Section Three: Ohio Standards for Principals

1 Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
- Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- Principals lead the change process for continuous improvement.
- Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

2 Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
- Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- Principals know, understand and share relevant research.
- Principals understand, encourage and facilitate the effective use of data by staff.
- Principals support staff in planning and implementing research-based professional development.

3 Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
- Principals establish and maintain a safe school environment.
- Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- Principals allocate resources, including technology, to support student and staff learning.
- Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

4 Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
- Principals promote a collaborative learning culture.
- Principals share leadership with staff, students, parents, and community members.
- Principals develop and sustain leadership.

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.
- Principals use community resources to improve student learning.
- Principals involve parents and community members in improving student learning.
- Principals connect the school with the community.
- Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Introduction

Ohio is in the midst of creating an aligned, standards-based education system in which all of Ohio's students achieve at the highest levels. Ohio has already adopted academic content standards for students. Now, Ohio is in the process of adopting standards for education professionals through the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development.

The Ohio Standards for Principals play an essential role in Ohio's standards-based system. Ohio's educators and students will look to educational leaders to guide and support them throughout this change process. Without effective principals, Ohio will not realize its educational goals. Effective principals communicate and share leadership to engage all educators in realizing a vision for high-quality teaching and improved student learning and achievement. They affect change in their schools and support others in realizing this change.

With the adoption of the Ohio Standards for Principals, Ohio has clearly defined the traits and skills of effective leaders. These standards will promote the most effective leadership practices among Ohio's principals. The result will be an educational system in which all teachers instruct and students achieve at the highest levels.

Intended Purposes of the Standards

The Ohio Standards for Principals were developed for use as a guide for principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. While there are many influences on a principal's development, these standards will serve as an important tool for principals as they consider their growth and development as leaders.

In addition, these standards will serve other audiences and purposes. It is anticipated that these standards may:
- assist higher education programs in developing the content and requirements of leadership training programs;
- focus the goals and objectives of districts as they support their schools' educational leaders;
- be used to plan and guide professional development for principals;
- serve as a tool in developing coaching and mentoring programs for principals.

These standards are intended to drive conversations about effective leadership and are not intended to serve as an evaluation instrument.
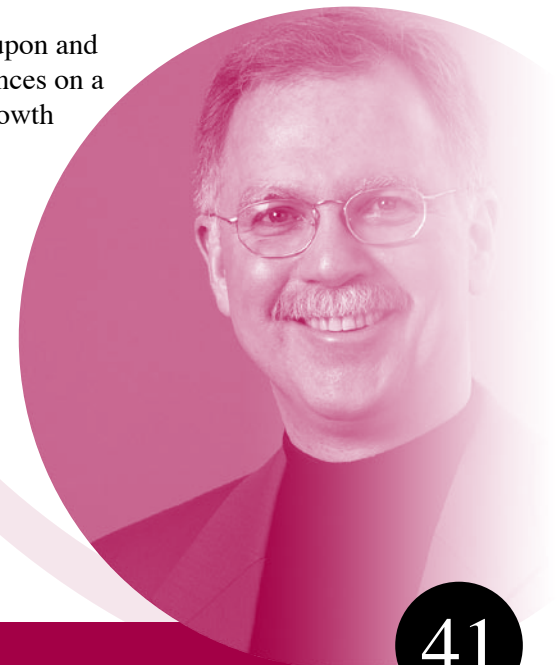
Ohio Standards for Principals

In the Standards for Principals, five standards are delineated. These standards fall under three larger organizers, as shown below, and include:

Goals and Achievement	*Conditions*	*Collaboration and Communication*
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 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 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for 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.

Standard 1: Continuous Improvement

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

Narrative Summary

Schools operate in a challenging and changing environment, requiring principals to be visionary leaders who have the ability and confidence to challenge existing structures, take action, influence situations and produce results. Principals must engage key stakeholders in the development and realization of a shared vision, based on challenging goals and high expectations, which guides and directs each member of the school community toward overall academic, social and emotional success. To be successful in this context, principals must understand the complexities of change and use strategies to lead change effectively. They must initiate and monitor change using student data and other sources of information to target and support needed improvements. Principals utilize key stakeholders to identify, influence and respond to issues, trends and changes in the environment. Understanding the implications of changes for the school and the community, principals demonstrate flexibility and adaptability in their approach to leading and managing change.

