

Wyoming Standards for Educational Leaders

Wyoming Advisory Committee to the Select Committee on Educational Accountability

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Standard 1: Unwavering Focus on Student Achievement and Growth

Effective principals lead with a sense of urgency and ensure that the primary focus of the school is on maximizing the learning and growth of all students. Principals lead the implementation of a rigorous and relevant curriculum and assessment system. They work collaboratively with educators to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy and make certain that all adults have the knowledge, skills, and dispositions necessary to support student success.

Standard 2: Leading for Learning

Effective principals make clear that they are active learners and view their own learning as a foundational part of the work of school leadership. They are reflective practitioners who build on their strengths and identify areas for personal and professional growth. They build organizational capacity by developing leadership in others. These principals have a solid understanding of adult learning lead collaborative learning organizations to support improvements in teacher practices and student learning. Effective leaders ensure that programs and strategies implemented in their school are supported by the best research possible and then evaluate the effectiveness of new and existing programs as part of a continuous improvement process. Finally, as part of leading a learning organization, effective principals lead the implementation of high quality educator evaluation system. They are courageous leaders, willing to make difficult decisions for the good of the organization and the students.

Standard 3: Vision, Mission, and Culture

Effective principals inspire and nurture a culture of high expectations, where actions support the common values and beliefs of the organization. Effective principals visibly demonstrate energy, enthusiasm, and commitment for student learning. These principals build authentic, productive relationships that foster a collaborative spirit. They embrace diversity and honor the culture of the students, adults, and larger community, while ensuring equity in expectations, opportunities and outcomes. They create and maintain a positive school climate with a trusting, safe environment that promotes effective adult practice and student learning.

Standard 4: Efficient and Effective Management

Effective principals skillfully lead the design, development, and implementation of strategic management systems and processes that actualize the vision and mission. These principals lead the monitoring and adaptation of systems and processes to ensure they are effective and efficient in support of a high-performing organization focused on effective teaching and learning. Effective principals have an accurate sense of when and how hard to push for change, when necessary, without pushing so hard that it becomes counter-productive. These leaders are both focused and persistent. They limit the number of initiatives and focus those most closely related to the Instructional Core and they

persistently stay focused on these initiatives to allow for the maximum chances for success.

Standard 5: Ethics and Professionalism

Effective principals are ethical and lead with integrity. They consistently demonstrate a high degree of personal and professional ethics exemplified by integrity, justice, and equity. These principals establish a culture in which exemplary ethical behavior is expected and practiced by all members of the school community.

Standard 6: Communication and Community Engagement

Effective principals successfully advocate internally and externally to advance the organization's vision and mission. These principals effectively and openly communicate with a range of stakeholders, from students and teachers to parents and members of the larger community. They strategically mobilize influential educational, political, and community leaders to advocate for all students and adults in the learning community.