



## Overview of the Professional Standards for Educational Leaders (PSEL) Informational Webinar Series

### **Webinar #3: The Supports**

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

### **Learning Outcomes**

Participants will be able to:

- Reference the background and rationale for PSEL adoption
- Explain the purpose of the PSEL and their focus on student learning
- Describe performance indicators and evidence of effective practice
- Describe examples of practical application
- Apply the PSEL to their own school contexts



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<b>Title</b>	<b>Ed:</b> Maryland State Department of Education’s Office of Leadership Development and School Improvement is excited to present the Professional Standards for Educational Leaders Informational Webinar Series!
<b>Introduction</b>	<b>Ed:</b> This is one of four webinars intended to help school leaders and their supervisors understand and use the Professional Standards for Educational Leaders—or “PSEL”—to improve professional practice, and ultimately, student outcomes.
<b>Presenters: Maryland State Department of Education</b>	<p><b>Ed:</b> Hi, I’m Ed Mitzel. I am currently the Coordinator of Leadership Development in the Office of Leadership Development and School Improvement for the Maryland State Department of Education (MSDE).</p> <p><b>Brian:</b> Hi, I’m Dr. Brian Eyer. I am currently a Leadership Development Specialist in the Office of Leadership Development and School Improvement for Maryland State Department of Education (MSDE). We will be leading the discussion of the Professional Standards for Educational Leaders and how they can help inform your practice.</p>
<b>The Office of Leadership Development and School Improvement</b>	<b>Brian:</b> The Office of Leadership Development and School Improvement has three components that work together toward a common mission for improving leadership and school performance. We provide customized professional learning experiences to support Maryland school leaders. In order to ensure a valid and reliable evaluation process, we work with local school systems to provide training, guidance, and support. Through our customized approach to providing professional learning experiences informed by data, we will improve the quality of education in Maryland schools. Our office partners with the Mid-Atlantic Comprehensive Center to support this work. We would like to introduce you to the Center’s Deputy Director, Caitlin Beatson.
<b>Presenter: Mid- Atlantic Comprehensive Center</b>	<b>Caitlin:</b> Thanks, Ed and Brian, and to you, for joining us for this webinar series. In addition to serving as the Deputy Director of the Mid-Atlantic Comprehensive Center, I’m a Senior State Technical Assistance Specialist in the Learning Innovations program at WestEd, and I primarily support projects that promote equitable access to highly effective teachers and leaders through evaluation and aligned professional learning and coaching.
<b>Mid-Atlantic Comprehensive Center</b>	<p><b>Caitlin:</b> The Mid-Atlantic Comprehensive Center at WestEd – or “MACC” – is part of a federally-funded network of 22 technical assistance centers comprised of 15 regional centers, like ours, that serve individual or clusters of states and seven national content centers providing expertise and services in specific, high-priority areas. As a regional comprehensive center, the MACC works closely with state education agencies – or “SEAs” – in the Mid-Atlantic region, including Maryland, to:</p> <ul style="list-style-type: none"> <li>• Establish and support the administration of programs related to federal requirements of the Every Student Succeeds Act (or ESSA);</li> <li>• Strengthen SEA organizational capacity to implement, support, scale up, and sustain statewide initiatives;</li> <li>• Build SEA leadership capacity to lead and support their LEAs and schools in improving student outcomes; and</li> <li>• Assist SEA leadership in utilizing research-based information and strategies in education reform work.</li> </ul>
<b>Why this webinar series?</b>	<p><b>Brian:</b> A bit about this webinar series, the sessions not only provide a high-level introduction to the 10 PSEL, but also begin to standardize the associated vocabulary and performance expectations through examples and evidence of effective practices. The series also provides foundational information upon which other future professional learning experiences from the Office of Leadership Development and School Improvement will build. The visual here demonstrates how the 10 standards are clustered, and thus, how the sessions are organized:</p> <p>Part I addresses Standard 1 Mission, Vision, and Core Values; Standard 2 Ethics and Professional Norms; and Standard 3 Equity and Cultural Responsiveness, which are referred to as the <b>Drivers</b>.</p>

