Standard 1: Visionary Leadership

The **Principal** as the **Visionary Leader** develops and implements a vision for the school to guide the learning of all students.

Leadership Competency 1: Develops a clear, measureable and shared vision *(PSEL 1a,b,d,e; 5f; 7c; 10c)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Knows the importance of a vision and how it relates to the core values and culture of the school community	The emerging principal also… Examines and begins to understand the existing core values and culture of the school and how it connects to the mission and vision	The developing principal also… Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision	The transformational principal also… Inspires stakeholders to focus on how each person can actively participate in developing a shared vision

Leadership Competency 2: Communicates the vision to stakeholders *(PSEL 1c,d,f,g; 5f; 8c,h; 9l)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Understands the importance of all stakeholders knowing the collective mission, vision and core values	The emerging principal also… Examines how the mission, vision and core values are communicated to, and supported by, stakeholders	The developing principal also… Deliberately and effectively communicates the vision to stakeholders	The transformational principal also… Uses multiple methods to effectively communicate the school vision to all external and internal groups

Leadership Competency 3: Collects, analyzes and interprets data to evaluate results for continuous school improvement *(PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Understands how multiple sources of data are connected to a mission, vision and core values	The emerging principal also… Examines the sources of data used to evaluate the existing mission, vision and core values	The developing principal also… Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement	The transformational principal also… Establishes a systematic and ongoing cycle of continuous improvement that includes data collection, analysis, planning, and evaluation

Standard 2: Instructional Leadership

The **Principal** as the **Instructional Leader** ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.

Leadership Competency 4: Engages and supports staff to vertically and horizontally align curriculum to state/district standards
(PSEL 4a,b; 6d; 9i; 10a,e)

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands standards as how they apply to horizontal and vertical alignment of local curricula and content areas	Examines and becomes familiar with the existing curriculum and learning standards	Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, engaging and supports continuity across all grades and content areas	Ensures staff regularly collaborates to continuously monitor and adjust the vertical and horizontal alignment of the curriculum to improve student learning

Leadership Competency 5: Supports staff use of a variety of research-based practices appropriate to the intended content
(PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands a variety of research-based instructional practices and how to appropriately match learning content	Identifies existing instructional practices and reinforces those that are appropriate to the learning content	Builds teacher capacity with a variety of instructional practices appropriate to the learning content	Facilitates opportunities for collaboration and modeling of instructional practices appropriate to the learning content

Leadership Competency 6: Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands legal implications impacting instruction and engages in meaningful feedback related to effective teacher practice	Observes classroom instruction and provides meaningful and timely feedback to build teacher practice and student response	Observes classroom instruction and provides meaningful and timely feedback to intentionally support individual teacher strengths and areas for growth	Develops a systemic process for the continuous improvement of all teachers' instructional practice

Standard 2: Instructional Leadership

The **Principal** as the **Instructional Leader** ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.

Leadership Competency 7: Supports teacher use of formative, summative and other assessments *(PSEL 4a,b,f; 6d)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands how to assess student learning using a variety of formal and informal assessments	Assess teachers' understanding and use of formative and summative assessments and their relationship to student learning	Facilitates teacher development and use of formative and summative assessments	Develops a systemic, collaborative process for the development and use of formative and summative assessments

Leadership Competency 8: Analyzes multiple sources of student, school and district-level data to improve student learning
(PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Knows, uses and understands multiple strategies for analyzing data to inform the instructional process	Assesses current teacher analysis of student level data for improving the instructional process	Facilitates teacher analysis of individual student data to improve the instructional process and student growth	Develops a systemic data teaming process for the analysis of student level data to improve the instructional process and student growth

Leadership Competency 9: Develops a culture of continuous professional learning *(PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands the principles of adult learning and how these help develop teacher capacity	Uses data from multiple sources to identify strengths and needs for professional learning	Engages teachers to collaboratively design and implement a program of professional learning	Develops a cycle for continuous, focused collaborative professional learning and growth

Standard 3: Managerial Leadership

The **Principal** as the **Managerial Leader** implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

Leadership Competency 10: Provides oversight of the school facility and grounds *(PSEL 2a; 5a,c; 8g; 9e; 10h)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Knows how a safe and functional school facility and grounds support student learning	The emerging principal also… Analyzes the immediate and long-term needs for building and sustaining a safe and functional school	The developing principal also… Collaborates with staff to maximize the use of the school facility and grounds to support student learning	The transformational principal also… Inspires stakeholders to continuously improve an environment that is safe and supports student learning

Leadership Competency 11: Establishes routines, procedures and schedules to maximize learning time *(PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Understands how routines, procedures, schedules and technology support the school environment	The emerging principal also… Analyzes routines, instruction, procedures, schedules and use of technology for building and sustaining a safe, healthy, and orderly and compliant learning environment	The developing principal also… Collaboratively develops clear routines, procedures, schedules and technology use for staff and students	The transformational principal also… Collaborates with community, family, and student representatives to monitor and adjust routines, procedures, schedules and technology use to ensure a positive, safe, healthy, orderly and equitable learning environment

