

### Abstract

Professional standards define the nature and the quality of work of persons who practice that profession, in this case educational leaders. They are created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated. They inform government policies and regulations that oversee the profession. By articulating the scope of work and the values that the profession stands for. Standards suggest how practitioners can achieve the outcomes that the profession demands and the public expects. DASL uses the standards as foundational to our coaching of school leaders. The Professional Standards for Educational Leadership includes 10 standards and over 100 specific behaviors and practices for effective school leadership. DASL Leadership Coaches maintain confidential coaching logs following each coaching interaction. Coaching notes are coded to indicate which PSEL standard and indicators were addressed in each coaching visit and reports generated to see priorities and gaps. This project focused on Assistant Principals.

### Method

DASL Leadership Specialists provide coaching to Principals, Assistant Principals, and Aspiring School Leaders who are interns in the UDEL Principal Preparation Program. Coaches use a model of “blended coaching” designed by author and former Executive Director of the New Teacher Center in Santa Cruz, CA, Gary Bloom. The model provides specific strategies for supporting school leaders to problem solve and explore solutions to issues they are confronted with in leading a school. DASL Leadership Coaches maintain confidential coaching logs following each coaching interaction. Coaching notes are coded to indicate which PSEL standard and indicators were addressed in each coaching visit. Reports are generated that result in trends that informed coaching priorities for sub-groups of principals, assistant principals and interns. It also generates information that informs preparation program faculty of gaps in preparation that may need to be address in the future.

### Results

**4A,4B,4E**  
The sub-standards that were most frequently seen or worked with during 89 coaching visits

**5B,5D**  
The substandard that has seen the most growth since last year.

**6C/6D**  
The sub standards that were most frequently seen or worked with during our 89 coaching visits.

**7C/7F**  
These sub-standards were only observed one/two times each out of 75 coaching visits.

**8D-8J**  
Significant improvement over last year. From five occurrences of 0 times observed to none

**9A,9B**  
The sub-standards that were most frequently seen or worked with during our 75 coaching visits.

**10A**  
The substandard that was most frequently seen or worked with during our 89 coaching visits

### Conclusions

The Professional Standards for Educational Leadership were created to guide the professional practice of educational leaders and how practitioners go about their work as instructional leaders. By collecting data during coaching interactions with Assistant Principals, we were able to determine specific areas of need for support, guidance and need for continued professional development. We were also able to determine trends that can inform preparation program faculty on areas where Assistant Principals may need additional study and internship experiences.

### Research Questions

Can we influence the focus and priorities of a principal or assistant principal’s work by aligning coaching conversations to the Professional Standards for Educational Leadership

### Results

Frequency Report: January 2020 to June 2020  
Four Coaches  
24 Participants  
123 Coaching Visits/Interactions  
*Data reflects areas of significant improvement from 2019-2020 as well as sub standards most frequently worked on during coaching visits. The data also shows were substantial improvement has been made from one year to the next.*

**1E/1G**  
1E and 1G had significant improvement over the 2019-2020 Semester I (From 1 to 6 and 1 to 18 observations respectively)

**2A**  
The substandard that was most frequently seen or worked with during our 89 coaching visits.

**3A**  
The substandard that was most frequently seen or worked with during our 89 coaching visits. Same as last year.

### Team

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