Kentucky Professional Standards for Educational Leaders

Guidance for Growth and Evaluation

May 2020

Contributors

Kentucky Department of Education
Office of Educator Licensure and Effectiveness (OELE)
Rob Akers
Todd Davis
Stacy Noah
Paul Prater
Eve Proffitt
Jenny Ray
Cassie Trueblood

Cooperatives
Melissa Biggerstaff
Jennifer Carroll
David Johnson
Melissa Wainwright

Universities
James Allen
Lisa Allen
Glenn Baete
Ann Burns
John Casper

Winnie Cohran
Keith Davis
Marguerita Desander
Gregory Goins
Gary Houchens
William Ingle
Mike Kessinger
Kirk Lattimore
Stacy Leggett
William Lewis
Robert Lyons
Will Place
Debbie Powers
Stephanie Sullivan
Rocky Wallace
Teresa Wallace
Will Wells
Lynne Wheat
Lu Young
Rosie Young

Districts
Wes Bradley
Rhonda Callaway
Angie Deckard
Melanie Erwin
Jim Freeman
Keith Greisser
Brandi Hon
Tamala Howard
Michael Kelly
Robert King
James McMilln
Michelle Ritchie
Greg Roush
Edwina Sheffield
Sara Smith
Kevin Stull
Andrew Terry
Shervita West Jordan
Denise Yonts

Kentucky Professional Standards for Educational Leaders Guidance for Growth and Evaluation

Introduction:

As new educational leaders end their preparation programs and begin to lead their schools and emerge as effective instructional leaders, it is imperative that they keenly understand and respond to challenges, build supportive relationships with stakeholder communities, and work within their unique building's culture. As research substantiates, few candidates from preparation programs and new administrators engage in formal induction programs related to efficient and effective transition into their new roles. As preparation programs and school districts, it is important to focus on the specific skill set of principal candidates and new principals and establish a culture of support and coherence, which will guide them through their preparation programs and the first critical year as new principals.

In response to this emergent need, the University Principal Preparation Initiative (UPPI) workgroup along with key stakeholders from school districts, regional cooperatives, universities, and education organizations collaborated, reviewed, and recommended to the Educational Professional Standards Board (EPSB) and to the Kentucky Department of Education (KDE) board adoption of the National Professional Standards for Educational Leaders (PSEL). The EPSB Board adopted the PSEL standards for all advanced administrative educator preparation programs December 2018, and promulgated into *16 KAR 5:090*, effective July 1, 2019. The Kentucky Board of Education (KBE) adopted the PSEL standards upon recommendation from the Commissioner's Principal Advisory Council (PrAC) in December 2019 and promulgated into *704 KAR 3:370*, effective July 2020.

Given the new regulations, the UPPI workgroup designed a support tool entitled the Kentucky Professional Standards for Educational Leaders Guidance for Growth and Evaluation. The tool is anchored as an agent of growth and evaluation, which provides support and guidance around determining a pathway for growth. In accordance with this vision, principals will have a network of support as they lead their schools to heightened achievement, understand how their work connects to that of the district, and develop the skills necessary to efficiently recognize and improve teacher effectiveness for student success. As a result, Kentucky principal preparation programs and school districts will focus on the standards aligned to improving instructional practice with specific desired outcomes aimed at strengthening leadership capacity. It is the preparation programs and school districts working in collaboration which will enhance the development and growth of principals in the state.

The Office of Educator Licensure and Effectiveness (OELE), in collaboration with the principal preparation programs and the school districts, is implementing a system of support to foster the growth and retention of effective leaders that is grounded in rigorous standards, valid and reliable evaluations, and research-based practices, so that leadership preparation programs and school districts will:

1. Cultivate a common understanding of effective and equitable leadership practices in school systems;

2. Equip local school system leaders and professors of administrator preparation programs with the skills and knowledge to support the implementation of effective and equitable practices; and

3. Establish clear expectations and supports required for school leaders to ensure equitable access to a high-quality education that fosters the success of each student.

