

Performance Standards References

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

- Principals of high-achieving schools have a clear vision and communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano, Waters, & McNulty, 2005; Zmuda, Kuklis, & Kline, 2004).
- Effective principals understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization (Blasé & Blasé, 1999; Hargreaves & Fink, 2003).
- Principals who develop and tap the expertise of teacher leaders and refocus their emphasis on learning throughout the school improvement effort are more successful than those who do not (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004).
- There is growing evidence that basic "instructional" leadership activities have a greater impact on student learning than a focus on transformational leadership (Hattie, 2009).
- Principals are aware of instructional practices in their school buildings, are knowledgeable about the curriculum standards, and ensure that they are taught (Cotton, 2003; Fink & Resnick, 2001; Pajak & McAfee, 1992; Ruebling et al., 2004).

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

- There is a positive relationship between school climate and leadership, which affects overall school effectiveness (Barth, 2002; Hallinger, Bickman, & Davis, 1996; Marzano, Waters, & McNulty, 2005; Villani, 1997).
- Relationship-building and stakeholder involvement are of fundamental importance in establishing and sustaining school success (Cotton, 2003; Fullan, 2001; Kytheotis & Pashiartis, 1998; Marzano, Waters, & McNulty, 2005).
- Attempting to change the prevailing culture of a school is one of the more difficult tasks of the school leader (Barth, 2002; Fullan, 2001).
- The effective school principal leads from a position of trust—modeled and fostered daily in the school environment. Principals desiring a trustful environment can cultivate one by sharing information, power, and decision-making with teachers (Tschannen-Moran, 2004; 2009).
- Continuous monitoring of internal and external factors affecting the school—situational awareness—is the responsibility of school leaders that has a positive association with student achievement (Marzano, Waters, McNulty, 2003).

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

- Selecting capable and committed teachers is the core of the principal's human resources responsibilities (Collin, 2001; Fink & Resnick, 2001; Marzano, Waters, & McNulty, 2005).
- Effective principals create a culture in which new teachers are supported and mentored by others in the building and the principals themselves are critical resources of effective instruction (Boreen, Johnson, Niday, & Potts, 2000; Mullen & Lick, 1999; Sweeney, 2001).
- Effective administrators provide the time, resources, and structure for meaningful professional development and recognize the teacher leadership within the building (Blasé & Blasé, 2001; Cotton, 2003; Drago-Severson, 2004; Fullan, Bertani, & Quinn, 2004).
- Teacher evaluation systems are integral to teacher improvement and overall school improvement (Ellett & Teddlie, 2003).
- Principals who are risk takers and who help in problem solving are more likely to empower and retain teachers (Blasé & Blasé, 2001; Charlotte Advocates for Education, 2004).

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

- Despite an increased emphasis on the principal's responsibility for instructional leadership, school management duties have not decreased and remain a time-consuming responsibility (Lashway, 2002; Marks & Printy, 2003).
- Maintaining a safe and orderly environment can affect teaching and learning positively and is therefore a fundamental responsibility of school administrators (Cotton, 2003; Lashway, 2001; Marzano, Waters, & McNulty, 2005; Shellard, 2003).
- Effective principals make creative use of all resources – time, people, and money – to improve teaching and learning (Cotton, 2003; King, 2002; Marzano, Waters, & McNulty, 2005).
- The principal's skill in organizational management (e.g., hiring, providing PD, managing budgets) has a greater impact on school effectiveness than observing in classrooms (Hornig, Klasik, & Loeb, 2009).
- Effective principals allow their teachers considerable autonomy in managing and organizing their classrooms (Cotton, 2003).

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

- The current role of the principal is being redefined and often requires principals to network with individuals and groups in other organizations to build partnerships for pursuing shared goals (Smikins, 2005).
- Successful school leaders must be able to work effectively with parent, community, business, and government representatives (Leithwood & Riehl, 2003).
- Relationship-building and stakeholder involvement are of fundamental importance in establishing and sustaining school success (Cotton, 2003; Fullan, 2001; Kytheotis & Pashiartis, 1998; Marzano, Waters, & McNulty, 2005).
- The number one reason that principals lose their jobs is for negative interpersonal relationships (Davis, 1998).

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

- Effective principals communicate and model core values through their interactions with students and teachers; most importantly, they model that they care for and have a genuine concern for children (Cotton, 2003).
- Principals who fail to perform their duties with competence and integrity and fail to cultivate relationships have low levels of trust in their schools (Bryk & Schneider, 2002; Tschannen-Moran, 2004).
- Effective principals balance responsibilities associated with educating students with the needs of teachers (Gross & Shapiro, 2000; Tschannen-Moran, 2004).
- Effective principals recognize the importance of professional development and participate in a variety of professional development activities, including attending conferences, networking with others, mentoring other principals, and observing other principals (Drago-Severson, 2004; Fink & Resnick, 2001; LaPointe & Davis, 2006).
- Just as important is professional develop with a focus on the nuances of context that affect their decisions. The *when* and *why* are just as critical as the *what* and *how* (Waters & Grubb, 2004).

Performance Standard 7: Student Growth

The principal's leadership results in acceptable, measurable student academic growth based on established standards.

- The quickest way to change the effectiveness of a school, for better or worse, is to change the principal (Mendro et al., 1998).
- Principals have an indirect, but powerful, influence on student achievement. The effect is most apparent through principals' influence on those who directly interact with students in instructional settings (Hallinger & Heck, 1996).
- The principal variable accounts for 10% of the variance in student test scores (Waters, Marzano, & McNulty, 2003).
- Principals in lower performing schools are more likely to modify their leadership focus to place a greater emphasis on improving test scores. Principals in higher performing schools seemed to focus on educating the whole child rather than simply concentrating on raising test scores (Reed et al., 2001).
- External partners can exert targeted pressure that leads to school improvement, and schools that demonstrate improved performance have external partners (Fullan, Bertani, & Quinn, 2004).