Cypress-Fairbanks Independent School District

COMPETENCIES FRAMEWORK FOR ADMINISTRATORS

ALIGNED TO PROFESSIONAL LEARNING STANDARDS
FOR EDUCATORS & TEXAS PRINCIPAL STANDARDS

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

LEARN • EMPOWER • ACHIEVE • DREAM

A CFISD administrator is a Creative Visionary who is passionately focused on effecting change and has the ability to merge facts and data with intuition, imagination, and innovation in an effort to realize the possibilities rather than be content with the probabilities.

Correlation to the Professional Standards for Educational Leaders (PSEL)

STANDARD 1: *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*

- Develops an educational mission for the school to promote the academic success and well-being of each student. (1a)

- Utilizes data to monitor and manage the school program in order to maintain high expectations for classroom instruction and student success. (1b)

- Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. (1c)

- Develops, implements, and evaluates a shared mission, vision, and core values for the school community. (1f)

- Models and pursues the school's mission, vision, and core values in all aspects of leadership. (1g)

STANDARD 4: *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessments to promote each student's academic success and well-being.*

- Implements coherent systems of curriculum, instruction, and assessments that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. (4a)

- Aligns and focuses systems of curriculum, instruction, and assessment to promote student academic success, love of learning, the habits of effective learners, and healthy sense of self. (4b)

- Promotes instructional practice that is consistent with the knowledge of child learning and development, effective pedagogy, and the needs of each student. (4c)

STANDARD 7: *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*

- Establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. (7c)

STANDARD 9: *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. (9a)

- Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. (9g)

- Manages governance processes and internal and external politics toward the school's mission and vision. (9l)

STANDARD 3: *Principals are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.*

- Remains solution-oriented, treats challenges as opportunities, and supports staff through changes. (3a)
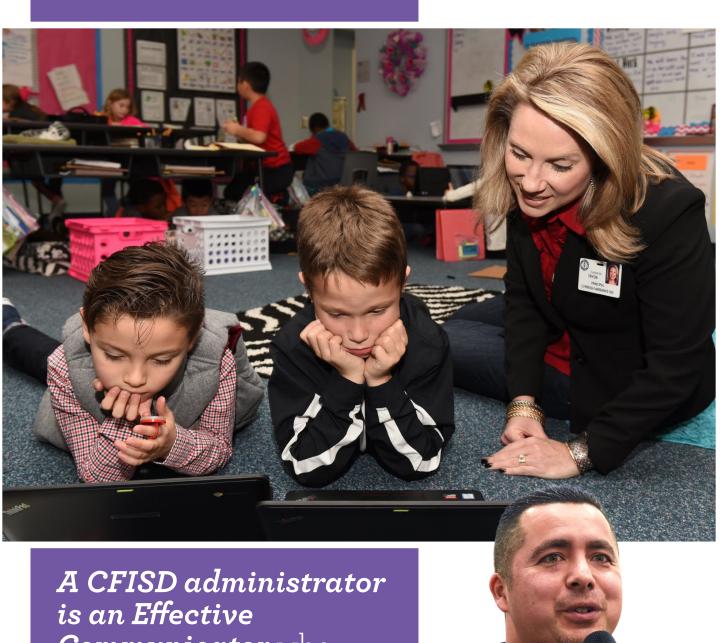
STANDARD 4: *Principals are responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.*

- Establishes, implements, and monitors clear and high expectations for students and staff. (4)
- Develops and implements a shared vision of high expectations for students and staff. (4a)
- Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of students and staff. (4d)

STANDARD 5: *Principals outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.*

- Outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes. (5a)
- Implement daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development. (5b)

A CFISD administrator is an Effective Communicator who is open-minded and perceptive to the needs and expectations of the school and community, and who, through the art of collaboration and creative problem solving, brings cohesiveness to the organization.

