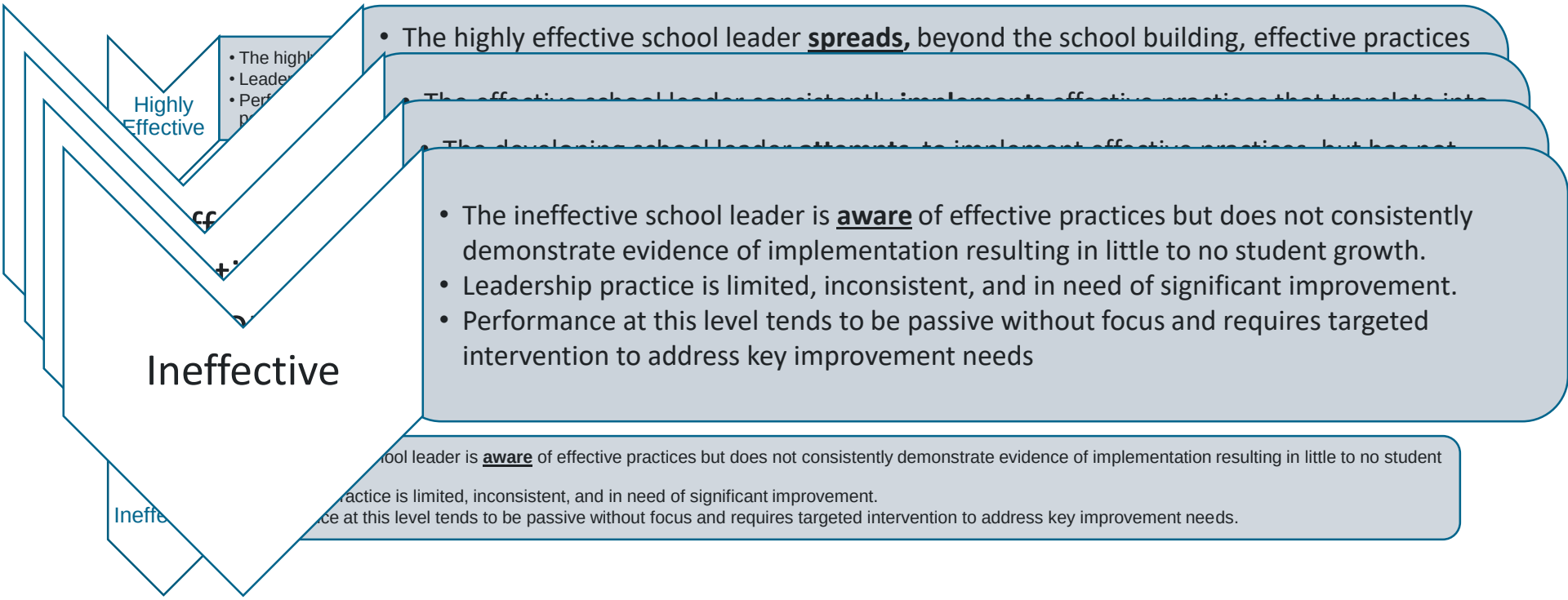
An Ineffective School Leader…	A Developing School Leader…	An Effective School Leader…	A Highly Effective School Leader…
Inconsistently… • Demonstrates equitable and culturally responsive[2] practices. (h) • Provides student access to learning experiences that promote equity[3] and culturally responsiveness[2]. (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)	• Communicates equity and cultural responsiveness[2] as a priority. (h) • Demonstrates understanding of data related to equity[3] 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 perspective. (d) • Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h)	…reaches and maintains the "effective" level and… • Implements and expects equity and cultural responsiveness[2] initiatives. (h) • Collaboratively establishes specific and measurable goals for equity 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 all student groups that promote cultural responsiveness 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)	…reaches and maintains the "effective" level and… • Informs school system, state or, professional organizations on matters related to equity[3] and/or cultural responsiveness[2]. • Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices.

