



Ohio Standards for Principals

2018

Standards for Educational Leaders

Introduction

In 2016, the Ohio Department of Education, in partnership with the Ohio Association of Elementary School Administrators and the Ohio Association of Secondary School Administrators, identified individuals throughout the state to participate in a community of practice. This workgroup of advisors examined what we can do in Ohio to support high-quality leadership practices aimed at addressing the needs of building principals and each student they serve.

After assessing the current state of the principalship in Ohio, the principal workgroup identified five areas in which Ohio can map a route for improving principal effectiveness:

1. Education and preparation for serving in the principal role;
2. Recruitment and job seeking;
3. Assignment to appropriate settings;
4. Supportive experiences; and
5. Ongoing professional development and supports.

Upon determining gaps in support for principals, the advisors identified that principalship should be redefined, namely by revising the principal standards to make them precise and reflective of the roles and responsibilities of today's principals.

The 2016 Principal Workgroup recommended the need to conduct a gap analysis and revise the 2005 *Ohio Standards for Principals* by evaluating, selecting and incorporating language, skills and standards from the National Policy Board for Educational Administration's Professional Standards for Educational Leaders. The workgroup examined leadership evaluation models from other states to gain an understanding of the broader national landscape. The states under review included Colorado, Tennessee, Minnesota, Nebraska, Virginia and others. The revised 2018 Ohio Standards for Principals are intended to be used in conjunction with preservice preparation programs, local districts and statewide policy efforts to support and define the role of the Ohio principal.

Roles and Responsibilities of the Principal

The principal's role has evolved dramatically since the implementation of the 2005 *Ohio Standards for Principals*. There is an increasing demand for principals to go beyond traditionally accepted managerial roles to include that of an instructional leader, community builder, and student and educator advocate. With such important responsibilities, the principal is identified as being highly impactful and critical to the success of any learning environment.

Research has established some important facts about the role of the principal in public K-12 education. Leadership is second only to teaching among school-related influences on student success. Its impact is greatest in schools with the greatest needs. Principals strongly shape the conditions for high-quality teaching. They are the prime factor in determining whether teachers stay in high-needs schools. For policymakers, this all means that the effectiveness of principals is vital to the effectiveness of our nation's public schools, especially those serving the children with the fewest advantages in life.

Principals who are strong, effective, responsive leaders help to inspire and enhance the abilities of their teachers and other school staff to do excellent work. Such principals also tend to retain great teachers and create opportunities for them to take on new leadership roles. In short, principals, through their actions, can be powerful multipliers of effective teaching and leadership practices in schools. And those practices can contribute much to the success of the nation's students. This leads to the following key question:

What can state policymakers do to help ensure that schools have excellent principals who advance teaching and learning for all students?

-Wallace Foundation, 2015

Ohio recognizes the changing landscape of principalship and seeks to validate the incredible efforts of today's principals by putting forth standards that speak specifically to the breadth of influence and duty now undertaken by those leading school buildings. While Ohio's principals do not serve with identical functionality, with their specific roles and daily responsibilities varying depending on factors, including the size and demographics of their districts, the 2018 *Ohio Standards for Principals* seek to define expectations based on what is known about the skills and practices of effective school leaders.

The Development of the Standards

During a period of three months, a second workgroup of advisors was assembled in the fall of 2017 to begin this revision process. The advisors consisted of representatives from elementary, middle and high schools, superintendents, higher education, professional organizations and the Ohio Department of Education. The workgroup carefully examined the 2005 *Ohio Standards for Principals* and the 2015 *Professional Standards for Educational Leaders* from the National Policy Board for Educational Administration.

Through consultation with leading national standards experts from the National Association of Secondary School Principals and technical assistance and equity support from Westat, the Department sought to secure advice and expertise from those with a comprehensive view of the national landscape to support effective local application. In doing so, the workgroup's goal was to create a set of standards that better define the role and responsibilities of the principal in a clear manner, while offering enough flexibility to apply to the many roles and unique contexts of Ohio's building leaders.

The workgroup found that the 2005 *Ohio Standards for Principals* did not fully depict the roles and responsibilities of today's principals. The 2015 *Professional Standards for Educational Leaders* were used to ground the revision of standards for principals in Ohio to define the role of the principal more clearly. At the center of the work of the principal is each student's well-being and academic success.