Kentucky, for the first time now has professional standards for principals that initiate with the preparation programs through P12 district. This provides for a cohesive leadership system for continuous professional growth.

School districts will guide principals through the development and implementation of a career plan tailored to their individual leadership needs and deeply embedded in the Kentucky PSELGuidance for Growth and Evaluation through four performance measures which are directly aligned to the Kentucky principal evaluation system. Per *704 KAR 3:370*, principal evaluations are to document performance in four areas. Figure 1 presents preliminary thinking about how the PSEL standards might guide educational leadership practice and promote its outcomes.

Figure 1

Sample Alignment of the Professional Standards for Educational Leaders (PSEL) to the four Performance Measures

Measure 1: *Planning*	Measure 2: *Environment*	Measure 3: *Instruction*	Measure 4: *Professionalism*
PSEL Standard 1: *Mission, Vision, and Core Values* **PSEL Standard 9:** *Operations and Management* **PSEL Standard 10:** *School Improvement*	**PSEL Standard 3:** *Equity and Cultural Responsiveness* **PSEL Standard 7:** *Professional Community for Teachers and Staff*	**PSEL Standard 4:** *Curriculum, Instruction and Assessment* **PSEL Standard 5:** *Community of Care and Support for Students* **PSEL Standard 6:** *Professional Capacity of School Personnel*	**PSEL Standard 2:** *Ethics and Professional Norms* **PSEL Standard 8:** *Meaningful Engagement of Families and Community*

As can be seen by Figure 1:

- Performance Measure 1: Planning. PSEL standards 1, 9, and 10 might be incorporated into the evidence collection for the measurement of planning.
- Performance Measure 2: Environment. PSEL standards 3 and 7 could be utilized as evidence is collected for the measurement of the environment.
- Performance Measure 3: Instruction. PSEL Standards 4, 5, and 6 contribute to the collection of evidence in this measurement area.
- Performance Measure 4: Professionalism. PSEL standards 2 and 8 might enhance the collection of evidence in this measurement area.

The Professional Standards for Educational Leaders (PSEL) are national 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 (click here to access the Professional Standards for Educational Leaders). The PSEL standards were the result of participating organizations [e.g., 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); and University Council for Educational Administration (UCEA)] working together to create educational leadership standards.

The standards were validated and vetted before emerging as national standards in 2015. They provide a strong foundation linking research and practice; incorporate theories of leadership to learning; focuses on central domains of leadership work; are applicable to leadership across levels and roles; provide an aspirational focus---a vision for leadership for the future; have a stronger, clearer emphasis on students and student learning and well-being; provide a more systemic view of leadership work; and elevate and elaborate key areas of leadership work. They are recognized and either adopted or being considered for adoption by many states for educational leaders.

The Standards are a guiding force for district leadership as well as 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. As well, standards can guide the operationalization of practice and outcomes for leadership development and evaluation.

Given the revision of the regulation (704 KAR 3:370), each district Certified Evaluation Plan (CEP) must be updated to incorporate the PSEL standards for principal evaluation effective fall 2020. Module One of the KY PSEL Professional Learning Series should be reviewed for an introduction to the standards and the CEP. This module is located on the Principal Partnership Project (P3) website (click here to access this website).

Description of the KY PSEL Guidance for Growth and Evaluation Tool

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 is essential to student success. The Kentucky PSEL Guidance for Growth and Evaluation builds off of the attributes identified for an effective leader in the national PSEL document by expanding the standards to include practices of Exemplary, Accomplished, Developing, and Ineffective administrators.