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	<p>Part II addresses Standards 4 Curriculum, Instruction, and Assessment and 5 Community of Care and Support for Students. This is what we do and how we do it. These standards represent the <b>Core</b>.</p> <p>Part III addresses Standards 6 Professional Capacity of School Personnel, 7 Professional Community for Teachers and Staff, 8 Meaningful Engagement of Families and Communities, and 9 Operations and Management. These standards align the needs of the various components in your school in order for student learning to occur. These four standards are referred to as the <b>Supports</b>.</p> <p>Part IV addresses Standard 10 School Improvement. This standard stands alone in importance because it provides us with the end goal of student achievement. This standard is referred to as the <b>Anchor</b>.</p> <p>These four webinar sessions may be viewed in any order. And within each, we'll identify the cluster, unpack each standard, provide pieces of evidence, share quotes from Maryland colleagues, and allow time for reflection.</p>
<b>Webinar Session Structure</b>	<p><b>Brian:</b> Each webinar begins with the background on the PSEL and an overview of one of the four clusters of standards, including a description of each related standard. The overview is followed by a focus on one of the clusters, reviewing each of the component standards and providing illustrations of practice as reflected in the Maryland PSEL evaluation rubric. Each webinar session also features quotes from Maryland school leaders talking about their own professional practice and an opportunity for you to reflect on your practice related to these specific standards. A quick reminder—this webinar series provides only an initial overview of the PSEL and is just one of the supports the MSDE will provide. This webinar series serves as a foundation to the professional learning experiences that will be developed and provided in the future.</p>
<b>Opportunities for Reflection</b>	<p><b>Brian:</b> To promote engagement throughout the series and to document participation, you'll be prompted to respond to reflection questions at various points during the sessions. When you registered for the webinar, you were provided a Word document, which you can use to record your responses for submission to the MSDE. Completion and submission of this form is required for participants in the 2018–19 Promising Principals Academy and the 2018–19 Leading for School Improvement Institute <i>if</i> you plan to pursue continuing professional development credits. We encourage you to keep the form open in a separate window as you watch the webinar for easy access, as time for responding is provided throughout, or you can print the form and handwrite notes and input your responses afterward. We also recommend opening a copy of Maryland's PSEL Rubric for reference throughout the session.</p>
<b>PSEL Overview</b>	<p><b>Ed:</b> Our work in the office of Leadership Development and School Improvement is grounded in the Professional Standards for Educational Leaders, which were adopted by the Maryland State Board of Education in 2017. These standards shine a spotlight on each student's academic success and well-being and were used to develop our principal evaluation rubric and guide administrator preparation programs at institutions of higher learning.</p>
<b>PSEL Organization</b>	<p><b>Ed:</b> "The PSEL are organized around the clusters of leadership work that research and practice indicate contribute to students' academic success and well-being" (NPBEA, 2015, p. 8).</p> <p>In practice, these clusters don't function independently; instead, they work in concert to comprise a system intended to propel student success.</p> <p>The first cluster, or "<b>the Drivers</b>," consists of Standards 1, 2, and 3, which address the mission, vision, and core values as well as a commitment to ethics and equity.</p> <p>The second cluster, or "<b>the Core</b>," consists of Standards 4 and 5, which encompass leadership for the curriculum, instruction, assessment, and student support systems in the school.</p> <p>The third cluster, or "<b>the Supports</b>," consists of Standards 6, 7, 8, and 9, which address building staff capacity, family and community engagement, and school operations.</p>