Applying the Standards

The 2018 *Ohio Standards for Principals* are designed to support principals through their highly impactful work and help to ensure the critical success of the learning environment. These standards serve as an important tool for educational leaders to identify and apply appropriate professional learning opportunities as they consider their growth and development as leaders throughout their careers. The standards provide a common tool to be used to effectively support and assess leadership practice, and to improve the well-being and academic success for each student in Ohio.

As a result of self-assessment using the standards, principals may decide to build their knowledge and skills in areas such as:

- Stakeholder involvement, collaboration and partnership (**standards 1, 3, 7, 10**);
- Developing staff capital and human capital management (**standards 3, 5, 7, 10**);
- Evidence-based strategy selection and implementation (**standards 3, 4, 5**);
- Positive school culture, climate and environment (**standards 4, 7, 10**);
- Equity, cultural awareness and social justice (**standards 4, 6, 7, 8, 10**);
- Providing effective, actionable feedback (**standards 2, 5, 9**); and
- Continuous improvement (**standards 1-10**).

Organization and Structure of the Standards

Each standard is organized as follows:

- Domain: Thematic framework component;
- Narrative Summary: Describes the content of and rationale for each domain;
- Standard: Expresses a definable goal or area of responsibility for principals; and
- Indicator: Shows the knowledge and skills of each standard in practice. The Indicators are observable or measurable statements that serve as tools in discussions of effective principals.

The organization by domain, narrative summary, standard and indicator is shown in the adjacent graphic.





The Standards in the Context of Ohio's Standards-Based Reforms

The 2018 *Ohio Standards for Principals* are an extension of the standards-based reforms that have taken place in Ohio over the past decade. The state has detailed student academic learning standards for prekindergarten through grade 12 (<http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>) as well as the *Ohio Standards for the Teaching Profession*, the *Ohio Standards for School Counselors*, the *Ohio Standards for Superintendents*, the *Ohio Standards for Professional Development*, and the *Ohio Standards for School Treasurers and School Business Managers*. Together, these standards show what is known about the practices of effective district leaders, school leaders, teachers and professional development systems. Copies of these standards are available on the Ohio Department of Education website: <http://education.ohio.gov/EducatorStandards>.

Common emphases in these sets of standards include:

- Each student's learning and achievement;
- Shared leadership;
- Data-based decision-making;
- Communication and collaboration;
- Ongoing professional learning;
- Well-being;
- Technology; and
- Equity and cultural responsiveness.



 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Revised Standards

DOMAIN I: LEADERSHIP

Narrative Summary: The effective educational leader acts ethically as an agent of continuous improvement and fosters a shared mission, vision and core values to promote each student's well-being and academic success.

Standard 1: Mission, Vision and Core Values

Standard 2: Ethics and Professional Norms

Standard 3: School Improvement

DOMAIN II: LEARNING

Narrative Summary: The effective educational leader fosters a professional learning environment of evidence-based instructional practices to promote each student's well-being and academic success.

Standard 4: Curriculum, Instruction and Assessment

Standard 5: Professional Capacity of School Personnel

DOMAIN III: CULTURE

Narrative Summary: The effective educational leader cultivates an environment defined by culturally responsive practices, equity and commitment to students, staff and stakeholders through sustained partnerships reflective of the unique profile of its surrounding community to promote each student's well-being and academic success.

Standard 6: Equity and Cultural Responsiveness

Standard 7: Community of Care and Support

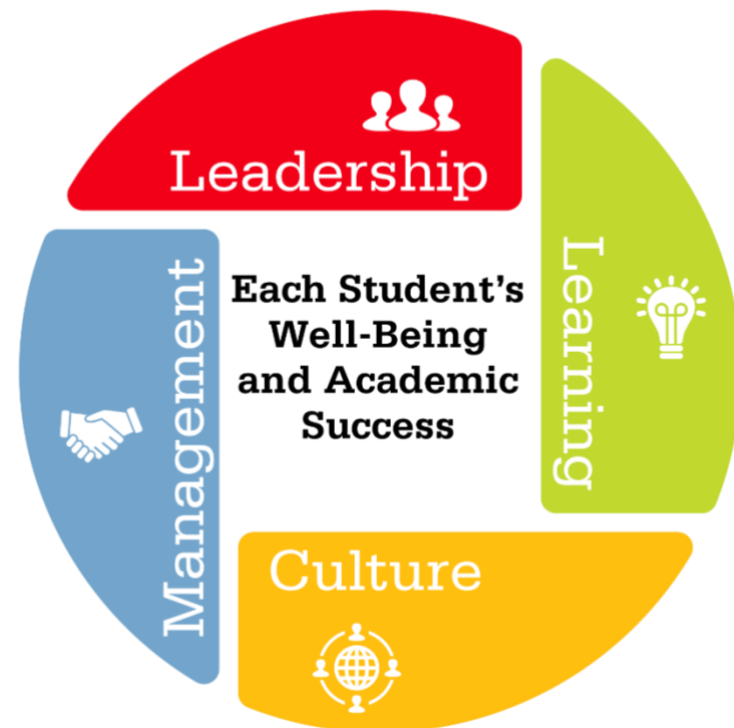
Standard 8: Meaningful Engagement of Families and Community

