Promising Principals Academy
8 December 2016

Professional Standards for Educational Leaders
National Policy Board for Educational Administration
2015
Agenda

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

• Two-year process.
• Substantial involvement of the profession.
  – > 1,000 practicing educational leaders.
  – AASA, NAESP, NASSP contributions.
• Extensive review of research.
• Multiple committees.
• Vetting and public comment.
“I’ve never seen a great school without a great principal.”
(Nancy Grasmick)
Figure 1

New and Different

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

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

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Figure 1: Relationship of School Leadership Work to Student Learning
Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.
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Closing remarks, feedback
Aligned

Standard 4.
Curriculum, Instruction, and Assessment

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

Standard 1.
Mission, Vision, and Core Values

Standard 2
Ethics and Professional Norms

Standard 6.
Professional Capacity of School Personnel

Standard 7.
Professional Community for Teachers and Staff

Standard 8.
Meaningful Engagement of Families and Community

Standard 9.
Operations and Management
Spotlighted

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

**Standard 5. Community of Care and Support for Students**
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.
Reflecting on PSEL

How do these standards affirm/enhance your role as principal?
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Looking into the Standards

Identify examples of observable evidence for this standard in your school

**Standard 3: Equity and Cultural Responsiveness**

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

- Students are treated fairly.
- Teachers understand each student’s culture.

- Teachers know their students’ names quickly and can pronounce them all accurately.
- Student work and exhibits are never damaged or defaced.
PSELs in Your School

• Which of the PSELs is your priority?

• Which of the PSELs will require the greatest amount of work?

• With which of the PSELs are you the most comfortable?
What steps will you take when you get back to your schools to apply any of the information from today?
Your Assignment

• As you take the steps we’ve just discussed, keep the following in mind:
  • Where are you now (with a particular standard)?
  • What do you need to do to get where you want to be (with that particular standard)?

• When you come back in March, we will start with a review of:
  • Where you were
  • Where you are now
  • What you’ve done to get to this point
  • What steps you have taken
  • What worked/didn’t work

• What resources did you utilize? (Human, financial, materials, etc.)
  • Professional development
  • Community involvement
  • Support from executive officers
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