The guidance tool is a resource to inform professional learning experiences for preparation programs and school districts that will elevate the professional practice of potential and practicing principals by identifying areas of promise and opportunities for growth within each standard. The guidance provides a common language and clear expectations of an exemplary, accomplished, developing, and ineffective school leader. It should be noted that the guidance tool does not encompass the totality of actions that may be observed within each of the four performance levels. Preparation programs and school system leaders may build upon the common understandings established to inform the evaluation of principals and enhance the clinical experience. Likewise, the tool provides districts the opportunity to create common understanding and expectations for implementation as flexibility and personalization of the tool is encouraged, specifically in the Possible Examples section of the tool.

Structure of the Guidance Tool

In order to fully understand the KY PSEL support tool, it is critical to note the national PSEL document structure. **Figure 2** provides detail regarding the essential components of the PSEL document.

Figure 2

Structure of the National Professional Standards for Educational Leadership (PSEL) Document
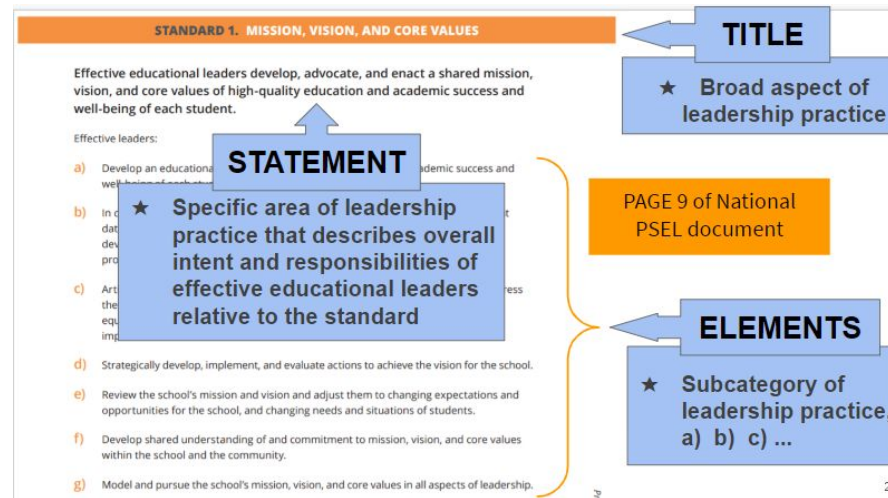
The structure of PSEL includes:

- **Standard Title**: broad aspect of leadership practice
- **Standard Statement**: specific area of leadership practice that describes overall intent and responsibilities of effective educational leaders relative to the standard.
- **Standard Element**: sub-categories of leadership practice (a, b, c, etc.)

Module One of the KY PSEL Professional Learning Series provides specific information regarding the adoption and organization of the PSEL standards (click here to access this module). It is recommended that implementers of the PSEL standards review this module.

Structural knowledge of the KY PSEL Tool is also key to deep understanding and application. Figure 3 shows a visual of the layout of each standard of the Tool.

Figure 3

Visual Layout of Each Standard

As shown by Figure 3, the Tool includes the standard's title, statement and elements, just like the national PSEL document.

At the core of the Tool's development is the Professional Standards for Educational (PSEL) 2015. As the UPPI workgroup designed the Tool, priority was given to the exact language of the ten PSEL standards. The group notated four performance levels to showcase a progression of leadership practice. It was determined that Accomplished would literally be the national standard. The exact wording of the PSEL standard and elements is included in the Accomplished section of the Tool. From there, the Ineffective, Developing, and Exemplary levels were designed. Figure 4 illustrates the progression and emphasis on mastery level, which is the Accomplished level.