[2]Cultural 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)

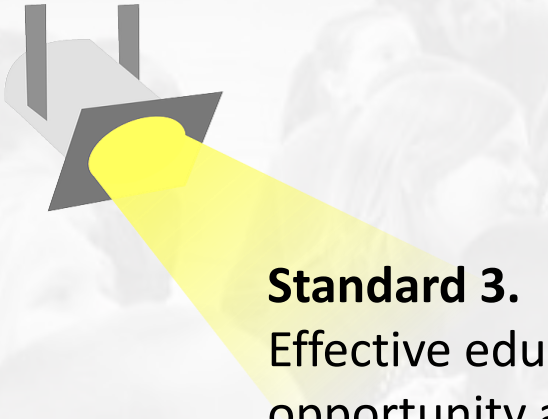
[3]Equity: All student groups (e.g. Race, sexual orientation, learning disability) have full access to educational opportunities. (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Definitions of Effectiveness



Spotlight on Standard 3 and 10

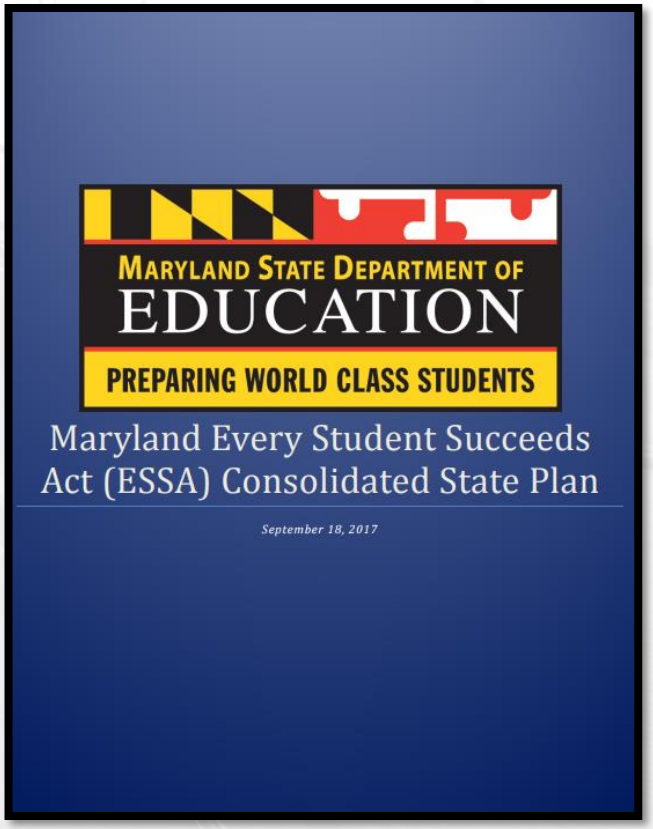


Standard 3. Equity and Cultural Responsiveness
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Standard 10. School Improvement
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Equity in ESSA

- Determine equity gap for a school and/or LEA based on student groups
- Emphasis on equitable access to instructional programs and effective educators



http://marylandpublicschools.org/about/Documents/ESSA/MDESSASubmissionConsolidatedStatePlanFinal.pdf