DOMAIN IV: MANAGEMENT

Narrative Summary: The effective educational leader maximizes the human capital, operational, policy and fiscal systems to promote each student's well-being and academic success.

Standard 9: Strategic Staffing

Standard 10: School Operations



LEADERSHIP

Narrative Summary: The effective educational leader acts ethically as an agent of continuous improvement and fosters a shared mission, vision and core values to promote each student's well-being and academic success.

STANDARD 1: MISSION, VISION AND CORE VALUES

The effective educational leader develops, advocates and enacts a shared mission, vision and core values.

Indicator:

- 1.1 The effective educational leader works in collaboration with students, staff and other stakeholders to develop, enact and evaluate a data-informed shared mission, vision and core values.
- 1.2 The effective educational leader will model, communicate and advocate for the school's mission, vision and core values in all aspects of leadership.

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

The effective educational leader acts ethically and according to professional norms.

Indicator:

- 2.1 The effective educational leader understands, upholds and models professional ethics, policies and legal codes of professional conduct.
- 2.2 The effective educational leader models and sets high expectations for conduct that promotes professional norms for students, staff, other stakeholders and self.

STANDARD 3: SCHOOL IMPROVEMENT

The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve learning conditions and outcomes.



Indicators:

- 3.1 The effective educational leader develops the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify areas of greatest need.
- 3.2 The effective educational leader develops a focused plan with processes and procedures for implementation.
- 3.3 The effective educational leader collaborates with teachers and other stakeholders to select, implement and monitor the impact of evidence-based strategies that align to the district and building goals and makes necessary adjustments.
- 3.4 The effective educational leader engages and partners with staff, public and private sectors to create and support a culture of continuous improvement.

LEARNING

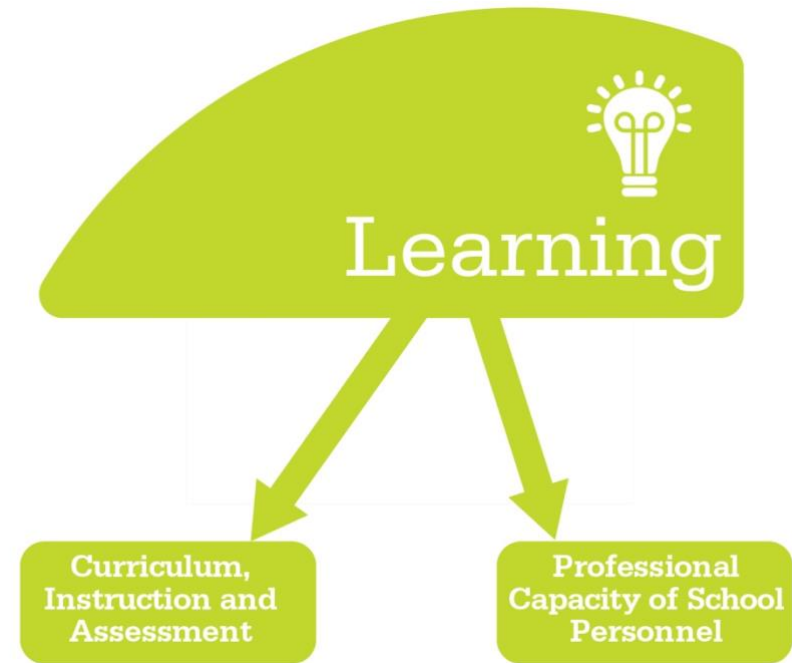
Narrative Summary: The effective educational leader fosters a professional learning environment of evidence-based instructional practices to promote each student's well-being and academic success.

STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT

The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to teachers, leaders and learning supports.

Indicators:

- 4.1 The effective educational leader supports staff in recognizing, respecting and employing each student's strengths, diversity and culture as assets of both teaching and learning for personalized instruction.
- 4.2 The effective educational leader ensures that each student has equitable access to effective teachers, challenging learning opportunities, educational resources and social support.
- 4.3 The effective educational leader uses standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school.
- 4.4 The effective educational leader promotes the effective use of technology in the service of teaching and learning.



STANDARD 5: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.

Indicators:

- 5.1 The effective educational leader supports teachers and staff by providing ongoing actionable feedback, as well as individual and group professional development opportunities to promote continuous improvement aligned to the focused plan.
- 5.2 The effective educational leader employs *Ohio Standards for Professional Development* to organize the school as a professional learning environment to achieve positive outcomes for each student.
- 5.3 The effective educational leader continually improves effectiveness of staff and self through dialog, reflection, study and other professional development opportunities.

CULTURE

Narrative Summary: The effective educational leader cultivates an environment defined by culturally responsive practices, equity and commitment to students, staff and stakeholders through sustained partnerships reflective of the unique profile of its surrounding community to promote each student's well-being and academic success.

STANDARD 6: EQUITY AND CULTURAL RESPONSIVENESS

The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.

Indicators:

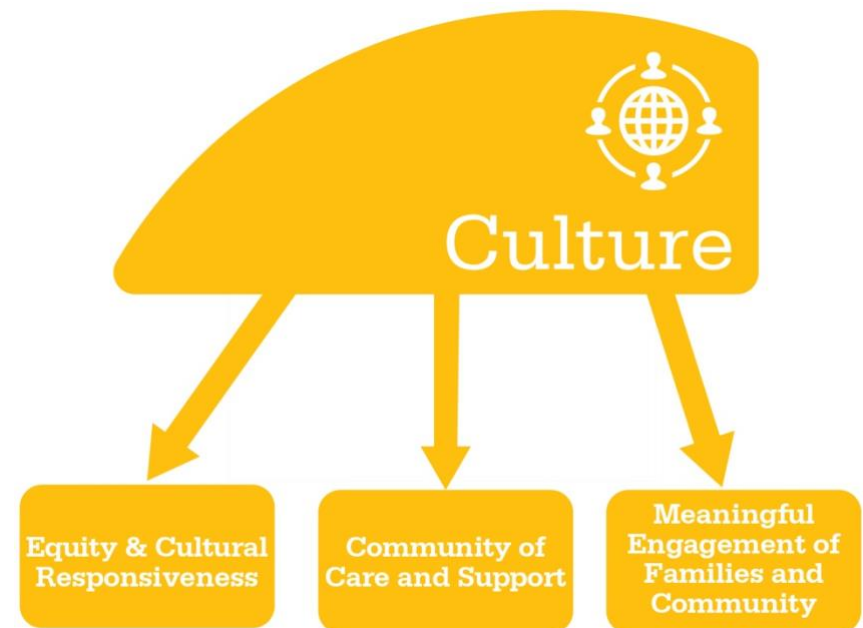
- 6.1 The effective educational leader demonstrates cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families.
- 6.2 The effective educational leader supports students and staff by establishing norms of respect, caring, learning and safety.
- 6.3 The effective educational leader cultivates and monitors a school culture characterized by equity and inclusiveness.
- 6.4 The effective educational leader confronts and addresses individual and collective behaviors that disregard and or defy equity and cultural responsiveness.

STANDARD 7: COMMUNITY OF CARE AND SUPPORT

The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.

Indicators:

- 7.1 The effective educational leader establishes and sustains a professional culture of engagement and commitment to the education of the whole child.
- 7.2 The effective educational leader uses and sustains coherent systems of academic, physical, social and emotional supports to meet the needs of each student.



- 7.3 The effective educational leader develops and sustains a school environment in which students, staff and stakeholders are valued, trusted, respected and cared for.
- 7.4 The effective educational leader builds and supports positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment.
- 7.5 The effective educational leader promotes a healthy work-life balance for staff and self.

STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.