STANDARD 2: *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*

- Leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. (2e)

STANDARD 3: *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*

- Acts with cultural competence and responsiveness in interactions and decision making. (3g)

STANDARD 5: *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*

- Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. (5a)

- Creates and sustains a school environment in which each student is known, valued, respected, cared for, and encouraged to be an active and responsible member of the school community. (5b)

- Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. (5d)

- Infuses the school's learning environment with the cultures and languages of the school's community. (5f)

STANDARD 7: *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*

- Develops and supports open, productive, caring, and trusting relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. (7e)

STANDARD 8: *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.*

- Remains approachable, accessible, and welcoming to families and the members of the community. (8a)
- Creates and sustains positive, collaborative, and productive relationships with staff, students, families, and the community for the benefit of the students. (8b)
- Engages in regular and open two-way communication with families and the community about the school's strengths, needs, and accomplishments. (8c)
- Creates means for the school community to partner with families to support student learning in and out of school. (8e)
- Understands, values, and employs the community's culture, social, intellectual, and political resources to promote student learning and school improvement. (8f)
- Develops and provides the school as a resource for families and the community. (8g)
- Advocates for the school and district, and for the importance of an equitable education that meets the needs of each student. (8h)
- Advocate publicly for the needs and priorities of students, families and the community. (8i)

- Builds and sustains productive partnerships with the public and private sectors to promote school improvement and student learning. (8j)
- Maintains a presence in the community in order to gain an understanding of its strengths and needs. (8d)

STANDARD 9: *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*

- Develops and manages relationships with feeder and connecting schools for transition of students and curricular and instructional continuity. (9i)
- Develops and maintains productive relationships with central office and school board. (9j)
- Develops and administers systems for fair and equitable management of conflict among students, staff, leaders, families, and community. (9k)

STANDARD 10: *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*

- Seeks to make school more effective for each student, staff, family, and the community. (10a)

STANDARD 3: *Principals are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.*

- Tailors communication strategies to the audience and develops meaningful and positive relationships. (3c)

STANDARD 5: *Principals outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.*

- Collaborate with district staff to implement and advocate for district policies that meet the needs of student and staff. (5d)

***A CFISD administrator is
a Dedicated Professional***
who creates a supportive
environment by modeling
and expecting accountability
and responsibility; who
exemplifies ethics; who
accepts and values the
differences of others;
and who has a
sense of humor,
wisdom, courage, and
compassion.

Correlation to the Professional Standards for Educational Leaders (PSEL)

STANDARD 2: *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*

- Acts ethically and professionally in personal conduct, relationships, decision making, stewardship of school's resources, and all aspects of school leadership. (2a)

- Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (2b)

- Places children at the center of education and accepts responsibility for each student's success and well-being. (2c)

- Safeguards and promotes the values of democracy, individual freedom, responsibility, equity, social justice, community, and diversity. (2d)

- Provides moral direction for the school and promotes ethical and professional behavior among staff. (2f)

STANDARD 3: *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*

- Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. (3a)

- Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning. (3b)

- Ensures that each student has equitable access to effective teachers, learning opportunities, rigorous course offerings, academic and social support, and other resources necessary for success. (3c)

- Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture, language, gender, sexual orientation, and disability status. (3e)

- Promotes the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. (3f)
- Addresses matters of equity and cultural responsiveness in all aspects of leadership. (3h)
- Develops school procedures to address student misconduct in a positive, fair, and unbiased manner. (3d)

STANDARD 4: *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessments to promote each student's academic success and well-being.*

- Ensures instructional practices that are intellectually challenging, authentic to student experiences, recognizes student strengths, and are differentiated and personalized. (4d)

STANDARD 5: *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*

- Provides coherent systems of academic and social supports and services, extracurricular activities, and accommodations to meet the range of learning needs of each student. (5c)
- Promotes adult-student, student-peer, and community relationships that value and support academic learning and positive social and emotional development. (5d)
- Cultivates and reinforces student engagement in school and positive student conduct. (5e)

STANDARD 7: *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*

- Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each

student, pursuant to the mission, vision, and core values of the school. (7b)
- Promotes mutual accountability among staff for each student's success and the effectiveness of the school as a whole. (7d)

STANDARD 9: *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*

- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. (9c)
- Responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices. (9d)
- Protect teachers' and other staff members' work and learning from disruption. (9e)

STANDARD 10: *Effective educational leaders act as agents of continued improvement to promote each student's academic success and well-being.*

- Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success. Follows district procedures and adheres to the Code of Ethics. (9)

Correlation to the Texas Principal Standards

STANDARD 1: *Principals are responsible for ensuring every student receives high-quality instruction.*

- Ensures that effective instruction maximizes the growth of individual students, supports equity, and eliminates achievement gaps. (1d)

STANDARD 3: *Principals are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.*

- Demonstrates the moral imperative to educate all children and follow the procedures of the district by adhering to the Code of Ethics and Standard Practices for Texas Educators. (3d)

STANDARD 4: *Principals are responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.*

- Establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students. (4b)

- Engages families and community members in student learning. (4c)

- Uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students. (4)

STANDARD 5: *Principals outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.*

- Implement daily schedules and a yearlong calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development. (5b)

A CFISD administrator is a Lifelong Learner who continually and eagerly self-educates, monitors and adjusts, evaluates change, and seeks and utilizes resources to effectively influence renewal and rebirth.