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	Standard 10 is considered to be “ <b>the Anchor</b> ” for all of the domains (and the standards they represent) in the PSEL framework. This anchor encompasses the work that school leaders do to ensure that continuous improvement systems are effective in promoting each student’s academic success and well-being.
<b>Maryland’s PSEL Rubric</b>	<b>Ed:</b> The Office of Leadership Development and School Improvement worked with a wide range of stakeholders from across the state, including the Community Training and Assistance Center (CTAC), educational leaders from Maryland school systems, and administrator preparation faculty from Maryland institutions of higher education, to develop a rubric for the Professional Practice Measure of the evaluation. This rubric connects school leader professional practice to the PSEL and identifies the traits of each performance level across a continuum from highly effective, effective, developing, and ineffective school leaders.
<b>PSEL Rubric at a Glance</b>	<b>Ed:</b> The rubric is a resource to inform professional learning experiences for school-based administrators that will elevate their professional practice by identifying areas of promise and opportunities for growth within each standard. The rubric provides a common language and clear expectations of a highly effective, effective, developing, and ineffective school leader. The rubric can be used to support growth among principals as they move from developing to effective to highly effective. Principal supervisors can use the tool to customize professional learning and support as they move along the continuum from developing to highly effective. Each bullet is a descriptor within the performance level that explains the professional practice for that level. The lowercase letters found in parenthesis show specific alignment to the elements of that standard in the Professional Standards for Educational Leaders. For each standard, the highly effective category embodies all of the descriptors of the effective category as well as the additional descriptors in the highly effective category.
<b>Definitions of Effectiveness</b>	<p><b>Ed:</b> Evaluators will assess school leaders on each standard by assigning a rating based on their level of performance: Highly Effective, Effective, Developing, and Ineffective.</p> <p><b>A Highly Effective</b> school leader <b>spreads</b> their knowledge beyond the school building. Their practices significantly improve student outcomes. Student achievement often exceeds student growth targets. Performance at this level may impact the school system, state, or on the national level.</p> <p><b>An Effective</b> school leader <b>consistently implements</b> effective practices that translate into improved student outcomes. Their practice frequently meets student growth targets. Performance at this level fosters robust collaboration and data analysis to establish a track record of student and school success.</p> <p><b>A Developing</b> school leader <b>works to implement</b> effective practices. Leaders at this level may be new to the school or new to the role. Their leadership practice makes strides, although not yet making consistent results. Performance at this level includes actions and efforts made towards promising outcomes, though outcomes for staff and students are not regularly achieved.</p> <p><b>An Ineffective</b> school leader <b>is aware of</b> effective practices, but inconsistently implements them with little to no student outcomes. Their leadership practice requires significant improvement through targeted intervention.</p>
<b>Cluster Focus</b>	<b>Caitlin:</b> In this section, we’ll transition to focusing on one of the PSEL clusters, describing the related standards in detail and identifying indicators and evidence of effective and highly effective performance. We’ll share examples of practical application and evidence.
<b>The Supports</b>	<b>Caitlin:</b> This session will focus on the “SUPPORTS” cluster. The SUPPORTS focus on school leaders’ practice in developing staff capacity and building and managing productive relationships with families and community. We’ll describe each of the standards within this cluster in detail, noting how those standards translate to practice. Specifically, each standard is comprised of a set of indicators that elaborate the work; the PSEL rubric further distinguishes these indicators by levels of effectiveness.