Indicators:

- 8.1 The effective educational leader develops and sustains positive, collaborative and productive partnerships with families and the surrounding community.
- 8.2 The effective educational leader uses the school as a resource to identify and address community needs and understands the context of its existence within the larger community.
- 8.3 The effective educational leader maintains a purposeful presence in the community to understand, value and employ the community's cultural, social, socioeconomic, intellectual and civic resources.
- 8.4 The effective educational leader builds and sustains productive partnerships with public and private sectors to promote continuous improvement and student learning.

MANAGEMENT

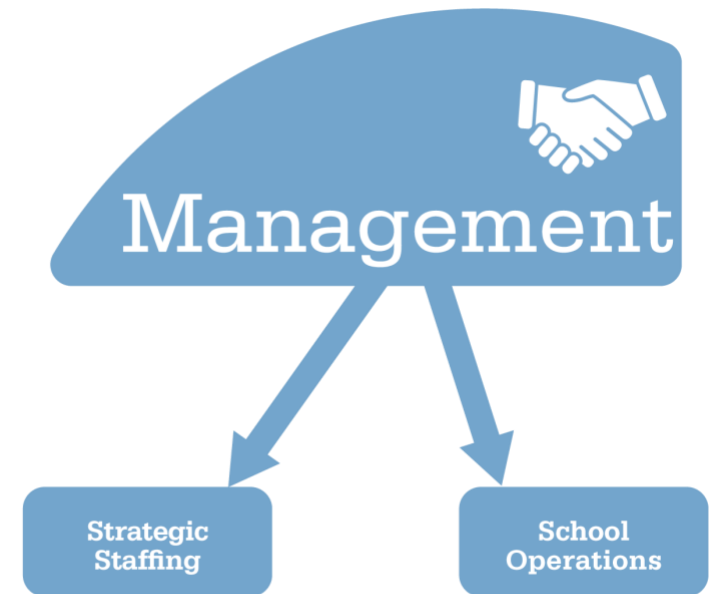
Narrative Summary: The effective educational leader maximizes the human capital, operational, policy and fiscal systems to promote each student's well-being and academic success.

STANDARD 9: STRATEGIC STAFFING

The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.

Indicators:

- 9.1 The effective educational leader participates in the acquisition of high-quality recruits.
- 9.2 The effective educational leader develops and/or uses clear selection criteria and hiring processes.
- 9.3 The effective educational leader aligns the assignment of staff to students' needs to ensure the use of staff members' diverse expertise and skill sets and culturally responsive practices.
- 9.4 The effective educational leader provides opportunities for staff to assume leadership roles within the school.
- 9.5 The effective educational leader implements an evaluation process that promotes the professional growth and performance of staff.



STANDARD 10: SCHOOL OPERATIONS

The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Indicators:

- 10.1 The effective educational leader collaborates with staff to support and facilitate policies and procedures that ensure a smooth progression for students through their school careers.
- 10.2 The effective educational leader develops and uses productive professional relationships with students, staff, district personnel and other stakeholders to positively impact school operations.
- 10.3 The effective educational leader plans and executes a fiscally responsible budget ensuring that federal, state and local guidelines are followed to support the focused plan.
- 10.4 The effective educational leader develops and implements the schedules and other structures to maximize learning.
- 10.5 The effective educational leader demonstrates and communicates a working knowledge of Ohio public education laws, rules and requirements, as well as district policies, procedures and agreements, as appropriate.
- 10.6 The effective educational leader collaborates with local authorities and students, staff and other stakeholders to create, implement, monitor and maintain a school safety plan, per state regulations.

Self-Assessment Tool for Principals

The *Ohio Standards for Principals* define expectations for Ohio's principals based on what is known about the skills and practices of effective building leaders. The standards can be used as a guide for principals as they self-assess their professional effectiveness to identify strengths and opportunities for professional growth.

One way to consider your strengths and opportunities for growth 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 opportunities for growth. Remember that this tool is confidential — it is not intended as an external tool for evaluation. This is a chance to be personal and honest in your assessment for continuous improvement and professional growth. Keep in mind, the evidence/observable behaviors provided are not an exhaustive list of examples.

STANDARD 1: MISSION, VISION, CORE VALUES

The effective educational leader develops, advocates and enacts a shared mission, vision and core values.

Essential Question: Have I engaged in collaborative planning to define and meet strategic goals and values?