Equality vs. Equity

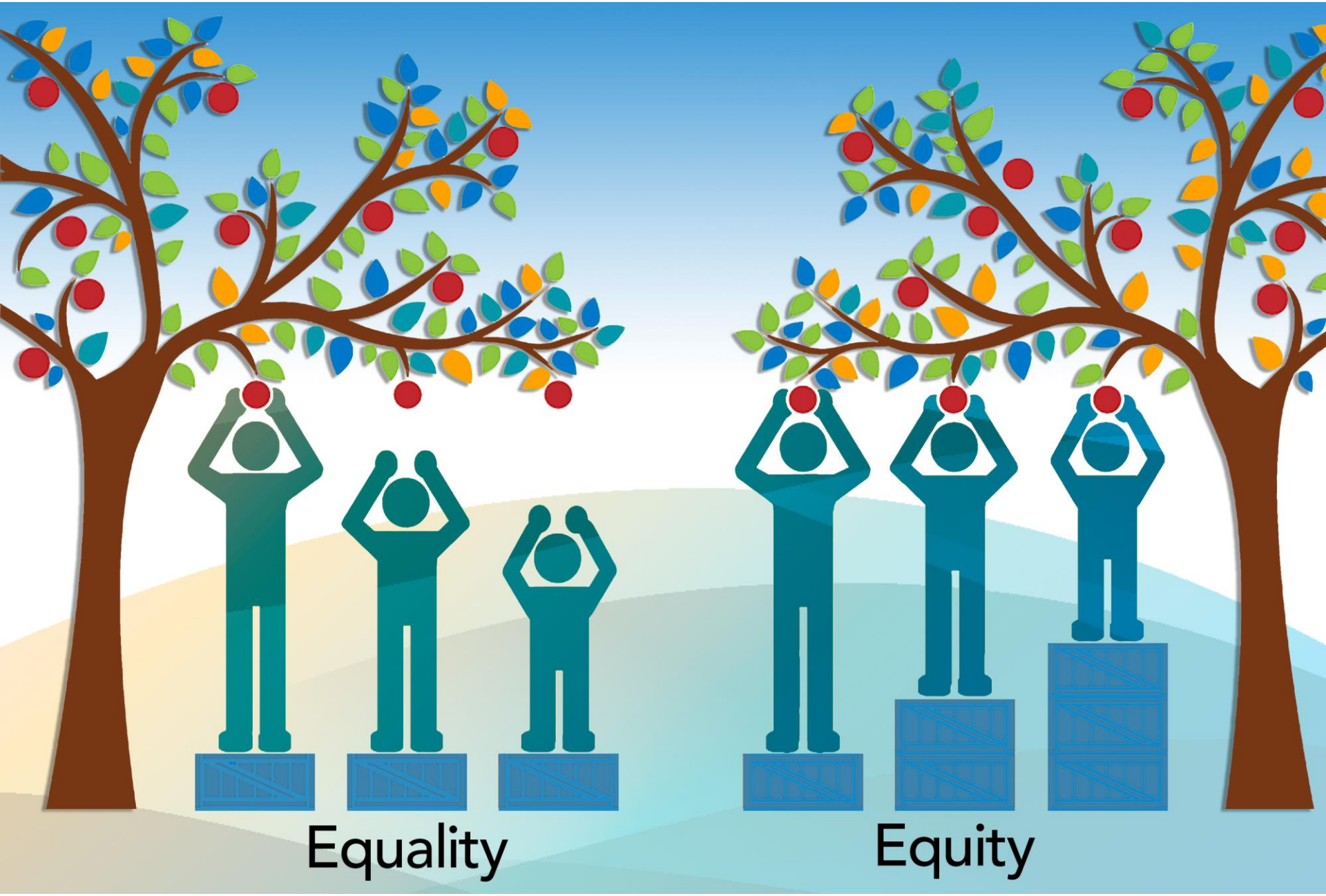
"To truly level the playing field, educators must move beyond a focus on equality and start demanding equity. By focusing on equity we expand our offerings beyond student placement. And in doing so, we can broaden our vision to include not only equity for students of all races and ethnicities but also for students of all socioeconomic statuses…"

- Building Equity, p. 16

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

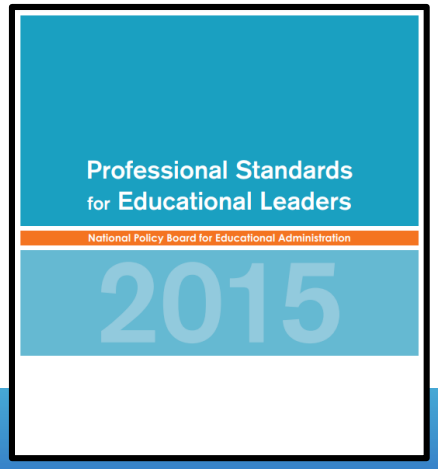
What is equity?