Figure 4

Levels of Performance Showing Accomplished as Meeting the Standard

Kentucky Professional Standards for Educational Leaders (PSEL) Guidance for Growth and Evaluation

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.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
a.	Independently develops an educational mission for the	Develops an educational mission for the school that promotes	Develops an educational mission for the school to promote the academic success and well-being of each student.	Develops an educational mission, together with all stakeholders, that prioritizes the school community's responsibility for the success and well-being of all students.
		ol focused on the learning and ...lopment of some children and ...structional and organizational ...tices that support some ...ents.	In collaboration with members of the school and the community, and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	Inspires all adults and students in the school and community to adopt and enact a data-based vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision.
c.	Does not identify ... communicate core values that connect to school culture; lacks an understanding of the value	...nsistently articulates, advocates, and/or cultivates core values that connect to the school's culture and attempts to emphasize	Articulates, advocates, and cultivates core values that define the school's culture and stresses the imperative of child-centered	Builds commitment among school community and diverse stakeholder groups to the thoroughly-explored core values that permeate the

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.

The committee worked with the following definitions of the performance levels:

- **Ineffective:**
  - o Over time, have not met the standard and have not demonstrated acceptable levels of performance.
  - o Their practice and outcomes are unacceptable and require immediate attention and monitoring.
  - o *Sample Language Look-fors:* negatively impact, unable, unwilling, restrict, lacks, unaware, unsuccessfully
- **Developing:**
  - o Demonstrates the knowledge and awareness of effective leadership practices but does not consistently or effectively execute those practices.

- o May demonstrate appropriate effort but show   limited evidence of impact.
- o *Sample Language Look-fors:* limited implementation, attempt to develop, demonstrates basic knowledge and awareness, inconsistent
- **Accomplished:**
  - o Consistently implements effective leadership practices
  - o Demonstrates proficient performance
  - o *Sample Language Look-fors:* ensures most, build and sustain, develops, consistently implements
- **Exemplary:**
  - o Build the capacity of others and are able to increase the number of highly effective teachers
  - o Continuously demonstrate an expert level of performance
  - o *Sample Language Look-fors:* ensures ALL, build and sustain, supports development of all, build the capacity of others, consistently implements

Module Two of the KY PSEL Professional Learning Series provides detailed information regarding the organization and structure of the PSEL standards guidance tool (click here to access module two of the Ky PSEL Professional Learning Series).

The guidance tool also includes Critical Attributes. Critical Attributes are the vital qualities, actions, and/or features that provide description of the elements for each performance level. As there are a diverse number of elements for each standard, the big ideas of the elements bring to life the intent of the standard. They are broad and designed to impart general guidance for evaluators. Critical Attributes also support flexibility in interpretation- it may look a certain way in one district and a different way in another district. Figure 5 shows the Critical Attributes in the guidance tool and highlights the Accomplished level.

Figure 5

Critical Attributes of Each Performance Level

Critical Attributes	Critical Attributes	Critical Attributes	Critical Attributes
The school leader provides no and/or minimal opportunities to engage stakeholders.

The school leader lacks conviction in activities related to vision/mission work.

The school leader does not facilitate a data analysis process to develop the school's mission and vision.

The school leader does not use a continuous improvement process to ascertain progress of vision/mission and core values to achieve goals. | The school leader provides compliance driven opportunities to engage key stakeholder perspectives.

The school leader communicates importance of achieving the mission and vision but has limited/inconsistent success related to school and community "buy-in".

The school leader facilitates a data analysis process, using relevant and multiple sources, to inform the school's mission/vision action steps.

The school leader sporadically utilizes a process to formally review and/or refine the vision, mission, and core values to achieve | The school leader regularly collaborates with stakeholders, representing diverse roles, and validates their perspectives with action.
(b, c, f, g)

The school leader advocates the importance of achieving the school's mission and vision and creates "buy-in" within the school and community.
(c, f, g)

The school leader ensures school vision/mission includes a laser-like focus on student academic achievement and social/emotional development and instructional/organizational practices to promote this.
(a, b, c, e, g)

The school leader uses a formalized process to develop and to ensure continuous review and refinement of vision, mission, and core values to achieve goals.
(a, b, c, d, e, g) | The school leader prioritizes and works to retain and strengthen partnerships with diverse stakeholders to collaboratively address and assume responsibility for identified needs.