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

I work in collaboration with students, staff and other stakeholders to develop, enact and evaluate a data-informed shared mission, vision and core values.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I model, communicate and advocate for the school's mission, vision and core values in all aspects of leadership.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely

Some Examples of Evidence/Observable Behaviors	Your Evidence
<ul style="list-style-type: none"> • Written and visible values and beliefs • Mission and vision are articulated and modeled by others • Evidence of involvement of others in the development of the mission and vision (collaboration of stakeholders) • Evidence of involvement of others in the periodic evaluation of the mission and vision (collaboration of stakeholders) 	

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

The effective educational leader acts ethically and according to professional norms.

Essential Question: Do I demonstrate professionalism, model good ethical practices and seek continuous professional learning?

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

I understand, uphold and model professional ethics, policies and legal codes of professional conduct.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I model and set high expectations for conduct that promote professional norms for students, staff, other stakeholders and self.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely

Some Examples of Evidence/Observable Behaviors	Your Evidence
<ul style="list-style-type: none"> Schoolwide code of conduct aligned with district and school priorities consistently implemented in the school and all school activities Models and holds self, students, staff and stakeholders in the school community accountable for adhering to high standards of behavior Adheres to Code of Professional Conduct for Ohio Educators Evidence of provided ethics training 	

STANDARD 3: SCHOOL IMPROVEMENT

The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.

Essential Question: Do I facilitate and foster a culture of data analysis and inquiry to identify proven strategies for success?

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

<p>I develop the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify areas of greatest need.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>
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I develop a focused plan with processes and procedures for implementation.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I collaborate with teachers and other stakeholders to select, implement and monitor the impact of evidence-based strategies that align to the district and building goals and make necessary adjustments.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I engage and partner with staff and the public and private sectors to create and support a culture of continuous improvement.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely

Some Examples of Evidence/Observable Behaviors	Your Evidence
<ul style="list-style-type: none"> • Data analysis and results of student performance • Copy of school improvement plan • External review reports • Faculty meeting, leadership team meeting agendas • Alignment of goal setting and professional development plans 	

STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT

The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.

Essential Question: Do I work to ensure all students are receiving a quality education that addresses needs and celebrates strengths?

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

I support staff in recognizing, respecting and employing each student's strengths, diversity and culture as assets of both teaching and learning for personalized instruction.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I ensure each student has equitable access to effective teachers, challenging learning opportunities, educational resources, including technology, and social support.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I use standards to align, focus and implement curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely

Some Examples of Evidence/Observable Behaviors	Your Evidence
<ul style="list-style-type: none"> Monitoring of lesson and unit plans demonstrating alignment Involvement of instructional decisions (including intervention) based upon data Monitoring of classroom learning activities engage students in challenging work Data-informed instructional approaches are used in the classroom Observation of challenging student work Structure of the day/system provides services and access to teachers, learning opportunities and social supports to students 	

STANDARD 5: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.

Essential Question: Do I instill and foster a culture of continuous improvement and growth?

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

<p>I support teachers and staff by providing ongoing, actionable feedback, as well as individual and group professional development opportunities to promote continuous improvement aligned to the focused plan.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>
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<p>I employ Ohio Standards for Professional Development to organize the school as a professional learning environment to achieve positive outcomes for each student.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>
<p>I continually improve effectiveness of staff and self through dialog, reflection, study and other professional development opportunities.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>

<p>Some Examples of Evidence/Observable Behaviors</p>	<p>Your Evidence</p>
<ul style="list-style-type: none"> • Rigorous evaluation process is completed for each staff member • Personalized, teacher-driven professional development focused on student learning • Provided feedback is clear, actionable, specific to professional growth • Teacher leaders are utilized to support development of peers • All staff have formal and/or informal opportunities to engage in leadership 	Empty space for evidence

STANDARD 6: EQUITY AND CULTURAL RESPONSIVENESS

The effective educational leader models, supports and cultivates a school climate characterized by equity and inclusiveness.

Essential Question: Have I done enough to remove obstacles and disparities in access to a valuable education for all students?