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<p><b>Standard 6: Professional Capacity of School Personnel</b></p>	<p><b>Caitlin:</b> Beginning with a description of Standard 6, school leaders must develop the professional capacity and practice of school personnel to promote the academic success and well-being of <i>each</i> student. And to accomplish this they must recruit, hire, and support effective and caring teachers and other professional staff. School leaders must develop teachers’ and staff members’ professional knowledge, skills, and practice to foster the continuous improvement of individual and collective instructional capacity. And it’s essential to promote the personal and professional health, well-being, and work-life balance of faculty and staff.</p>
<p><b>Standard 6 – Effective Practice (Rubric Indicators)</b></p>	<p><b>Caitlin:</b> What will be shown here are the descriptors of effective practice for Standard 6, which can also be viewed on page 12 of the PSEL rubric. Generally, effective school leaders move from an awareness of the elements to implementation of effective practices that translate into improved student outcomes, and those effective leadership practices produce desired and consistent results.</p> <p>Effective practices for Standard 6 include the elements of a <i>developing</i> school leader as well as the 7 additional descriptors I’ll present here.</p> <p>The first descriptor – The school leader must recruit, hire, and develop staff            Second – Establish performance expectations for all staff            Third – Create, implement, and evaluate a plan for staff turnover and succession            Fourth – Implement strategies to foster professional growth for all staff            Fifth – Provide differentiated, job embedded professional learning experiences            Sixth – Use the observation and evaluation process to communicate feedback to assistant principals, teachers, and other staff            And the last descriptor – The school leader uses data to inform a plan for professional growth of all staff members</p> <p>At the next level, the <b>highly effective</b> school leader influences professional learning experiences for the school systems, state, or professional organizations. They demonstrate sustained, high levels of student academic growth and achievement.</p>
<p><b>Standard 6 – Effective Practice, cont’d. (Evidence)</b></p>	<p><b>Caitlin:</b> Evidence of effective practice for Standard 6 includes developing the professional capacity of school personnel to promote each student’s academic success and well-being.</p> <p>Some samples of evidence will be listed in the two bulleted items here:</p> <p>The first example – The school leader manages the turnover and succession of staff by providing professional learning opportunities for new personnel. Documented evidence could include training documents from those professional learning experiences.</p> <p>Another example is – Job-embedded professional learning that is differentiated for all staff. Documented evidence could include feedback surveys and observation data.</p> <p>Let’s take a moment now to reflect on Standard 6 using the guiding questions on the first page of the corresponding Word document. You can pause the webinar now to input your responses there. And then when you’re ready to continue the session, just press play.</p>
<p><b>Standard 7: Professional Community for</b></p>	<p><b>Caitlin:</b> Now shifting to Standard 7, which calls for educational leaders to foster a professional community of teachers and other professional staff to promote the academic success and well-being of all students. To accomplish this, they must build and maintain a safe, caring, and healthy school environment.</p>

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<b>Teachers and Staff</b>	
<b>Standard 7 – Effective Practice (Rubric Indicators)</b>	<p><b>Caitlin:</b> What I’ll show here are the indicators of effective practice for Standard 7, which can also be viewed on page 13 of the PSEL rubric. As with Standard 6, and the remaining standards, effective school leaders move from that awareness level to implementing effective practices that translate into improved student outcomes, producing desired and consistent results.</p> <p>Effective practices for Standard 7, as with Standard 6, include the elements of a developing school leader as well as the 6 additional bulleted items that will be presented here:</p> <p>First – The school leader establishes workplace conditions for staff that promote professional learning.</p> <p>Second – Uses data on staff perceptions of school practice to identify areas for school growth.</p> <p>Third – Uses distributed leadership for the advancement of student learning.</p> <p>Fourth – Provides opportunities and structures for staff to learn from each other.</p> <p>Fifth – Provides structures for staff to reflect on student and school-wide progress.</p> <p>And finally – Interacts with staff in a way that reflects trust, transparency, and positive intentions.</p> <p>Again, I’ll share the next level—the <b>highly effective</b> school leader leverages staff expertise to design and lead professional learning experiences at the school, school system, or state level. School staff may also actively participate in and contribute to professional organizations or communities of practice in alignment with school goals.</p>
<b>Standard 7 – Effective Practice, cont’d. (Evidence)</b>	<p><b>Caitlin:</b> Evidence of effective practice for Standard 7 should demonstrate a school environment that is inclusive and supports the success and well-being of all staff.</p> <p>Some samples of evidence will be listed here:</p> <p>One example is that – the school leader creates a school community that supports professional learning and sound instructional practices that promote student growth.</p> <p>A second example – Collaborative teams are established to encourage continuous improvement and development of the professional growth of all staff.</p> <p>We’ll pause again here for reflection on Standard 7. You can pause the webinar now to input your responses on the second page of the corresponding Word document. And when you’re ready to continue the session, press play.</p>
<b>Standard 8: Meaningful Engagement of Families and Community</b>	<p><b>Caitlin:</b> Standard 8 calls for educational leaders to engage families and the community in meaningful and mutually beneficial ways to promote the academic success and well-being of all students. To accomplish this, they must build and maintain a safe, caring, and collaborative school environment that engages families and community.</p>

