Professional Standards for Educational Leaders

Ed Mitzel, Coordinator of Leadership Development

Dr. Brian Eyer, Leadership Development Specialist
Session Outcome

By the end of this session, participants will have

• discussed the key components of the Professional Standards for Educational Leaders Rubric (PSEL)
• made connections between the PSEL and their role as a leadership coach.
An Overview of the Professional Standards for Educational Leaders

• Adopted by the Maryland State Board of Education in 2017.
• Guides administrator licensure, evaluation, and professional learning.
• Defines effective practices of school leaders to promote academic success and well-being for each student.
The Need for a Rubric

- Establish clear criteria to distinguish among different performance levels.
- Promote consistency in evaluation practices.
- Establish a transparent process for synthesizing evidence into an overall evaluative judgement.
Leadership Coaches Provide Support for Current and Future Leaders to Engage in Effective and/or Highly Effective Practices

- Highly Effective
  - The highly effective school leader *spreads*, beyond the school building, effective practices that *significantly improve student outcomes*.
  - Leadership practice stands out as noteworthy with significant and sustainable results in student achievement that *exceeds student growth targets*.
  - Performance at this level usually impacts the school system, state, or others outside the school more broadly, with documented accomplishments of leading peers to modify their practices or systems to improve student performance.

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

- Developing
  - The developing school leader *attempts* to implement effective practices, but has not made consistent results in achieving student outcomes.
  - Leadership practice is making strides and produces results that *approach student growth targets*.
  - Performance at this level includes actions made towards promising outcomes, though outcomes for staff and students are not regularly achieved.

- Ineffective
  - The ineffective school leader is *aware* of effective practices but does not consistently demonstrate evidence of implementation resulting in little to no student growth.
  - 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.
10 Standards
Focus on Student Academic Success and Well-Being

DRIVERS
1. Mission, Vision & Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness

CORE
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students

SUPPORTS
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management

ANCHOR
10. School Improvement
Professional Standards for Educational Leaders

Figure 1: Relationship of School Leadership Work to Student Learning
Spotlight on Standard 3 and 5

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

Standard 5. Community of Care and Support for Students
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.
# Shift in Principal Evaluation Model 2013-2017 to 2018-19

## Professional Practice 50%

<table>
<thead>
<tr>
<th>Maryland Instructional Leadership Framework</th>
<th>Interstate School Leaders Licensure Consortium Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Operations and Budget</td>
</tr>
<tr>
<td>Culture</td>
<td>Communication</td>
</tr>
<tr>
<td>Curriculum, Instruction, and Assessment</td>
<td>School Community</td>
</tr>
<tr>
<td>Observation / Evaluation of Teachers</td>
<td>Integrity, Fairness, and Ethics</td>
</tr>
<tr>
<td>Technology and Data</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
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<tr>
<td>Stakeholder Engagement</td>
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</tbody>
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## Student Growth 50%

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

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

Ratings: Highly Effective, Effective, **Developing** or Ineffective
Revising the Principal Evaluation System

- Adopted New Standards
- Developed Rubric to Support Evaluations

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.
Connecting PSEL to Coaching

- **Standards 3, 8, 10**
  - July 24th, 25th, and 26th

- **Standards 1, 3, 4**
  - September 20th

- **3 Standards + Standard 10**

- **Professional Growth Plan**
Apply your Learning