Elements

1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.

1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

1.3 Principals lead the change process for continuous improvement.

1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

Ohio Standards for Principals

Standard 1 Elements	Indicators		
	Proficient	*Accomplished*	*Distinguished*
1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.	a) Principals identify and include stakeholders in the process of developing a shared vision. b) Principals articulate a vision focused on high levels of learning for all students. c) Principals implement a process for the development of a shared vision. d) Principals remain focused on the vision through difficulties, setbacks and failures.	e) Principals collaboratively develop and communicate a shared vision using multiple approaches. f) Principals monitor the degree to which beliefs, behaviors and practices are consistent with the vision, and effect changes accordingly. g) Principals collaboratively keep the vision at the forefront of all stakeholders. h) Principals challenge existing structures based on data to align them with the shared vision.	i) Principals design a collaborative, systematic approach to collect and analyze data about the school's progress toward the vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	a) Principals identify goal areas that promote high levels of achievement for all students and staff. b) Principals continually focus attention on established goals. c) Principals continually communicate the expectation of high learning and achievement for all students. d) Principals use their knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth through the standards.	e) Principals collaboratively develop and set measurable schoolwide goals. f) Principals monitor progress, through the use of data, toward established goals. g) Principals collaboratively establish and reinforce individual staff contributions toward the attainment of the school-wide goals. h) Principals keep goals at the forefront of educators' attention.	i) Principals design a systematic approach to collect and analyze data about the school's progress toward attaining established goals.

Standard 1 Elements	Indicators		
	Proficient	*Accomplished*	*Distinguished*
1.3 Principals lead the change process for continuous improvement.	a) Principals articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement. b) Principals identify changes needed to improve student learning. c) Principals engage stakeholders in the change process through effective communication.	d) Principals facilitate a diverse group of stakeholders to implement changes needed to improve student learning. e) Principals model and provide resources to support staff in thinking systematically about the change process. f) Principals systematically articulate new and better ways of doing things.	g) Principals design and develop ongoing cycles of data collection, analysis, professional development, implementation and reflection to monitor and promote change for continuous improvement. h) Principals adapt their leadership style to the needs of specific situations. i) Principals develop and maintain systematic structures for ongoing communication as part of the continuous improvement process.
1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.	a) Principals respond to building, district, community and societal changes and issues that affect the instructional needs of students.	b) Principals work with stakeholders to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students. c) Principals can identify and utilize informal groups and relationships among school staff that may affect the school environment.	d) Principals anticipate and interpret changes in the environment and adapt their short- and long-term goals accordingly. e) Principals influence and participate in setting local, state and/or national policy to support continuous improvement.

Ohio Standards for Principals

Standard 2: Instruction

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

Narrative Summary

Productive schools promote high levels of academic achievement for all students by providing a rigorous curriculum that is aligned to the Ohio academic content standards and academic priorities of the district. Principals emphasize that learning is the most important purpose of schooling. They are continually aware of the impact of culture and school practices on student achievement. Principals have extensive knowledge about curriculum, instruction and assessment and regularly collaborate with staff to improve the performance of all students. They promote the use of culturally-responsive instruction practices.

Principals initiate and engage in ongoing, high-quality professional learning that improves instruction. They continuously monitor and evaluate instruction and provide feedback to teachers, recognizing that instructional improvement is an ongoing process. Principals are adept at collecting, analyzing and interpreting data and support teachers' effective use of data. They use data as the basis for decision-making, developing concrete learning goals and implementing the use of effective instructional practices on a school-wide basis.

Elements

2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.

2.2 Principals ensure instructional practices are effective and meet the needs of all students.

2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.