The school leader expects teachers to take responsibility for ALL students in collaborative planning, supervision, and data analysis; not just those students in their own classrooms.

Review and evaluate 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's mission and vision, as needed.

Multiple data points (based on school and student needs) are used to inform or revise the mission, vision and core values to achieve goals. |

In addition to the Critical Attributes section, the Tool also includes a section entitled Possible Examples. A possible example is concrete evidence of something you might see or hear. The Possible Examples are NOT intended to be viewed as an all-inclusive list. The section does attempt to provide possible examples for all configurations of school leadership and at all performance levels.

It is important to note that the Possible Examples section includes references to specific resources, tools, and supports. The reader should not interpret the specific inclusions as requirements for use. The inclusion of the references is intended to show the gravity of how the resource, tool, and/or support is used per the identified performance level. Figure 6 shows the Possible Examples section.

Figure 6

Possible Examples

Possible Examples	Possible Examples	Possible Examples	Possible Examples
Principal says, "I will just write this mission out when the teachers are in a PD session after school. It will be a lot faster that way." The mission/vision that [...] on the school webpage is d[...]erent than the mission/vision [...]at is printed on the cover of [...] Student Handbook. School leader does not [...]ow through when instructe[...] collaborate with person[...] from local post-secondary institutions regarding th[...] performance of school graduates at these insti[...]ons.	Principal says, "My special needs teachers already have to stay after school for so many meetings, I am not going to require them to attend this meeting about mission/vision. I will just send them the minutes of the meeting." [...]data is reviewed to inform [...]progress.	The majority of stakeholders surveyed completed the school-developed survey about Core Values. [...] voice in the development of the school's educational mission. Individual student data is analyzed regularly and used to inform the educational mission. Examples of how staff members have used student achievement data to improve performance. [...]inutes from the meeting reflect [...]d participation from [...]n extensive group of stakeholders.	Language of "we" and "our students" used by all stakeholders. Agenda items with notes that show a [...]n or emphasis on "shared respo[...]ility" During [...] PLC session, a teacher A sugge[...] they attend a summer PD sessio[...] ogether. Teacher B asks for clarific[...]on as to how the session aligns [...] the school's mission, vision, and c[...] values. [...]tude[...] present to the local Cham[...] of Commerce about the school [...] vision, mission, and core values
Master schedule does not prioritize collaborative planning time for teachers. School leader informs faculty that the school has gotten a	vision The school leader provides sign-in sheets of committee meetings documenting work on mission and vision.	the building to observe highly-effective ESL instructional practices in neighboring districts. School webpage visibly and prominently communicates mission	[...]f staff, parents, students, and other stakeholders meet district or school targets for reported understanding of, and commitment to, the school's mission, vision, core values and goals.

Important to Note:
→ Not a checklist
→ Not exhaustive
→ Relativeness of examples will vary from context to context

It is important to remember these are not a checklist, nor are they an exhaustive list. The relativeness of the possible example will vary from context to context. A more in-depth review of critical attributes and possible examples is detailed in the Module Three of the KY PSEL Professional Learning Series (click here to access module three)..

Next Steps

It is important to remember the guidance tool was designed to assist districts and principal evaluators as they design the system of growth and evaluation in their district. It is simply a guidance document which can be used as a reference tool as districts move from the six Kentucky Principal Standards to the ten Professional Standards for Educational Leaders. Districts are encouraged to have discussions and provide meaning and additional examples relative to district priorities and functions to the Tool. Likewise, principals will find value in using the Tool for self-evaluation and personal growth on the journey to be an educational leader in a school that is most conducive to student success and positive outcomes.

Additional modules will be included in the KY PSEL Professional Learning Series that support highly-effective practices for continued growth and development of school leaders. Continuous input and feedback from the districts using the optional *KY PSEL Guidance for Growth and Evaluation* will be collected and the guidance tool will be updated.