Maine Schools for EXCELLENCE
Enhancing Educator Effectiveness and Student Learning

MSFE LEPG Standards and Standard Indicators

Standard	Standard Indicator
1. Leadership for Results Accomplished educational leaders lead with a sense of urgency and achieve the highest results for all students and adults. They build organizational capacity by developing leadership in others. These dynamic, forward-thinking educational leaders lead collaborative organizations that realize and sustain positive change that enhances teacher practice and improves student learning.	**1-a. Sense of Urgency:** The leader acts with a sense of urgency to achieve the highest results for all students and adults.
	1-b. Organizational Capacity: The leader builds organizational capacity by developing leadership in others
	1-c. Shared Leadership: The leader shares leadership responsibilities with others and fosters a collaborative organization.
	1-d. Change Management: The leader realizes and sustains positive change in collaboration with others.
2. Vision and Mission Accomplished educational leaders lead and inspire the learning community to develop, articulate, and commit to a shared and compelling vision of the highest levels of student learning and adult instructional practice. These educational leaders advance the mission through collaborative processes that focus and drive the organization toward the vision.	**2-a. Embraced Vision:** The leader inspires the learning community to embrace a shared and compelling vision for student learning and instructional practice.
	2-b. Shared Mission: The leader advances the mission by developing a shared purpose and drive toward the vision.
3. Teaching and Learning Accomplished educational leaders ensure that teaching and learning are the primary focus of the organization. As stewards of learning, these educational leaders lead the implementation of a rigorous, relevant, and balanced curriculum. They work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and	**3-a. Instructional Focus:** The leader ensures teaching and learning are the primary focus of the organization.
	3-b. Curriculum Implementation: The leader directs the implementation of a rigorous, relevant, and balanced curriculum.

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.	**3-c. Common Framework:** The leader guides development and implementation of common language for instructional quality.
	3-d. Pedagogical Knowledge: The leader demonstrates knowledge of a range of pedagogy and ensures all adults have the knowledge, skills, and dispositions to support student success.
4. Knowledge of Students and Adults Accomplished educational leaders ensure that each student and adult in the learning community is known and valued. These educational leaders develop systems so that individuals are supported socially, emotionally, and intellectually, in their development, learning, and achievement.	**4-a. Knowing and Valuing Students and Adults:** The leader ensures each student and adult is known and valued.
	4-b. Individual Student Support: The leader develops a system to support students socially, emotionally, and intellectually.
5. Culture Accomplished educational leaders inspire and nurture a culture of high expectations, where actions support the common values and beliefs of the organization. These educational leaders build authentic, productive relationships that foster a collaborative spirit. They honor the culture of the students, adults, and larger community, demonstrating respect for diversity and ensuring equity. They create and maintain a trusting, safe environment that promotes effective adult practice and student learning.	**5-a. Expectation Setting:** The leader inspires and nurtures a culture of high expectations.
	5-b. Relationship Building: The leader builds authentic, productive relationships that foster a collaborative spirit.
	5-c. Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.
	5-d. Environment of Trust: The leader creates and maintains a trusting and safe environment that promotes effective adult practice and student learning.

6. Strategic Management Accomplished educational leaders skillfully lead the design, development, and implementation of strategic management systems and processes that actualize the vision and mission. These educational leaders 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.	**6-a. Strategic Management Systems:** The leader designs, develops, and implements strategic management systems.
	6-b. Continuous System Improvement: The leader monitors and adapts systems and processes ensure they are effective and efficient.
7. Advocacy Accomplished educational leaders effectively advocate internally and externally to advance the organization's vision and mission. These educational leaders strategically seek, inform, and mobilize influential educational, political, and community leaders to advocate for all students and adults in the learning community.	**7-a. Stakeholder Communication** The leader communicates internally and externally to advance the organization's vision and mission.
	7-b. Community Engagement The leader strategically engages, mobilizes, and influences community leaders.
8. Ethics Accomplished educational leaders are ethical. They consistently demonstrate a high degree of personal and professional ethics exemplified by integrity, justice, and equity. These educational leaders establish a culture in which exemplary ethical behavior is practiced by all stakeholders.	**8-a. Ethical Conduct** The leader demonstrates high degree of professional ethics.
	8-b. Ethical Culture The leader establishes a culture in which ethical behavior is practiced by all stakeholders.

9. Reflection and Growth Accomplished educational leaders are humble lead learners who make their practice public 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 adapt their paradigm and practice to result in improved student performance and enhanced teacher instruction through reflective practices. The *Accomplished Principal Standards* are cast in terms of the collaborative actions that accomplished educational leaders take to advance learning to the highest level for every child: to recruit, engage, promote, and retain accomplished teachers; to improve school culture and performance; to advocate for the profession and the needs of their school; to purposefully engage families and the broader community in the school's vision and mission; and, to continuously improve practice through self-reflection.	**9-a. Self-Reflection** The leader reflects on personal and professional strengths and areas for development. **9-b. Adjustment to Practice** The leader adjusts practice to maximize student performance and enhance teacher instruction.

Note: Prepared by Maine Schools for Excellence (MSFE) using the National Board's *Standards for Accomplished Principals* (2010) and *Core Propositions for Educational Leaders* (2009). These resources form the foundation of knowledge, skills and dispositions of accomplished principals. Portions of this MSFE document were reprinted with permission by the National Board.