2.4 Principals know, understand and share relevant research.

2.5 Principals understand, encourage and facilitate the effective use of data by staff.

2.6 Principals support staff in planning and implementing research-based professional development.

Standard 2 Elements	Indicators		
	Proficient	Accomplished	Distinguished
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	a) Principals provide teachers with a basic understanding of the academic content standards. b) Principals monitor the use of resources aligned to the academic content standards. c) Principals ensure that curriculum, instruction and assessments are aligned with academic content standards. d) Principals monitor implementation of academic content standards in curriculum and instruction.	e) Principals organize the articulation of academic standards across and between classrooms, grade levels, groups and content areas. f) Principals lead staff in the analysis and revision of standards, curriculum and instructional alignment.	g) Principals design and develop aligned systems of curriculum, instruction and assessment at the building and district level.
2.2 Principals ensure instructional practices are effective and meet the needs of all students.	a) Principals monitor the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. b) Principals make systematic and frequent classroom visits and provide feedback on classroom instruction.	c) Principals guide staff in the implementation of research-based instructional practices. d) Principals set aside time for attention to critical instructional issues during the school day. e) Principals promote the use of additional instructional time outside of the school day as needed. f) Principals empower and facilitate teachers in designing curriculum and addressing instructional and assessment issues.	g) Principals analyze and recommend instructional practices that result in improved student performance system-wide. h) Principals lead stakeholders in the process of selecting and adopting school and district improvement initiatives.

Ohio Standards for Principals

Standard 2 Elements	Indicators		
	Proficient	Accomplished	Distinguished
2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	a) Principals monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies. b) Principals use disaggregated achievement data to determine the performance and needs of particular students and groups. c) Principals regularly examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education. d) Principals understand effective acceleration processes, and work with teachers to establish structures that meet student needs and support state and local policies.	e) Principals foster systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students. f) Principals are directly involved in instructional issues for all students, including students identified as gifted, students with disabilities and at-risk students.	g) Principals are actively engaged in major instructional initiatives throughout the district and beyond to ensure all students, including students identified as gifted, students with disabilities and at-risk students have access to resources and advanced learning opportunities.
2.4 Principals know, understand and share relevant research.	a) Principals keep informed about current research and theory on effective schooling. b) Principals share current research and theory on effective curriculum design and instructional strategies. c) Principals serve as a model for effective teaching.	d) Principals engage staff in identifying and discussing research and theory that support the academic needs of students.	e) Principals methodically study research in response to an identified school improvement need. f) Principals evaluate the applicability of specific instructional reforms, using strategies such as action research or pilot studies.

Standard 2 Elements	Indicators		
	Proficient	Accomplished	Distinguished
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	a) Principals model the use of data to inform and make decisions. b) Principals communicate data about student progress to the school community. c) Principals monitor staff knowledge and use of data and the impact of this knowledge on student achievement.	d) Principals collaboratively develop and implement an assessment system that measures academic progress over time for students and groups of students. e) Principals provide ongoing learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. f) Principals facilitate teachers' use of assessment data to continually design and adapt instruction based on student needs.	g) Principals generate tools to systematically collect and synthesize multiple sources of data. h) Principals set expectations and encourage teachers to synthesize multiple sources of data in decision making.
2.6 Principals support staff in planning and implementing research-based professional development.	a) Principals participate in extensive professional development to increase their knowledge and skills. b) Principals facilitate professional development opportunities that support classroom instruction. c) Principals use staff and student data to identify professional development needs. d) Principals provide ongoing opportunities for teachers to reflect on their practice.	e) Principals collaborate with staff to research and design professional development initiatives. f) Principals ask questions that facilitate the examination of instructional practice. g) Principals use data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.	h) Principals create learning teams in which teachers serve as school leaders in modeling and guiding other teachers to effectively support student learning and achievement. i) Principals collaboratively assess the impact of professional development on multiple levels including participant satisfaction and knowledge, organizational impact and changes in student achievement.

Ohio Standards for Principals

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.

Narrative Summary

Schools that achieve high levels of student performance provide a safe, orderly learning environment. Principals manage the daily operations and environment of a school through the use of technology and other resources (i.e. financial, human, time, materials, technology and facilities). Principals identify and allocate resources equitably to address the unique physical and mental health needs of all students, staff and parents. They promote and maintain a professional work environment by managing legal requirements and policies, supporting due process and protecting civil and human rights of all individuals. By modeling ethical behavior, principals create a climate of trust, stability and integrity in which all members of the school community are fully engaged.

