Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

(a)   Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align the training, appraisal, and professional development of principals.

(b)   Standards.

   (1)   Standard 1--Instructional Leadership. The leader is responsible for ensuring every student receives high-quality instruction.

      (A)   Knowledge and skills.

         (i)   Effective instructional leaders:

            (I)   prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

            (II)   implement a rigorous curriculum aligned with state standards;

            (III)   analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

            (IV)   model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

            (V)   dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

         (ii)   In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Leaders implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The leader's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

      (B)   Indicators.

         (i)   Rigorous and aligned curriculum and assessment. The leader implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards, and each other.

         (ii)   Effective instructional practices. The leader develops high-quality instructional practices among teachers that improve student performance.

         (iii)   Data-driven instruction and interventions. The leader monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

   (2)   Standard 2--Human Capital. The leader is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

      (A)   Knowledge and skills.

(i)   Effective leaders of human capital:

    (I)   treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

    (II)   ensure all staff have clear goals and expectations that guide them and against which they are assessed;

    (III)   are strategic in selecting and hiring candidates whose vision aligns with the schools' vision and whose skills match the schools' needs;

    (IV)   ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

    (V)   facilitate professional learning communities to review data and support development;

    (VI)   create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

    (VII)   use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to rate the effectiveness of teachers and staff.

(ii)   In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. They can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff hold a variety of leadership roles in the school.

(B)   Indicators.

    (i)   Targeted selection, placement, and retention. The leader selects, places, and retains effective teachers and staff.

    (ii)   Tailored development, feedback, and coaching. The leader coaches and develops teachers by giving individualized feedback and aligned professional development.

    (iii)   Staff collaboration and leadership. The leader implements collaborative structures and provides leadership opportunities for effective teachers and staff.

    (iv)   Systematic evaluation and supervision. The leader conducts rigorous evaluations of all staff using multiple data sources.

(3)   Standard 3--Executive Leadership. The leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

(A)   Knowledge and skills.

    (i)   Effective executive leaders:

    (I)   take personal responsibility for the success of the school;

    (II)   motivate the school community by modeling a relentless pursuit of excellence;

(III)   are reflective in their practice and strive to continually improve, learn, and grow;

(IV)   acknowledge mistakes while remaining focused on solutions and are not stymied by challenges or setbacks. When a strategy fails, these leaders analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V)   keep staff inspired and focused on the end goal even as they support effective change management;

(VI)   have strong communication skills;

(VII)   understand how to communicate a message in different ways to meet the needs of various audiences;

(VIII)   are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(IX)   treat all members of the community with respect and develop strong, positive relationships with them.

    (ii)   In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

    (B)   Indicators.

    (i)   Resiliency and change management. The leader remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

    (ii)   Commitment to ongoing learning. The leader proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

    (iii)   Communication and interpersonal skills. The leader tailors communication strategies to the audience and develops meaningful and positive relationships.

(4)   Standard 4--School Culture. The leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students.

    (A)   Knowledge and skills.

    (i)   Effective culture leaders:

(I)   leverage school culture to drive improved outcomes and create high expectations;

(II)   establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. The vision is translated into values and expectations for both adult and student behavior that are consistently communicated and monitored;

(III)   regularly reinforce expectations, holding adults and students to consistent consequences when expectations are not met and acknowledging when they are;

(IV)   focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

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(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. They take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The leader develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The leader establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The leader engages families and community members in student learning.

(iv) Safe school environment. The leader creates an atmosphere of trust and safety that encourages open communication and support between staff and students.

(v) Discipline. The leader uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

(5) Standard 5--Strategic Operations. The leader is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. They understand the goals and expectations for students, have clear strategies for meeting those goals, and

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have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B)   Indicators.

　　(i)   Strategic planning. The leader outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

　　(ii)   Maximized learning time. The leader implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

　　(iii)   Tactical resource management. The leader aligns resources with the needs of the school and effectively monitors the impact on school goals.

　　(iv)   Policy implementation and advocacy. The leader collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.