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<p><b>Standard 8 – Effective Practice (Rubric Indicators)</b></p>	<p><b>Caitlin:</b> Here I’ll share the indicators of effective practice for Standard 8, which can also be viewed on page 14 of the PSEL rubric. As with the previous standards, effective school leaders move from awareness to implementation of effective practices that translate into improved student outcomes, producing desired and consistent results.</p> <p>Effective practices for Standard 8, as with the previously discussed standards, include the elements of a developing school leader as well as the 8 additional bulleted items that will be presented here:</p> <p>First – The effective school leader establishes a network of partners and community resources to promote student achievement.            Second – S/he facilitates continuous engagement of families and community members to support student learning.            Third – Employs a variety of communication strategies to engage stakeholders.            Fourth – Regularly engages with families and community members.            Fifth – S/he participates in community events to develop a relationship with families and community members.            Sixth – Creates reciprocal opportunities for collaboration and partnerships with all stakeholders.            Seventh – Builds productive partnerships to promote school improvement.            And finally – S/he advocates on behalf of the school system for the need for family and community support.</p> <p>Again, I’ll share the next level—the <b>highly effective</b> school leader helps to demonstrate sustained partnerships with positive results on student achievement. S/he may provide support to other school leaders at the school, system, or state level to engage families and community members.</p>
<p><b>Standard 8 – Effective Practice, cont’d. (Evidence)</b></p>	<p><b>Caitlin:</b> Evidence of effective practice for Standard 8 should demonstrate meaningful engagement of families and community.</p> <p>Some samples of evidence will be listed here:            The first example – The school leader encourages active participation from families and community members in the learning process, including attendance at events, school improvement team meetings, and parent conferences.            A second example – S/he uses varied and effective communication strategies to inform and involve families and community members in active engagement in support of student learning.</p> <p>We’ll pause here for reflection on Standard 8. You can pause the webinar now to input your responses on the third page of the corresponding Word document. And when you’re ready to continue the session, press play.</p>
<p><b>Standard 9: Operations and Management</b></p>	<p><b>Caitlin:</b> Standard 9, the last within the SUPPORTS cluster, calls for educational leaders to manage school operations and resources to promote the academic success and well-being of all students. To accomplish this, s/he must strategically allocate resources to achieve the school’s goals that meet academic and social-emotional needs of each student.</p>
<p><b>Standard 9 – Effective Practice (Rubric Indicators)</b></p>	<p><b>Caitlin:</b> I’ll show here the indicators of effective practice for Standard 9, which can also be viewed on page 15 of the PSEL rubric. As with the previous standards, effective school leaders move from that awareness level to implementing effective practices that translate into improved student outcomes, producing desired and consistent results.</p>

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	<p>Effective practices for Standard 9, as with Standards 6, 7, and 8, include the elements of a developing school leader as well as the 9 additional bulleted items I'll share here:</p> <p>First – The effective school leader advocates for and acquires resources to meet the needs of staff and students.            Second – Establishes and implements systems to monitor and evaluate management of school resources.            Third – Creates a school schedule to optimize staff professional capacity to meet students' learning needs.            Fourth – Emphasizes the importance of instructional time for students and planning time for teachers.            Fifth – Adheres to fair and equitable conflict resolution practices.            Sixth – S/he demonstrates ethical and responsible fiscal management.            Seventh – Employs technology to improve communication and monitoring of school outcomes.            Eighth – Builds community awareness of local, state, and federal policies to promote student success.            And lastly – Develops and manages productive relationships with central office and support staff to promote student learning.</p> <p>Again, I'll share the next level—the <b>highly effective</b> school leader demonstrates sustained improved operational efficiency. S/he may lead professional learning experiences; publish reports, articles, or blogs; even engage in public speaking events for professional organizations to share their improved teaching and learning outcomes resulting from strategic operational management.</p>
<p><b>Standard 9 – Effective Practice, cont'd. (Evidence)</b></p>	<p><b>Caitlin:</b> Evidence of effective practice for Standard 9 should demonstrate responsible management of school operations and resources to promote each student's academic success and well-being.</p> <p>Some samples of evidence will be listed here:            The first example – The school leader allocates all resources, including financial, material, time, and personnel, to promote academic success of all students. Documented evidence includes school budgets, school improvement plans, evidence of school grants and partnerships.            A second example – Compliance with all local, state, and federal laws, policies, and regulations.            And a third example – Development and implementation of effective use guidelines for technology for all members of the school community.</p> <p>Pause now for reflection on Standard 9. You can pause the webinar to input your responses on the fourth page of the corresponding Word document. And when you're ready to continue the session, press play.</p>
<p><b>Voices from Maryland Schools – Dr. Aaron Dale</b></p>	<p><b>Caitlin:</b> Now we'll share some insights from other school leaders—your current practitioner colleagues—from across the state. Dr. Dale from the Howard County Public School System shared how his professional practice related to Standard 6, Professional Capacity of School Personnel, supports the academic success and well-being of all students.</p> <p><b>Voiceover:</b> “We have developed a strong mentor teacher program that is supported by the Math Instructional Support Teacher and Teacher Development Liaison (TDL). We have developed a Master Schedule that provides two opportunities a week for content area teachers to meet and discuss various instructional topics, such as formative assessment, high-leverage instructional strategies, and differentiation. In addition, our TDL meets with new and veteran teachers to conduct a deep dive into the Danielson evaluation model to ensure teachers have a clear understanding of the expectations. We</p>