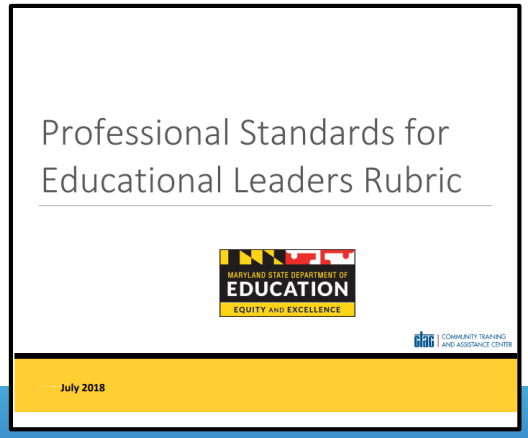
MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

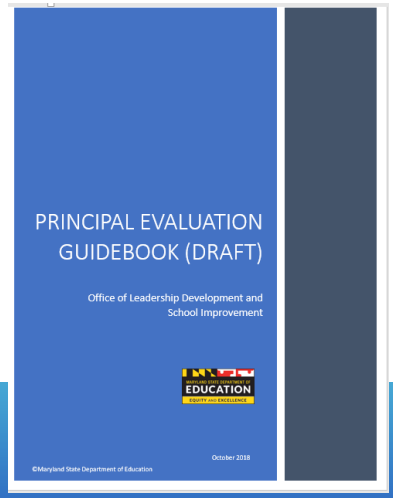

Equality
Equity

Activity: Using the Rubric to Guide Your Professional Practice

- Professional Standards for Educational Leaders – Standard 3
- Maryland's PSEL Rubric
- Suggested Evidence from the Principal Evaluation Guidebook

