

# Yesterday & Today

## Where We've Been and Where We're Going

### Professional Standards for Educational Leaders

- Mission, Vision, and Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction, and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

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**From *Professional Practices e-Newsletter*  
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## Where We've Been and Where We're Going

### Vision, Mission, and Core Values

Leader-shaped and leader-dependent culture, expectations

Collaborate with stakeholders to develop and promote data-driven vision, mission, and core values of and commitment to success for each student

Leader developed goals and explained to staff, progress check at end of year

Translate the vision into measurable actions; monitor, evaluate, and adjust as needed

Oversight of facilities, processes, and operations

Identify, model and support instructional and organizational practices that contribute to success

Focus on safe, orderly, well-managed district, schools, and classrooms

Articulate, advocate, and cultivate core values for:

- Child-centered education
- High expectations and student support
- Equity, inclusiveness, and social justice
- Openness, caring, and trust
- Culture of continuous improvement



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### Ethics and Professional Norms

Accomplish tasks in isolation	Act ethically and professionally in all aspects of school leadership
Determine areas for improvement and sets goals without input from others	Promote the norms of fairness, integrity, transparency, trust, collaboration, perseverance, learning and continuous improvement
Operate school smoothly and without notice; Students' performance not seen responsibility of school, but result of family background	Place children at the center of education and accept responsibility for each student's academic success and well-being
Conform to implied or set standards of conduct without free expression	Safeguard the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity
Follow without public question or disagreement	Lead with interpersonal and communication skill, social-emotional insight, and understanding of cultural diversity
Run a safe environment without complaint	Provide moral direction for the school and promote professional behavior



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## Where We've Been and Where We're Going

### Equity and Cultural Responsiveness

Treat students as groups and not as individuals

Treat each student fairly, respectfully, and with understanding of culture and context

Recognize and reward conformity among students and teachers

Recognize student's strengths, diversity, culture as assets for teaching and learning

Allow tenure to manage teaching assignments regardless of skill

Ensure each student has access to effective teachers, learning opportunities, academic and social support

Implement leader-developed and leader-dependent policies on discipline

Develop policies that address misconduct in positive, fair, and unbiased manner

Identify with and support the "mainstream" practices

Confront and alter institutional biases and act with cultural competence and responsiveness

Assign students to college or vocational track early and schedule accordingly

Prepare students to live productively and contribute to diverse cultural contexts of global society



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## Curriculum, Instruction, and Assessment

Set and maintain expectations for conduct

Set and maintain high expectations for student learning

Teach the scope and sequence of adopted text

Align curriculum, instruction, and assessment to academic standards

Instruct once to whole group using teacher's edition as lesson plan

Ensure instructional practice is:

- Consistent with child development and intellectually challenging
- Authentic to student needs
- Differentiated
- Personalized

Use computers in lab settings to play learning games

Promote effective use of technology in the service of teaching and learning

Administer end of unit or chapter test and/or teacher developed exam

Employ valid assessments

Use data as a one-time event for report cards and promotion/graduation

Use data to monitor student progress and improve instruction



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## Community of Care and Support for Students

Establish a safe and orderly environment

Build and maintain safe, caring, healthy school environment that meets academic, social, emotional, physical needs of each student

Create a purposeful and business-like environment

Create and sustain environment where each student is known, accepted, valued, trusted, respected, cared for, and encouraged to be active and responsible member of community

Seek alternative placements for students needing support. Extracurricular activities limited to high school music and sports

Provide coherent support systems, services, extracurricular, accommodations for each student

Provide guidance and advice for academics and college only

Promote relationships that value and support academic learning and positive social/emotional development

Ensure students are free from physical harm

Cultivate and reinforce student engagement in school and positive school conduct

“Sink or swim” approach to English language learners. Different cultures expected to adapt and conform

Infuse learning environment with cultures and languages of community



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## Where We've Been and Where We're Going

### Professional Capacity of School Personnel

Assigned staff from district pool	Recruit, hire, support, develop, and retain effective and caring teachers
Replaced staff as vacancies occurred. Assigned "buddy" teacher to impart culture	Plan for and manage staff turnover and succession. Provide opportunities for effective induction and mentoring
Provided district or school determined staff development at predetermined times	Differentiate opportunities for faculty learning and apply knowledge of adult learning and development
Observed and evaluated teachers annually with little feedback and little dialogue	Deliver actionable feedback about instruction through valid, research-anchored systems of supervision and evaluation
Selected veteran teachers to lead and serve on committees with little input from others affected	Develop the capacity, opportunities, and support for teacher and school community leadership
Offered assistance after hospitalization or significant illness or loss	Promote the personal and professional health, well-being, and work-life balance of faculty, staff, and self



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### Professional Community for Teachers and Staff

Used calendar day and times for workshops

Develop conditions that promote effective professional development, practice, and learning

Posted mission statement in main office

Empower and entrust staff with collective responsibility for meeting mission, vision, core values

Held students responsible for failures or not meeting goals and credited teaching for success

Promote mutual accountability for each student's success

Assigned teacher buddy for school support and sought district support for poor performance

Develop and support working relationships to promote improved capacity and practice

Consulted an expert to provide workshop or in-service

Design and implement job-embedded and other professional learning opportunities

Implemented district-initiated programs and projects

Encourage faculty-initiated improvement programs and practices



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### Meaningful Engagement of Families and Community

Are business-like, purposeful, directive	Are approachable, accessible, and welcoming
Invite parents to open house and conferences	Create and sustain productive relationships to benefit students
Communicate by informing, educating, and telling	Engage in regular two-way communication with families and communities about school
Share prepared remarks for PTA meetings. Presence limited to supervision of staff and students	Maintain a presence and create a means for partnerships to promote student learning and school improvement
Distinguish school as a place for students and teachers	Develop and provide school as a resource
Focus on the business of schooling students	Advocate publicly for the importance of education
Solicit volunteers to work in the schools	Build and sustain partnerships with public and private sectors



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### Operations and Management

Keep building clean, safe, and running efficiently

Institute, manage, and monitor operations and systems to promote school vision

Teachers assigned/scheduled based on preference and students placed in tracks (college or not)

Manage resources and schedules to optimize professional capacity to address each student's learning needs

Classrooms entered and messages delivered over intercom routinely

Protect teachers' and other staff members' work and learning from disruption

Intercom and walkie-talkies used to communicate internally, phone calls and newsletters for external

Employ technology to improve overall operation and communication

Head-counts and pre-tests in fall led to adjustments in facility and curriculum

Develop and manage relationships with feeder schools for enrollment management and instructional articulation

Contact with supervisors was for information needs. Little, if any, contact with school board

Develop and manage productive relationship with central office and school board



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### School Improvement

Establish goals at start of year and visit again at the end of the year

Use methods of continuous improvement to fulfill the mission and promote core values

Solicit staff to assist with plan compliance

Promote readiness for improvement by building mutual commitment and accountability

Share plan with staff and assume buy-in

Develop knowledge, skills, and motivation to succeed in improvement efforts

System goals and strategies set at the district and flow to the school; Leader tells staff and evaluates at end of the year

Engage with others in ongoing evidence-based inquiry, strategic goal setting, planning, implementation, and evaluation of improvement efforts

Manage multiple improvement efforts, even if seemingly at odds

Adopt a systems perspective and promote coherence among improvement efforts

Implement what was asked by district leadership and departments

Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance