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	<p>partner with all content area supervisors to conduct informal walkthroughs in an effort to highlight exemplary practices and identify areas for future professional learning experiences. We are in our first year of implementing Professional Learning Communities to allow for ample time to analyze data from various sources, plan for differentiated instruction, and plan for lessons aligned to Maryland’s College- and Career-Ready Standards.”</p>
<p><b>Voices from Maryland Schools – Dr. Chris Ford</b></p>	<p><b>Caitlin:</b> Dr. Ford from Baltimore City Public Schools shared his thoughts on effective practices for both Standards 8 and 9.</p> <p><b>Voiceover:</b> “Our work at BSA is highly entrepreneurial. We value the resources in our community—human, physical &amp; fiscal—and seek to leverage those resources for maximum effectiveness in our work with young people. To effectively function in an entrepreneurial environment, one must consider challenges thoughtfully, be aware of opportunities, develop broad and deep trust with collaborators, and see projects through to successful conclusions. We manage our resources to effectively lead the school community and align with our mission, vision, and core values.”</p> <p><b>Caitlin:</b> We’ll pause again here for reflection. Based on these two voices from Maryland leaders, think about what you do in your professional practice that’s aligned to the supports (Standards 6, 7, 8, and 9). You can pause the webinar now to record your responses on the Word document. When you’re ready to continue the session, press play.</p>
<p><b>Next Steps</b></p>	<p><b>Ed:</b> This webinar provides a cursory glance at the standards, and there are many more opportunities for you to further explore them as they relate to improving professional practice. In this final section, we’ll share specific information about guidance and resources available on the MSDE website and upcoming in-person professional learning experiences. We’ll also share next steps for submitting documentation of your participation in this session.</p>
<p><b>Resources and Additional Information</b></p>	<p><b>Ed:</b> Our Office of Leadership Development and School Improvement web link is provided here – check out the site at <a href="http://marylandpublicschools.org">http://marylandpublicschools.org</a>, as well as the Maryland Resource Hub at <a href="https://marylandresourcehub.com">https://marylandresourcehub.com</a> to navigate to other parts of this webinar series, access the PSEL rubric, and locate more detailed information about upcoming professional learning opportunities.</p>
<p><b>Office of Leadership Development and School Improvement (Contact)</b></p>	<p><b>Ed:</b> Please don’t hesitate to reach out to us with questions! We’ve included our contact information. My name is Ed Mitzel, Coordinator of Leadership Development, and you can contact me by email at <a href="mailto:Edmund.Mitzel@Maryland.gov">Edmund.Mitzel@Maryland.gov</a> and I can be reached by phone at 410-767-0348, and my colleague Dr. Brian Eyer, who is a Leadership Development Specialist, can be reached at <a href="mailto:Brian.Eyer@Maryland.Gov">Brian.Eyer@Maryland.Gov</a> or by phone at 410-767-0725.</p>
<p><b>References</b></p>	<p>(no audio)</p>