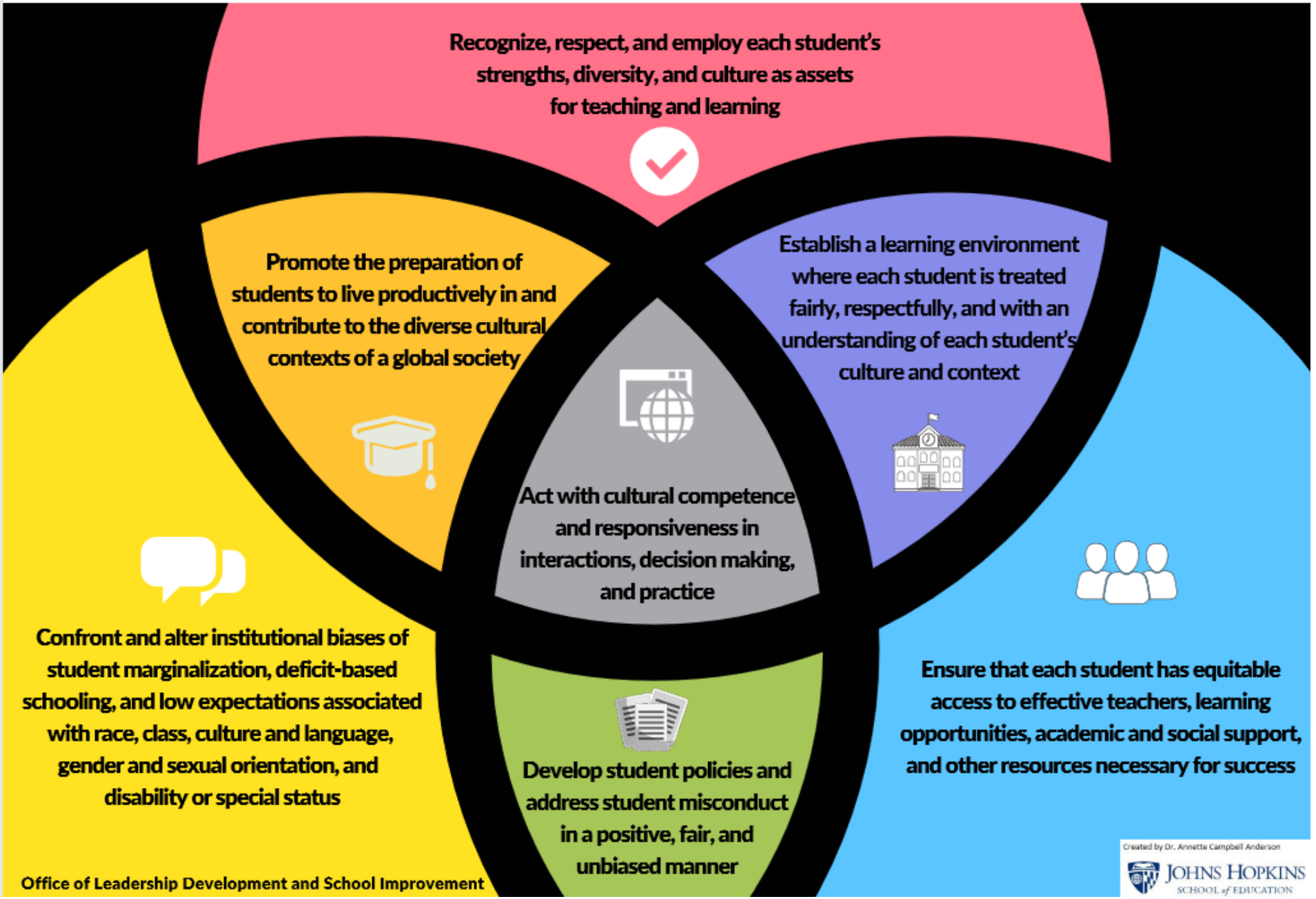






MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Elements of Equitable Leadership Practices

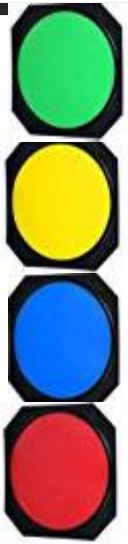


Office of Leadership Development and School Improvement

Created by Dr. Annette Campbell Anderson
JOHNS HOPKINS SCHOOL of EDUCATION

Equity Exercise

- Green Dot - Highly Effective.
- Yellow Dot - Effective.
- Blue Dot - Developing.
- Red Dot - Ineffective



MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Evidence

- How many Green Dots do you have?
- Discuss why you chose the color for each element?

$$\begin{array}{r} 24 \\ +\ 12 \\ \hline \end{array}$$

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Standard Three Rubric

Standard 3: Equity and Cultural Responsiveness

An Ineffective School Leader…	A Developing School Leader…	An Effective School Leader…	A Highly Effective School Leader…
Inconsistently… • Demonstrates equitable and culturally responsive[2] practices. (h) • Provides student access to learning experiences that promote equity[3] and culturally responsiveness[2]. (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)	• Communicates equity[3] and cultural responsiveness[2] as a priority. (h) • Demonstrates understanding of data related to equity[3] 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 perspective. (d) • Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h)	…reaches the "developing" level and… • Implements and expects equity and cultural responsiveness[2] initiatives. (h) • Collaboratively establishes specific and measurable goals for equity[3] 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 all student groups that promote cultural responsiveness[2] 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)	…reaches and maintains the "effective" level and… • Informs school system, state or, professional organizations on matters related to equity[3] and/or cultural responsiveness[2]. • Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices.

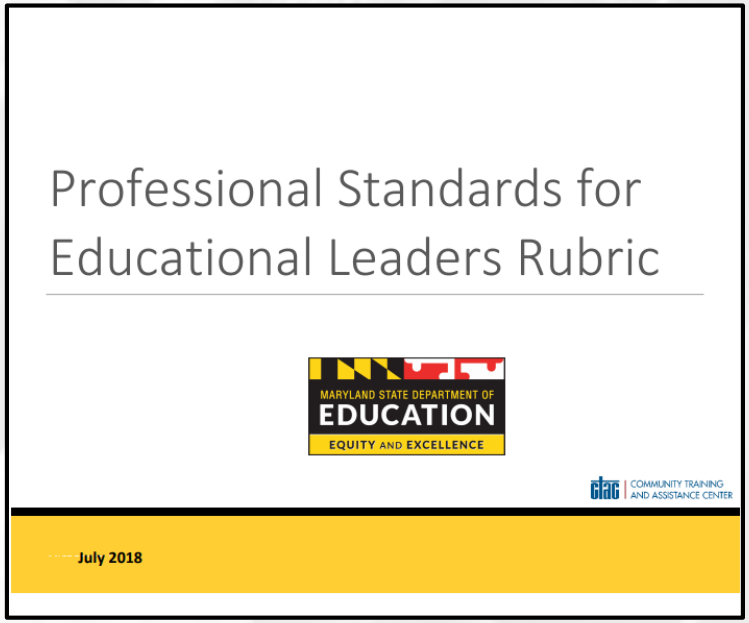
[2]Cultural responsiveness: Refers to a disposition of valuing the cultures and contexts of others as an asset to learning, (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

