### Visionary Leader at the emerging level...

1. Examines and begins to understand the existing core values and culture of the school and how it connects to the mission and vision (PSEL 1a,b,d,e; 5f; 7c; 10c)
2. Examines how the mission, vision and core values are communicated to, and supported by, stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9f)
3. Examines the sources of data used to evaluate the existing mission, vision and core values (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)

### Instructional Leader at the emerging level...

4. Examines and becomes familiar with the existing curriculum and learning standards (PSEL 4a,b; 6d; 9f; 10a,e)
5. Identifies existing instructional practices and reinforces those that are appropriate to the learning content (PSEL 2b; 4b,c,d,e; 6d; 10a,f)
6. Observes classroom instruction and provides meaningful and timely feedback to build teacher practice and student response (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)
7. Assesses teachers’ understanding and use of formative and summative assessments and their relationship to student learning (PSEL 4a,b,f; 6d)
8. Assesses current teacher analysis of student level data for improving the instructional process (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)
9. Uses data from multiple sources to identify strengths and needs for professional learning (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)

### Managerial Leader at the emerging level...

10. Analyzes the immediate and long-term needs for building and sustaining a safe and functional school (PSEL 2a; 5a,c; 8g; 9e; 10h)
11. Analyzes routines, instruction, procedures, schedules and use of technology for building and sustaining a safe, healthy, orderly and compliant learning environment (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)
12. Analyzes personnel to determine areas of strength and need (PSEL 6a,b; 9b; 10a)
13. Determines the effectiveness of existing expectations, guidelines and procedures (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)
14. Assesses and reviews data to determine appropriate interventions and support for personnel (PSEL 6a,b,c,h; 9k; 10f)
15. Understands and complies with district, state and federal requirements for records and reporting (PSEL 9h)
16. Assesses how current fiscal resources comply with statutory and district requirements and support school goals and priorities (PSEL 2a; 5c; 8j; 9a,b,c,d,h)
17. Assesses how current non-fiscal resources comply with statutory and district requirements and support school goals and priorities (PSEL 2a; 5c; 8j; 9a,b,c,d,h)

### Relational Leader at the emerging level...

18. Determines the extent of diversity in the school based on ethnicity, gender, economic background, etc. (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)
19. Determines how resources and strategies in the school community are used for addressing the overall well-being of each student (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)
20. Builds relationships with students and establishes high expectations for behavior and learning to promote a positive culture (PSEL 2e; 3a,b,d; 5b,d,e)
21. Intentionally and ethically interacts with staff by being visible, accessible and approachable (PSEL 2a,e,f; 7e; 9j)
22. Analyzes the culture of support and respect among staff and determines strengths and opportunities for improvement (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)
23. Identifies potential teacher leaders (PSEL 6g; 7b,d,h; 10a,e,j)
24. Creates formal and informal opportunities to interact with families (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)
25. Identifies key stakeholders in the community and begins to build relationships (PSEL 3f; 5d,f; 8a,b,c,d,f,g; 10c)

### Innovative Leader at the emerging level...

26. Observes and gathers knowledge, skills and best practices relevant to teaching and learning in the school (PSEL 4c,e; 6f; 10a,c,f,i)
27. Engages in professional networks to expand relationships and generate avenues for new knowledge and understanding (PSEL 6i; 10g)
28. Begins reflecting on experiences of being a new principal, including personal strengths and weaknesses, and takes some action to grow and develop (PSEL 2b; 6i; 10c,g,h)
29. Demonstrates receptivity and generates a plan for receiving constructive feedback from others (PSEL 6i; 10c,g,h)
30. Begins applying time management practices to allow focus on the school’s highest priorities (PSEL 6i)
31. Acts in accordance with the belief that a principal’s primary role is to promote student learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)
32. Explores existing circumstances related to student learning & considers possible areas for change (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)

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