Elements

3.1 Principals establish and maintain a safe school environment.

3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.

3.3 Principals allocate resources, including technology, to support student and staff learning.

3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.

3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

Standard 3 Elements	Proficient	Accomplished	Distinguished
3.1 Principals establish and maintain a safe and secure school environment.	a) Principals communicate and reinforce high behavioral standards to staff, students and parents. b) Principals ensure that behavioral policies and procedures are consistently applied from day to day and student to student. c) Principals implement routines that ensure safety for all. d) Principals utilize building and district procedures for crisis management.	e) Principals examine and modify routines, as needed, to ensure safety for all. f) Principals promote and implement a school-wide system for behavioral support and intervention.	g) Principals, working with stakeholders, lead the design and development and evaluation of a comprehensive safety and security plan.
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	a) Principals are accessible to students, staff and parents. b) Principals assess how well the physical, social and cultural environment supports student needs. c) Principals identify available resources to address the physical and mental health needs of the students and staff. d) Principals treat all students, parents and community members with respect.	e) Principals promote the effective use of identified resources and strategies to address the physical and mental health needs of students and staff. f) Principals modify the school's physical and cultural environment to support student learning. g) Principals ensure that staff treats all students, parents and community members with respect.	h) Principals develop partnerships with staff, students, parents and community providers to address the academic, physical and mental health needs of students and staff.

Ohio Standards for Principals

Standard 3 Elements	Indicators		
	Proficient	*Accomplished*	*Distinguished*
3.3 Principals allocate resources, including technology, to support student and staff learning.	a) Principals manage the budget to support student and staff learning. b) Principals identify and equitably allocate resources to support student and staff learning. c) Principals use technology effectively to manage school operations.	d) Principals develop a budget aligned to student and staff needs. e) Principals procure additional financial resources for the school to support student and staff learning. f) Principals organize daily schedules and yearly calendars that create opportunities for teachers to work, plan and re-examine assumptions around instructional issues. g) Principals assess the use of technology in the context of school operations.	h) Principals engage the staff in procuring additional funding targeted to support student and staff learning that result in improved student performance. i) Principals lead and develop the use of technology to manage school operations that result in improved student performance.
3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	a) Principals supervise and evaluate all staff. b) Principals establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning. c) Principals routinely give both formal and informal recognition to staff and students for achievement, improvement and effort.	d) Principals actively support the recruitment and selection of staff members who can ensure that the vision of the school is realized. e) Principals retain productive staff, and implement incentives that ensure continued motivation.	f) Principals design and promote traditions and ceremonies that reinforce a school culture that values and rewards teaching and learning. g) Principals analyze, select and communicate institutional policies, procedures and practices that result in improved student performance. h) Principals influence policies and procedures related to instruction at the district level and beyond.

Standard 3 Elements	Indicators		
	Proficient	*Accomplished*	*Distinguished*
3.5 Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.	a) Principals meet their legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity. b) Principals implement procedures to comply with local, state and federal mandates. c) Principals communicate local, state and federal mandates to students, staff and parents. d) Principals ensure that staff, students and parents receive information about legal requirements and policies.	e) Principals analyze and revise procedures to comply with local, state and federal mandates. f) Principals communicate local, state and federal mandates to district and community members.	g) Principals advocate for community involvement in local, state and federal educational issues that result in improved student performance.

Ohio Standards for Principals

Standard 4: Collaboration

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

Narrative Summary

High achieving schools continually improve teaching and learning through shared leadership. Principals are instrumental in the establishment and ongoing development of a culture that engages staff, students and parents in improving student learning. This culture enhances the professionalism of staff members helping to attract and retain accomplished and distinguished teachers. Principals actively promote the development of leaders and leadership teams to fully utilize the skills of staff, student, parents and community members. Principals provide opportunities for all members of the school community to participate in important school decisions. Principals promote shared leadership and responsibility for student learning through the use of collaborative practices. Principals understand that shared leadership results in shared accountability for student learning and a collaborative learning culture that is sustained over time.

Elements

4.1 Principals promote a collaborative learning culture.

4.2 Principals share leadership with staff, students, parents and community members.

4.3 Principals develop and sustain leadership.

Standard 4 Elements	*Proficient*	*Accomplished*	*Distinguished*
4.1 Principals promote a collaborative learning culture.	a) Principals establish and reinforce expectations, roles, norms and responsibilities for effective working teams. b) Principals develop structures for collaboration between all teachers and other education support personnel. c) Principals foster positive interpersonal relationships among staff by maintaining open and effective lines of communication.	d) Principals build a school culture in which educators work collaboratively to increase student learning. e) Principals engage stakeholders in professional development opportunities in problem solving, conflict resolution and consensus building.	f) Principals design practices and structures that create and maintain a collaborative learning culture. g) Principals collaborate district-wide to make system improvements.
4.2 Principals share leadership with staff, students, parents and community members.	a) Principals seek input from staff, students, parents and community members. b) Principals share leadership responsibilities with staff.	c) Principals involve staff, students, parents and community members in school governance, curricular and instructional decisions. d) Principals match leadership responsibilities to the talents of individual educators and teams.	e) Principals create a system that allows staff, students, parents and community members increasing levels of autonomy in decision making.

Standard 4 Elements	Indicators		
	Proficient	Accomplished	Distinguished
4.3 Principals support and advance the leadership capacity of all educators.	a) Principals serve as a role model for the leadership behaviors they seek to instill in others. b) Principals participate in leadership development activities with staff. c) Principals identify strengths and interests of the building staff in order to identify potential leaders.	d) Principals mentor and coach staff and student leaders. e) Principals build on staff's skills and interests to advance the leadership capacity of all.	f) Principals create leadership growth opportunities for staff, students, parents and community members. g) Principals encourage other educators to assume leadership roles outside of the school building.

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.

Narrative Summary

Schools are highly effective when principals understand how the dynamics of their communities influence their schools and how schools influence the community in ways that improve student learning. Principals promote culturally responsive practices that value and acknowledge diversity. The opinions of all stakeholders are respected and there is a commitment to involving students, parents and community members in making decisions. Principals involve family members in ways that are meaningful and directly related to student learning. Effective schools are the heart of the community and collaboration benefits both the school and the community. Partnerships and linkages with community agencies (e.g. social service, mental health agencies, businesses, libraries and civic organizations) are used in innovative ways to meet a variety of student and community needs.

Elements

5.1 Principals use community resources to improve student learning.

5.2 Principals involve parents and community members in improving student learning.

5.3 Principals connect the school with the community.

5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.

Ohio Standards for Principals

Standard 5 Elements	Indicators		
	Proficient	*Accomplished*	*Distinguished*
5.1 Principals connect the school with the community.	a) Principals represent the school at community functions and advisory groups. b) Principals use print and electronic media to inform the community about the school.	c) Principals arrange school-community partnerships to support student achievement and school and community priorities.	d) Principals plan and lead community initiatives that support building goals and impact student learning.
5.2 Principals involve parents and communities in improving student learning.	a) Principals regularly practice two-way communication with parents about student progress. b) Principals provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs. c) Principals inform the community about the school's expectations for student learning. d) Principals welcome community involvement.	e) Principals actively recruit and utilize parent and community volunteers as appropriate for the school's instructional program. f) Principals use technology as appropriate to maximize the communication with parents and community members about student learning.	g) Principals initiate outreach activities to engage all stakeholders in the process and responsibility of improving student learning.

Standard 5 Elements	Proficient	Accomplished	Distinguished
5.3 Principals use community resources to improve student learning.	a) Principals identify and use community-based resources to increase achievement among all students.	b) Principals collaborate with community groups to identify resources and solutions to increase achievement among all students.	c) Principals create opportunities for community group involvement in developing new resources to improve student learning and raise achievement for all students.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	a) Principals model appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students. b) Principals support cooperation by using strategies to remedy instances of intolerance of individuals and groups.	c) Principals use proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.	d) Principals, in collaboration with staff, students and parents, integrate culturally responsive practices into the day-to-day school operations to support high achievement levels for all students.