[3]Equity: 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)

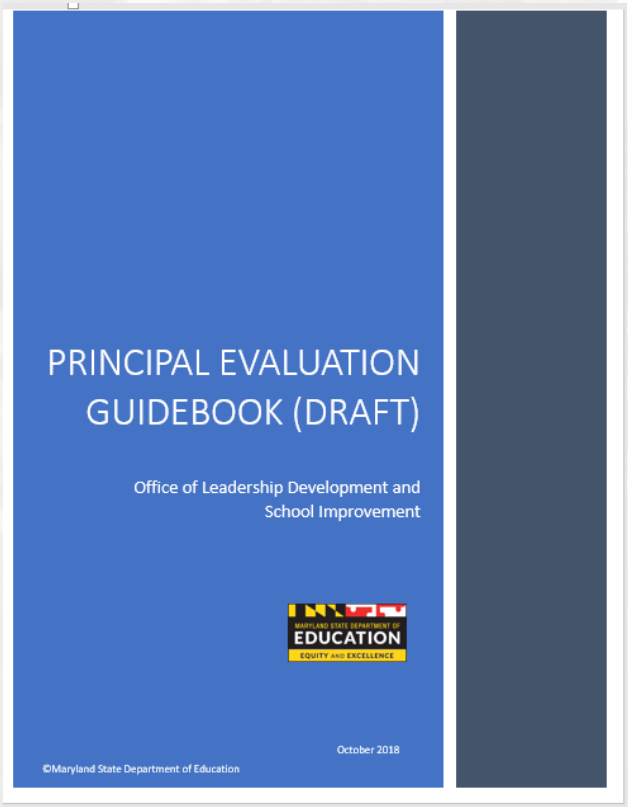
Evidence

PSEL	Maryland PSEL Rubric Descriptors - Effective	Sample Evidence
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.	• Collaboratively establishes specific and measurable goals for equity[3] 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 all student groups that promote cultural responsiveness[2] 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)	• Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning. (e.g. Outreach efforts; Discussion with community members) • Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. (e.g. Student Handbook – list of clubs, activities, sporting events, resources available to students; Climate Survey – Questions related to student's academic success and well-being) ▪ Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students. (e.g. Student handbook – course listing and support services, Observation of classrooms; Teacher questions)

