

# Understanding and Using the Standards

The Ohio Standards for Principals define the expectations for Ohio’s principals, based on what is known about the traits and skills of effective school leaders. The big ideas emphasized in the standards are:

- Standard 1 – Continuous Improvement:** Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
- Standard 2 – Instruction:** Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.
- Standard 3 – School Operations, Resources and Learning Environment:** Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
- Standard 4 – Collaboration:** Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.
- Standard 5 – Parents and Community Engagement:** Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

## How Might These Standards Affect Principals?

The Ohio Standards for Principals will not immediately change the process of licensure; that process remains the same. However, the standards will inform initial licensure as institutions of higher education realign their programs and requirements to the standards.

LPDCs across the state will continue to make decisions about licensure renewal. Principals will continue to determine and set their own professional goals. The criteria for assessing the effectiveness of IPDPs, however, will be revised to closely align with the expectations set forth in the standards, as mandated in SB 2. The Ohio Standards for Principals and the Professional Development Standards will serve as a guide for principals in considering their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.

## Using the Standards for Principals for Self-Assessment

Ohio’s Standards for Principals were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

## Principal Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a principal is to respond to focused, guiding questions related to effective instructional and leadership practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

In the best school systems, principals have a clear instructional mandate with performance incentives tied to meeting high student achievement goals. Principals are central to the system’s ability to create environments where students can meet the high challenge set out for them. As instructional leaders, principals can coach and develop those who have the greatest impact on student achievement: teachers.

– *Creating a World-Class Education System in Ohio, Achieve and McKinsey*

### Standard 1:

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

**ESSENTIAL QUESTION:** *Do you lead the change process for continuous improvement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I identify and include stakeholders in the process of developing a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement a process for the development of a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I remain focused on the vision through difficulties, setbacks and failures.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify goal areas that promote high levels of achievement for all students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I focus attention on established goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate the expectation of high learning and achievement for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify changes needed to improve student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I engage stakeholders in the change process through effective communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I respond to building, district, community and societal changes and issues that affect the instructional needs of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

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## Standard 2:

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

**ESSENTIAL QUESTION:** *Are you the instructional leader for the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I provide teachers with a basic understanding of the academic standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of resources aligned to the academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that curriculum, instruction and assessments are aligned with the academic content standards	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor implementation of academic content standards in curriculum and instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of various instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I make systematic classroom visits and provide feedback on classroom instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use disaggregated achievement data to determine the performance and needs of particular students and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand effective acceleration processes and work with teachers to establish structures that meet student needs and support state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I keep informed about current research and theory on effective curriculum design and instructional strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share current research and theory on effective curriculum design and instruction strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

## Standard 2:

I serve as a model for effective teaching.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I model the use of data to inform and make decisions.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I communicate data about student progress to the school community.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I monitor staff knowledge and use of data and the impact of this knowledge on student achievement.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I participate in professional development to increase teachers' knowledge and skills.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I facilitate professional development opportunities that support classroom instruction.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I use staff and student data to identify professional development needs.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I provide ongoing opportunities for teachers to reflect on their practice.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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## Standard 3:

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.

**ESSENTIAL QUESTION:** *Do you act to create and ensure a nurturing, safe school environment?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate and reinforce high behavioral standards to staff, students and parents.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I ensure that behavioral policies and procedures are consistently applied from day to day and student to student.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I implement routines that ensure safety for all.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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## Standard 3:

I use building and district procedures for crisis management.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I am accessible to students, staff and parents.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I assess how well the physical, social and cultural environment supports student needs.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I identify available resources to address the physical and mental health needs of the students and staff.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I treat all students, parents and community members with respect.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I manage the budget to support student and staff learning.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I identify and equitably allocate resources to support student and staff learning.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I effectively use technology to manage school operations.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I supervise and evaluate all staff.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I give both formal and informal recognition to staff and students for achievement, improvement and effort.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I meet my legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I implement procedures to comply with local, state and federal mandates.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I communicate local, state and federal mandates to students, staff and parents.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I ensure that staff, students and parents receive information about legal requirements and policies.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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#### Standard 4:

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

**ESSENTIAL QUESTION:** *Do you share leadership and promote a collaborative learning culture?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I establish and reinforce expectations, roles, norms and responsibilities for effective working teams.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I develop structures for collaboration among all teachers and other education support personnel.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster positive interpersonal relationships among staff by maintaining open and effective lines of communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I seek input from staff, students, parents and community members.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share leadership responsibilities with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I serve as a role model for the leadership behaviors I seek to instill in others.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I participate in leadership development activities with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify strengths and interests of the building staff in order to identify potential leaders.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

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## Standard 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

**ESSENTIAL QUESTION:** *Do you involve and engage parents and community in the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I represent the school at community functions and advisory groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use print and electronic media to inform the community about the school.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I practice two-way communication with parents about student progress.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I inform the community about the school's expectations for student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I welcome community involvement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify and use community-based resources to increase achievement among all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I model appreciation and respect for the cultures of the school and community and create an environment that supports high achievement levels for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I support cooperation by using strategies to remedy instances of intolerance of individuals and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always