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

I demonstrate cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I support students and staff by establishing norms of respect, caring, learning and safety.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I cultivate and monitor a school culture characterized by equity and inclusiveness.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I confront and address individual and collective behaviors that disregard and/or defy equity and cultural responsiveness.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely

Some Examples of Evidence/Observable Behaviors	Your Evidence
<ul style="list-style-type: none"> • Community conversations about culture • Adults and children are accountable for language, attitude, and behavior • Established norms of respect, caring, learning and safety are displayed throughout the building • Staff and students demonstrate inclusive behaviors in a variety of settings • Corrective action is documented for behaviors that disregard equity and cultural responsiveness • Written and verbal communications from school leader demonstrate cultural awareness and inclusiveness 	

STANDARD 7: COMMUNITY OF CARE AND SUPPORT

The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.

Essential Question: Do I effectively advocate on behalf of all students and create a positive environment for meeting the needs of the whole child?

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

<p>I establish and sustain a professional culture of engagement and commitment to the education of the whole child.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>
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I use and sustain coherent systems of academic, physical, social and emotional supports to meet the needs of each student.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I develop and sustain a school environment in which students, staff and stakeholders are valued, trusted, respected and cared for.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I build and support positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I promote a healthy work-life balance for staff and self.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely

Some Examples of Evidence/Observable Behaviors	Your Evidence
<ul style="list-style-type: none"> • Students receive timely, data-informed interventions in areas of need (academic, physical, social and emotional). • Stakeholders (parents, staff, students, community) report positive relationships and interactions. • Perception surveys • Interactions with students, staff and stakeholders are deliberate, visible and organized • Demonstration of visibility during the school day and in support of co-curricular and extracurricular programs • Promotion of school activities through a variety of media 	

STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.

Essential Question: Do I effectively make connections, build partnerships and consult and seek solutions through the community?

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

<p>I develop and sustain positive, collaborative and productive partnerships with families and the surrounding community.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>
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<p>I use the school as a resource to identify and address community needs and understands the context of its existence within the larger community.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>
<p>I maintain a purposeful presence in the community to understand, value and employ the community's cultural, social, socioeconomic, intellectual and civic resources.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>
<p>I build and sustain productive partnerships with the public and private sectors to promote continuous improvement and student learning.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>

<p>Some Examples of Evidence/Observable Behaviors</p>	<p>Your Evidence</p>
<ul style="list-style-type: none"> • Media documenting school and community activities and partnerships • Evidence of memberships and/or participation in community organizations/activities • Identified school programs that address a variety of community demographics and resources • Participation in professional organizations at various levels (local, state, national) 	

STANDARD 9: STRATEGIC STAFFING

The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.

Essential Question: Have I demonstrated an understanding of staff capacity to effectively utilize all available personnel to support student learning?

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

I participate in the acquisition of high-quality recruits.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I develop and/or utilize clear selection criteria and hiring processes.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I align the assignment of staff to students' needs to ensure the use of staff members' diverse expertise and skill sets and culturally responsive practices.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I provide opportunities for staff to assume leadership roles within the school.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I implement an evaluation process that promotes professional growth and performance of staff.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely

Some Examples of Evidence/Observable Behaviors	Your Evidence
<ul style="list-style-type: none"> • Teacher and staff evaluations • Staff selection process • Staff professional development plans • Teacher leaders are utilized to support the development of peers • Student performance data • Classroom observation data and reports 	

STANDARD 10: SCHOOL OPERATIONS

The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Essential Question: Have I demonstrated a comprehensive understanding of school operative functions, procedures and policies?

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

<p>I collaborate with staff to support and facilitate policies and procedures that ensure a smooth progression for students through their school careers.</p>	<p>0 N/A</p>	<p>1 Not at all</p>	<p>2 Partially</p>	<p>3 Somewhat</p>	<p>4 Almost fully</p>	<p>5 Completely</p>
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I develop and use productive professional relationships with students, staff, district personnel and other stakeholders to positively impact school operations.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I plan and execute a fiscally responsible budget ensuring that federal, state and local guidelines are followed to support the focused plan.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I develop and implement the schedules and other structures to maximize learning.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I demonstrate and communicate a working knowledge of Ohio public education laws, rules and requirements, as well as district policies, procedures and agreements, as appropriate.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely
I collaborate with local authorities and students, staff and other stakeholders to create, implement, monitor and maintain a school safety plan, per state regulations.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost fully	5 Completely

Some Examples of Evidence/Observable Behaviors	Your Evidence
<ul style="list-style-type: none">• Safety drill logs• School calendar and master schedule• Agendas, sign-in sheets from meetings with students, school and political leaders, stakeholders and local authorities	

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