

## The Aspiring Principal

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| <b>Visionary Leader</b><br>at the<br>aspiring level...     | <ol style="list-style-type: none"> <li>1. Knows the importance of a vision and how it relates to the core values and culture of the school community (PSEL 1a,b,d,e; 5f; 7c; 10c)</li> <li>2. Understands the importance of all stakeholders knowing the collective mission, vision and core values (PSEL 1c,d,f,g; 5f; 8c,h; 9l)</li> <li>3. Understands how multiple sources of data connected to a mission, vision and core values (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)</li> </ol>   |
| <b>Instructional Leader</b><br>at the<br>aspiring level... | <ol style="list-style-type: none"> <li>4. Understands standards and how they apply to horizontal and vertical alignment of local curricula and content areas (PSEL 4a,b; 6d; 9i; 10a,e)</li> <li>5. Understands a variety of research-based instructional practices and how to appropriately match learning content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)</li> <li>6. Understands legal implications impacting instruction and engages in meaningful feedback related to effective teacher practice (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)</li> <li>7. Understands how to assess student learning using a variety of formal and informal assessments (PSEL 4a,b,f; 6d)</li> <li>8. Knows, uses and understands multiple strategies for analyzing data to inform the instructional process (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)</li> <li>9. Understands the principles of adult learning and how these help develop teacher capacity (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)</li> </ol>  |
| <b>Managerial Leader</b><br>at the<br>aspiring level...    | <ol style="list-style-type: none"> <li>10. Knows how a safe and functional school facility and grounds support student learning (PSEL 2a; 5a,c; 8g; 9e; 10h)</li> <li>11. Understands how routines, procedures, schedules and technology support the school environment (PSEL 3d,e; 5a,c,e; 9a,e,f,h,i; 10a)</li> <li>12. Understands tools used to determine key attributes of effective personnel (PSEL 6a,b; 9b; 10a)</li> <li>13. Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)</li> <li>14. Understands the role of observation, feedback and intervention for improving or removing personnel and the legal and ethical decisions in creating an effective educator evaluation process (PSEL 6a,b,c,h; 9k; 10f)</li> <li>15. Is knowledgeable of requirements regarding personnel records, laws and reports (PSEL 9h)</li> <li>16. Understands the statutory requirements that affect how a school budget works and the major sources of revenue to support school goals and priorities (PSEL 2a; 5c; 8j; 9a,b,c,d,h)</li> <li>17. Understands how non-fiscal resources support school goals and priorities (PSEL 2a; 5c; 8j; 9a,b,c,d,h)</li> </ol> |
| <b>Relational Leader</b><br>at the<br>aspiring level       | <ol style="list-style-type: none"> <li>18. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)</li> <li>19. Understands the legal implications of in-school and out-of-school strategies and resources available in supporting the well-being of each student (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,i; 10a)</li> <li>20. Understands how to build positive relationships in support of student learning and well-being (PSEL 2e; 3a,b,d; 5b,d,e)</li> <li>21. Understands the importance of building effective, ethical relationships with staff (PSEL 2a,e,f; 7e; 9j)</li> <li>22. Understands how to develop a culture of support and respect among staff (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)</li> <li>23. Serves as a teacher leader and understands the importance of promoting teacher leadership (PSEL 6g; 7b,d,h; 10a,e,i)</li> <li>24. Understands a variety of strategies for building relationships with families (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)</li> <li>25. Recognizes the importance of building positive relationships with other community stakeholders (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)</li> </ol>   |
| <b>Innovative Leader</b><br>at the<br>aspiring level...    | <ol style="list-style-type: none"> <li>26. Recognizes knowledge, skills and best practices that support continuous professional growth (PSEL 4c,e; 6f; 10a,c,f,i)</li> <li>27. Understands the need for professional networks as a key element of professional growth (PSEL 6i; 10g)</li> <li>28. Understands the importance of reflection and a commitment to ongoing learning (PSEL 2b; 6i; 10c,g,h)</li> <li>29. Understands the importance of feedback for improving performance (PSEL 6i; 10c,g,h)</li> <li>30. Understands how time management is a key factor in maintaining a focus on school priorities (PSEL 6i)</li> <li>31. Recognizes that beliefs based on new knowledge, understandings and technology are used as a catalyst for change (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)</li> <li>32. Is flexible and willing to vary an approach when circumstances change (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)</li> </ol>   |