



FCPS Leadership Standards



Standard 1: Vision and Goals

FCPS education leaders promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

A. Develop and embed a shared vision and mission.

- A.1: Communicates a focused mission based on strong ideals and beliefs about schooling, student achievement, and high measurable standards.
- A.2: Makes decisions and leads according to core beliefs that have been communicated to all stakeholders, including students and educators.
- A.3: Recognizes and embraces the change process and utilizes leadership skills to manage it.

B. Use data to identify goals, assess organizational effectiveness, and promote organizational learning.

- B.1: Works with school and local assessment staffs and other experts to develop a comprehensive data analysis for the purpose of defining or revising goals.
- B.2: Facilitates the development and implementation of strategic plans to improve student achievement.
- B.3: Uses data about current practices to identify programs and professional learning opportunities that lead to improved school and classroom practices.

C. Create plans to achieve goals

- C.1: Guides and supports school staff in systematic processes to analyze and align curriculum, instruction, assessment, and professional learning opportunities.
- C.2: Maintains focus on shared vision and mission as strategic plans are formulated.

D. Implement plans to achieve goals

- D.1: Implements a process for translating data into a plan for improvement based on identified goals.
- D.2: Facilitates and guides a collaborative process of dialogue and actions that generates a strategic plan for which there is broad consensus among stakeholders.

E. Monitor and evaluate progress and revise plans

- E.1: Utilizes well-defined criteria to support and assess program and staff effectiveness.
- E.2: Ensures that action steps to evaluate and revise plans are completed or are monitored and that adjustments are made as needed.

F. Promote continuous and sustainable improvement

- F.1: Engages in planning that is long-range and takes steps to ensure high academic achievement.
- F.2: Celebrates the achievement of goals and responds to needs identified by data analysis.

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.

Standard 3: Managing Organizational Systems and Safety

FCPS education leaders promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

A. Manage, monitor, and evaluate operational systems

- A.1: Manages legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- A.2: Provides teachers with fiscal, human, and material resources along with the professional development necessary to support the learning of all subgroups of students.
- A.3: Seeks ways to keep abreast of new research and proven practices.

B. Obtain, allocate, and align human, fiscal, and technological resources

- B.1: Utilizes effective systems management, fiscal accountability, organizational development, and problem-solving and decision-making techniques.
- B.2: Develops skills in selecting, inducting, supporting, evaluating, and retaining quality instructional and support staff members.
- B.3: Garner support for programs from central and cluster offices, and seeks continued support from community and parent organizations.

C. Promote and protect the welfare and safety of students and staff

- C.1: Identifies research-based practices and collectively implements school-wide systems that provide a consistent approach to student behavior and discipline.
- C.2: Establishes effective and nurturing practices to ensure student behavior management.
- C.3: Ensures a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

D. Develop leadership capacity in the school community and promote productive patterns of leadership distribution

- D.1: Recognizes leadership potential in individuals, provides advice regarding leadership pathways for them, and rewards individual accomplishments.
- D.2: Embraces and practices shared leadership to maximize effectiveness of teaching and learning.
- D.3: Monitors and evaluates programs and staff according to FCPS standards.

E. Protect teacher and organizational time and focus to support quality instruction

- E.1: Establishes school structures and models visibility to promote student learning.
- E.2: Allows teachers adequate planning time to create lessons that include expected timelines and due dates for student assignments and projects.
- E.3: Models the use of technology to further organizational skills and enhance instructional methods.

Standard 4: Collaborating with Key Stakeholders

FCPS education leaders promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

A. Analyze the educational environment

- A.1: Implements a variety of avenues to gain insight to the needs of the community, the prevailing beliefs about the school, and the views of influential community leaders.
- A.2: Facilitates meaningful meetings and forums in a democratic manner and treats participants with respect.
- A.3: Demonstrates an understanding of the personal aspects of staff members and students and employs fairness, empathy, and tact when dealing with them.

B. Promote among staff, students, families, and other key constituencies an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.

- B.1: Develops skills in identifying connections between the school and the greater school community.
- B.2: Models respect for diverse family and community groups.
- B.3: Creates structures for parent and teacher collaboration and participation.
- B.4: Utilizes community resources to support students' academic, emotional, physical, and social development.

C. Build and sustain positive connections to families

- C.1: Communicates with all stakeholders in a timely and constructive manner.
- C.2: Establishes and maintains a system for communicating with families that takes into account their preferred methods of communication.

D. Build and sustain productive connections to community partners

- D.1: Participates in activities designed to engage community members as partners.
- D.2: Maintains and assesses an established set of strategies for communicating about the school and about student results with stakeholders in the community.
- D.3: Establishes and implements a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing vision, mission, goals, results, and operations.
- D.4: Creates and maintains linkages between the school and a range of community service agencies.

Standard 5: Ethics and Integrity

FCPS education leaders promote the success of every student by acting with integrity, fairness, and in an ethical manner.

A. Ensure accountability for every student's academic and social success

- A.1: Communicates and operates from strong ideals and beliefs about teaching, learning, and the development of students.
- A.2: Uses the authority of his or her office to communicate and model the belief that education opens the door of opportunity for students to achieve.

B. Model principles of self-awareness, reflective practice, and ethical behavior

- B.1: Protects the rights and confidentiality of students and staff.
- B.2: Engages in reflective practice individually and collectively as a key component of every action and decision.

C. Safeguard the values of democracy, equity, transparency, and diversity

- C.1: Communicates his or her expectations for ethical standards and ensures that school practices are aligned with ethical concepts of fairness, justice, and division professional expectations.
- C.2: Creates shared governance structures that ensure representative involvement of all stakeholders in decisions related to school practices and policies.

D. Evaluate moral consequences of decision-making

- D.1: Develops and communicates a genuine and personal definition of leadership that engenders commitment to the goals and vision of the school.
- D.2: Models principles of reflective practice and demonstrates awareness of behaviors that engender collegiality and cooperation in decision-making.

E. Ensure that social justice and individual student learning inform all aspects of schooling

- E.1: Ensures that faculty and staff are aware of the most current theories, practices, and research and frequently discusses their implications to the instructional program at the school.
- E.2: Guides decision-making activities to include consideration of shared beliefs, vision, mission, and the rights of students to access all opportunities presented to them.

Standard 6: The Education System

FCPS education leaders promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

A. Advocate for children and families

- A.1: Works with district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- A.2: Generates support for the school by two-way communication with key decision-makers in the school community.
- A.3: Influences and supports public policies that ensure the equitable distribution of resources and support for the school.

B. Influence local, district, state, and national decisions affecting student learning

- B.1: Demonstrates an understanding of current issues, trends, and policies at the local, state, national and international levels.
- B.2: Works in a proactive manner to influence and further education goals and policies.
- B.3: Generates support for policies that affect resource distribution and adequate funding for all groups of students.

C. Anticipate and influence trends, initiatives, and pressures from outside the organization

- C.1: Engages in professional learning opportunities and encourages others to grow professionally through modeling.
- C.2: Welcomes and facilitates constructive conversations and public forums about how to improve student learning and achievement.
- C.3: Communicates educational policy with school staff and all stakeholders and demonstrates a positive, proactive approach to articulating the connection between policy and decision-making.

D. Assess and analyze emerging trends in order to adapt leadership strategies and priorities in a democratic society

- D.1: Inspires and leads new and challenging innovations presented by colleagues.
- D.2: Ensures that the school operates consistently within the parameters of laws, policies, and regulations.
- D.3: Maintains up-to-date knowledge and understanding of public policy development and uses this knowledge to proactively further goals.