Correlation to the Professional Standards for Educational Leaders (PSEL)

STANDARD 1: *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*

- Strategically develops, implements and evaluates actions to achieve the vision for the school. (1d)
- Reviews the school's mission and vision and adjusts them to changing expectations and opportunities for the school, and changing needs and situations of students. (1e)

STANDARD 4: *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessments to promote each student's academic success and well-being.*

- Promotes the effective use of technology, and other resources, in the service of teaching and learning. (4e)
- Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. (4f)
- Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction. (4g)

STANDARD 6: *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*

- Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding adult learning and development. (6c)
- Fosters continuous improvement of individuals and collective instructional capacity to achieve outcomes envisioned for each student. (6d)

- Delivers actionable feedback about instruction and other professional practices through researched-anchored systems of supervision and evaluation to support the development of staff members' knowledge, skills, and practice. (6e)
- Empowers and motivates staff to the highest levels of professional practice to continuous learning and improvement. (6f)
- Promotes personal and professional health, well-being, and work-life balance for self and staff members. (6h)
- Tends to own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance. (6i)

STANDARD 7: *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*

- Develops workplace conditions for staff that promote effective professional development, practice, and student learning. (7a)

- Designs and implements job-embedded and other opportunities for professional learning collaboratively with other staff members. (7f)

- Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning. (7g)

- Encourages faculty-initiated improvement of programs and practices. (7h)

STANDARD 9: *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*

- Manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. (9b)

- Protects teachers' and other staff members' work and learning from disruption. (9e)

- Employs technology to improve the quality and efficiency of operations and management. (9f)

STANDARD 10: *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*

- Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. (10b)

- Prepares the school and the community for improvement, promoting readiness, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement. (10c)

- Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. (10d)

- Employs situational-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. (10e)

- Assesses and develops the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. (10f)

- Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. (10g)

- Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services. (10h)

- Manages uncertainty, risk, competing initiatives and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. (10i)

STANDARD 1: *Principals are responsible for ensuring every student receives high-quality instruction.*

- Develops high-quality instructional practices among teachers that improve student performance. (1b)
- Monitors multiple forms of student data to inform instructional and intervention decisions, which contribute to student achievement. (1c)

STANDARD 2: *Principals are responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.*

- Coaches and develops teachers by giving individualized feedback and appropriately aligns professional development opportunities. (2b)
- Conducts rigorous evaluations of all staff using multiple data sources. (2d)

STANDARD 3: *Principals are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.*

- Seeks and acts on feedback, reflects on personal growth areas while seeking development opportunities, and accepts responsibility for mistakes. (3b)

STANDARD 5: *Principals outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.*

- Implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, gives students access to diverse and rigorous course offerings, and build in time for staff professional development. (5b)
- Aligns resources with the needs of the school and effectively monitors the impact on school goals. (5c)

A CFISD administrator is an Inspiring Catalyst who motivates and empowers others to become leaders and risk-takers, and who encourages and acknowledges the expertise and successes of others through high expectations.

Correlation to the Professional Standards for Educational Leaders (PSEL)

STANDARD 6: *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*

- Recruits, hires, places, supports, develops, and retains effective and caring faculty and staff, forming an educationally effective staff. (6a)

- Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. (6b)

- Develops the capacity, opportunities, and support for teacher leadership and leadership from other staff members of the school community. (6g)

- Develops and promotes leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement. (10j)

Correlation to the Texas Principal Standards

STANDARD 2: *Principals are responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.*

- Ensures there are high-quality teachers and staff in every classroom throughout the school. (2)

- Select, place and retain effective teachers and staff. (2a)

- Implements collaborative structures and provides leadership opportunities for effective teachers and staff. (2c)