Supporting your Assessment



Standard 3: Equity and Cultural Responsiveness

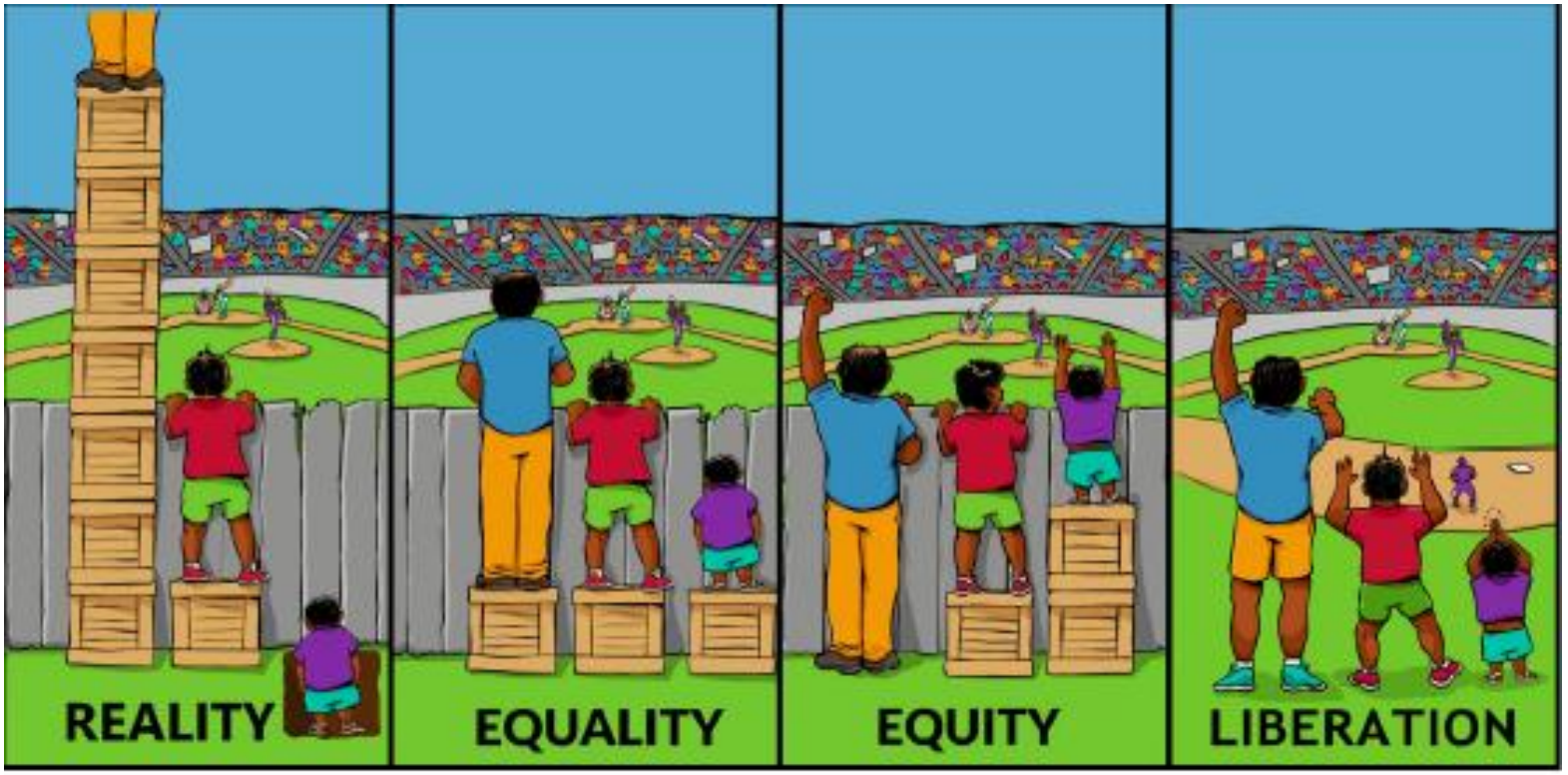


Appendix D

Tale of Two Schools

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

The Reality Regarding Equity



MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Equity & Evidence

Equity
without
Evidence
is simply
Effort.

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Next Steps

- Conduct focus groups on Teacher Principal Evaluation – December 12.
- Recording online workshops to support implementation of the PSEL rubric.
- Revise professional practice domains for teacher evaluation system and student growth measures for teacher and principals (public comment).
- Develop resources to support revisions to evaluations.
- Conduct evaluator training during the summer of 2019.

Office of Leadership Development and School Improvement

Ed Mitzel
Coordinator of Leadership Development
Edmund.Mitzel@Maryland.gov
410-767-0348

Contact Us With Any Questions

Dr. Felicia Lanham Tarason
Leadership and Turnaround Development Specialist
Felicia.Lanhamtarson@Maryland.gov
410.767.0232

Dr. Brian Eyer
Leadership Development Specialist
Brian.Eyer@Maryland.gov
410.767.0725

Access resources at the Maryland Resource Hub:
www.marylandresourcehub.com

http://marylandpublicschools.org/about/Pages/OTPE/index.aspx

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE