



FCPS Leadership Standards



Standard 2: Teaching and Learning

FCPS education leaders promote the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

A. Nurture and sustain a culture of trust, learning, and high expectations

- A.1: Engages school community members in activities that shape and reinforce their individual and collective responsibility in building a positive school culture.
- A.2: Encourages practices that promote equity, fairness, and respect among all members of the school community.

B. Create a rigorous and aligned curricular program

- B.1: Shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work and discourse.
- B.2: Guides and encourages the professional learning of staff to strengthen and enrich the curricular program.

C. Create a personalized and motivating learning environment for students

- C.1: Promotes professional learning experiences designed to build background knowledge of effective practices and resources that create rich learning opportunities.
- C.2: Guides and supports teachers to create a caring, student-centered learning environment where every student counts and is recognized as an active learner, and where reflection and inquiry are valued.
- C.3: Engages in professional learning activities designed to build background knowledge in the instructional leadership responsibilities of supporting student achievement.

D. Supervise and evaluate instruction

- D.1: Adjusts leadership strategies to identified needs and works to build leadership capacity within the school to guide instructional improvement
- D.2: Links supervisory and evaluation practices to support and impact student achievement.

E. Develop assessment and accountability systems to monitor student progress

- E.1: Individually and collectively utilizes multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.
- E.2: Focuses on and supports efforts to close achievement gaps between subgroups of students as identified by formative and summative data.
- E.3: Monitors the performance of all students, especially those at risk of not meeting standards.

F. Develop the instructional capacity of staff

- F.1: Guides and supports the long-term professional development of all staff to ensure that they are cognizant of current research and practices.
- F.2: Develops a Professional Development Plan for the school staff and assists each staff member in creating an Individualized Professional Development Plan (IPDP) to maximize growth opportunities.
- F.3: Knows how adults learn and how to ensure high-quality, sustained professional development that leads to increased student motivation and achievement.

G. Maximize time spent on quality instruction

- G.1: Takes an active role in the implementation of new curriculum, instruction, and assessment practices.
- G.2: Supervises the effectiveness of programs and evaluates their impact on student achievement.
- G.3: Utilizes time efficiently and assigns responsibilities to administrative colleagues, department chairs, and other staff members as applicable.

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

- H.1: Aligns processes and facilitates the use of a variety of appropriate content-based learning materials and strategies, and utilizes appropriate and effective technologies.