



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

### **Webinar #2: The Core**

Standard 4 – Curriculum, Instruction, and Assessment

Standard 5 – Community of Care and Support for Students

### **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 Core</b>	<b>Caitlin:</b> This session will focus on the “CORE” cluster.

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	<p>The CORE focuses on school leaders' practice in supporting students through effective instruction within a trusting environment. 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.</p>
<p><b>Standard 4: Curriculum, Instruction, and Assessment</b></p>	<p><b>Caitlin:</b> I'll begin with a description of Standard 4. School leaders must develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of <i>each</i> student. And to accomplish this, they must implement systems of curriculum, instruction, and assessment that both promote the vision, mission, and core values of the school <b>and</b> are aligned to the district and state standards. Furthermore, these systems within and across grade levels should be culturally responsive and address the needs of <u>all</u> students.</p>
<p><b>Standard 4 – Effective Practice (Rubric Indicators)</b></p>	<p><b>Caitlin:</b> What will be shown here are the descriptors of effective practice for Standard 4, which can also be viewed on page 10 of the PSEL rubric. Generally, effective school leaders move from an awareness of these 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 4 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 begin by communicating to all stakeholders rigorous student learning expectations</p> <p>The second – S/he provides actionable feedback to teachers to improve instruction with evidence-based practices</p> <p>Third – S/he provides time in the schedule for teachers to collaborate on planning for instruction and assessment</p> <p>The fourth – The school leader implements formative assessments to guide adjustments in teaching to improve student outcomes</p> <p>The fifth – S/he collaborates with school educators to implement evidence-based practices to improve instruction</p> <p>Sixth – The school leader uses data to make informed instructional decisions</p> <p>And the last descriptor – S/he establishes expectations for and monitors the use of technology to support teaching and learning</p> <p>At the next level, the <b>highly effective</b> school leader informs curriculum, instruction, and assessment practices for school systems, the state, or professional organizations. They demonstrate sustained, high levels of student academic growth and achievement.</p>
<p><b>Standard 4 – Effective Practice, cont'd. (Evidence)</b></p>	<p><b>Caitlin:</b> Evidence of effective practice for Standard 4 includes the development and support of intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</p> <p>Some examples of evidence will be listed in the three bulleted items here:</p> <p>The first example – The school leader works collaboratively with staff to analyze performance data from multiple assessments to evaluate curriculum and instruction. Documented evidence might include curriculum maps, scope and sequence documents, and sample assessments.</p> <p>Another example is – The monitoring of instructional practices through data collection, such as informal and formal classroom observations.</p> <p>A third example is – The school leader and staff are held accountable for student achievement, which can be monitored through student learning objectives and teacher improvement data.</p> <p>Let's take a moment now to reflect on Standard 4 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 when you're ready to continue the session, press play.</p>

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<p><b>Standard 5: Community of Care and Support for Students</b></p>	<p><b>Caitlin:</b> Now we'll discuss Standard 5, which calls for educational leaders to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students. To accomplish this, leaders must build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.</p>
<p><b>Standard 5 – Effective Practice (Rubric Indicators)</b></p>	<p><b>Caitlin:</b> What I'll show here are the indicators of effective practice for Standard 5, which can also be viewed on page 11 of the PSEL rubric. As with Standard 4, 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 5, as with Standard 4, include the elements of a developing school leader, as well as the 8 additional bulleted items that will be presented here:</p> <p>The first indicator – The school leader collaboratively establishes a continuum of academic and socio-emotional supports for each student group.</p> <p>Second – S/he uses data to monitor and evaluate the effectiveness of academic and socio-emotional supports.</p> <p>Third – The leader partners with stakeholders to provide resources that support academic success and well-being of all students.</p> <p>Fourth – Establishes, implements, and monitors processes to foster a safe and secure environment.</p> <p>Fifth – S/he develops, implements, and communicates a student code of conduct for high expectations of student behavior.</p> <p>Sixth – Creates a multi-cultural environment for all students.</p> <p>Seventh – Celebrates and affirms student success and value.</p> <p>And finally – S/he establishes trusting relationships with school staff and community members.</p> <p>Again, I'll share the next level—the <b>highly effective</b> school leader helps to inform the development or revision of policies and practices related to school culture and climate at the district or state level. S/he may lead professional learning experiences; publish reports, articles, or blogs; or even engage in public speaking events for professional organizations related to a positive school culture and environment.</p>
<p><b>Standard 5 – Effective Practice, cont'd. (Evidence)</b></p>	<p><b>Caitlin:</b> Evidence of effective practice for Standard 5 should demonstrate professional practice that creates an inclusive, caring, and supportive school community that promotes each student's academic success and well-being.</p> <p>Some samples of evidence will be listed here:</p> <p>One example is that – the school leader fosters an environment of respect and rapport through guidelines for appropriate behavior and student expectations.</p> <p>A second example – ongoing and collaborative assessment of school climate and culture through the collection and use of data and feedback from the school improvement team.</p> <p>We'll pause again here for reflection on Standard 5. 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>

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<p><b>Voices from Maryland Schools – Christophe Turk</b></p>	<p><b>Caitlin:</b> Now we’ll share some insights from other school leaders—your current practitioner colleagues—from across the state. Mr. Turk from Baltimore City Public Schools shared how his professional practice related to Standard 4 promotes collaboration among teachers to implement practices to reflect upon and improve instruction.</p> <p><b>Voiceover:</b> “We place a premium on teachers having time to collaborate and share best practices. Two structures we have in place for this involve a Lesson Tuning Protocol each week where teachers share a forthcoming lesson and practice teaching a portion of it in front of their peers. Teachers then provide feedback per a protocol we have established. Our focus is on whole group/first teach instruction. We find that providing time for teachers to practice instruction allows for swift and effective adjustments to be made. It’s also a great way to engineer productive dialogue and sharing of best practice. The second structure we use is called Standards Analysis Protocol (SAP), where our teams meet as a department to hone in on one teacher’s lesson and examine how closely the tasks selected align with the standards governing the lesson and unit. A protocol is used to guide the facilitation — with the teacher using informed feedback to make adjustments — and then returning to the next meeting with student work samples for the team to look at and discuss.”</p>
<p><b>Voices from Maryland Schools – Dr. Stephanie Ware</b></p>	<p><b>Caitlin:</b> Dr. Ware from Frederick County Public Schools shared how her professional practice related to Standard 5 maintains a focus on a community of care and support for students that promotes their academic success and well-being.</p> <p><b>Voiceover:</b> “We have been working hard over the past two years on helping students feel connected to our school community. We have improved Positive Behavioral Interventions and supports (PBIS) and created a continuum to allow for flexibility and structure. Restorative Practices have been a focus for the school and we will continue to engage students, teachers, and parents in restorative discussions and conversations as we work on problem solving. We are adding ACE training for the staff as we have identified the impact that students’ trauma has on their ability to attend school, engage fully in their education, and feel safe and comfortable at school. Additionally, our PPW, CASS worker, and school psychologist are all active in our problem solving sessions. The collaboration and open dialogue are the keys to making this work for students, staff, and our community.”</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>

