

## The Emerging Principal

<b>Visionary Leader</b> at the emerging level...	<ol style="list-style-type: none"> <li>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)</li> <li>Examines how the mission, vision and core values are communicated to, and supported by, stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)</li> <li>Examines the sources of data used to evaluate the existing mission, vision and core values (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)</li> </ol>
<b>Instructional Leader</b> at the emerging level...	<ol style="list-style-type: none"> <li>Examines and becomes familiar with the existing curriculum and learning standards (PSEL 4a,b; 6d; 9i; 10a,e)</li> <li>Identifies existing instructional practices and reinforces those that are appropriate to the learning content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)</li> <li>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)</li> <li>Assesses teachers' understanding and use of formative and summative assessments and their relationship to student learning (PSEL 4a,b,f; 6d)</li> <li>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)</li> <li>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)</li> </ol>
<b>Managerial Leader</b> at the emerging level...	<ol style="list-style-type: none"> <li>Analyzes the immediate and long-term needs for building and sustaining a safe and functional school (PSEL 2a; 5a,c; 8g; 9e; 10h)</li> <li>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)</li> <li>Analyzes personnel to determine areas of strength and need (PSEL 6a,b; 9b; 10a)</li> <li>Determines the effectiveness of existing expectations, guidelines and procedures (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)</li> <li>Assesses and reviews data to determine appropriate interventions and support for personnel (PSEL 6a,b,c,h; 9k; 10f)</li> <li>Understands and complies with district, state and federal requirements for records and reporting (PSEL 9h)</li> <li>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)</li> <li>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)</li> </ol>
<b>Relational Leader</b> at the emerging level	<ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> <li>Intentionally and ethically interacts with staff by being visible, accessible and approachable (PSEL 2a,e,f; 7e; 9j)</li> <li>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)</li> <li>Identifies potential teacher leaders (PSEL 6g; 7b,d,h; 10a,e,j)</li> <li>Creates formal and informal opportunities to interact with families (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)</li> <li>Identifies key stakeholders in the community and begins to build relationships (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)</li> </ol>
<b>Innovative Leader</b> at the emerging level...	<ol style="list-style-type: none"> <li>Observes and gathers knowledge, skills and best practices relevant to teaching and learning in the school (PSEL 4c,e; 6f; 10a,c,f,i)</li> <li>Engages in professional networks to expand relationships and generate avenues for new knowledge and understanding (PSEL 6i; 10g)</li> <li>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)</li> <li>Demonstrates receptivity and generates a plan for receiving constructive feedback from others (PSEL 6i; 10c,g,h)</li> <li>Begins applying time management practices to allow focus on the school's highest priorities (PSEL 6i)</li> <li>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)</li> <li>Explores existing circumstances related to student learning &amp; considers possible areas for change (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)</li> </ol>