Leadership Competency 12: Recruits, selects and inducts effective personnel *(PSEL 6a,b; 9b; 10a)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Understands tools used to determine key attributes of effective personnel	The emerging principal also… Analyzes personnel to determine areas of strength and need	The developing principal also… Collaborates with staff to recruit, screen and select candidates with a high probability of success	The transformational principal also… Refines and improves the collaborative process for recruiting, screening and selecting candidates

Standard 3: Managerial Leadership

The **Principal** as the **Managerial Leader** implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

Leadership Competency 13: Communicates expectations, guidelines and procedures *(PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students	Determines the effectiveness of existing expectations, guidelines and procedures	Holds staff accountable and revises expectations, guidelines and procedures as necessary to respect the rights of staff and students	Empowers staff to continuously hold each other accountable to the highest professional expectations including respecting the rights of staff and students

Leadership Competency 14: Provides intervention and support for improvement *(PSEL 6a,b,c,h; 9k; 10f)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
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	Assesses and reviews data to determine appropriate interventions and support for personnel	Uses data and legal and ethical decision-making to develop targeted interventions and supports for addressing personnel issues	Maintains a legal and ethical system of interventions and supports for resolving personnel issues

Leadership Competency 15: Maintains personnel records and reports *(PSEL 9h)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Is knowledgeable of requirements regarding personnel records, laws and reports	Understands and complies with district, state and federal requirements for records and reporting	Works with staff to ensure compliance with all personnel records and reporting	Monitors and revises systems to ensure compliance with all records and reports

Standard 3: Managerial Leadership

The **Principal** as the **Managerial Leader** implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

Leadership Competency 16: Manages fiscal resources to support school goals and priorities *(PSEL 2a; 5c; 8j; 9a,b,c,d,h)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands the statutory requirements that affect how a school budget works and the major sources of revenue to support school goals and priorities	Assesses how current fiscal resources comply with statutory and district requirements and support school goals and priorities	Collects input from staff to establish priorities that inform the school budget and determine resource allocation that meet statutory and district requirements	Develops and implements a system to continuously address school goals and priorities through the effective allocation of fiscal resources that meet district and statutory requirements

Leadership Competency 17: Manages non-fiscal resources to support school goals and priorities *(PSEL 2a; 5c; 8j; 9a,b,c,d,h)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands how non-fiscal resources support school goals and priorities	Assesses how current non-fiscal resources comply with statutory and district requirements and support school goals and priorities	Collects input from staff to establish priorities that inform the use of non-fiscal resources that meet statutory and district requirements	Develops and implements a system to continuously address school goals and priorities through the effective allocation of non-fiscal resources that meet district and statutory requirements

Standard 4: Relational Leadership

The **Principal** as the **Relational Leader** interacts professional with students, staff, family and community.

Leadership Competency 18: Promotes a learning environment that addresses needs of all students *(PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… 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	The emerging principal also… Determines the extent of diversity in the school based on ethnicity, gender, economic background, etc.	The developing principal also… Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc.	The transformational principal also… Collaboratively establishes a system responsive to student demographics for ensuring equity in teaching and learning process

Leadership Competency 19: Advocates for the welfare of all students *(PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Understands the legal implications of in-school and out-of-school strategies and resources available in supporting the well-being of each student	The emerging principal also… Determines how resources and strategies in the school community are used for addressing the overall well-being of each student	The developing principal also… Develops a network of relationships and pathways both in and out of the school that provide for the welfare of students	The transformational principal also… Collaboratively integrates in and out of school strategies and resources to provide for the welfare of students

Leadership Competency 20: Establishes positive relationships with students *(PSEL 2e; 3a,b,d; 5b,d,e)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Understands how to build positive relationships in support of student learning and well-being	The emerging principal also… Builds relationships with students and establishes high expectations for behavior and learning to promote a positive culture	The developing principal also… Models and promotes positive and ethical relationships between students and all school personnel	The transformational principal also… Ensures positive relationships are an integral part of the culture of the school

Standard 4: Relational Leadership

The **Principal** as the **Relational Leader** interacts professional with students, staff, family and community.

Leadership Competency 21: Builds positive relationships with staff *(PSEL 2a,e,f; 7e; 9j)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands the importance of building effective, ethical relationships with staff	Intentionally and ethically interacts with staff by being visible, accessible and approachable	Builds positive and ethical staff relationships and communicates high expectations	Creates ethical, collaborative relationships that promote open dialogue and respect for multiple perspectives

Leadership Competency 22: Ensures 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)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands how to develop a culture of support and respect among staff	Analyzes the culture of support and respect among staff and determines strengths and opportunities for improvement	Leads staff in the development, improvement or refinement of a collaborative culture	Maintains a collaborative culture where support and respect among staff are the norm

Leadership Competency 23: Develops teacher leaders *(PSEL 6g; 7b,d,h; 10a,e,j)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Serves as a teacher leader and understands the importance of promoting teacher leadership	Identifies potential teacher leaders	Empowers and provides opportunities for teacher leadership	Develops and sustains a collaborative team culture that effectively integrates teacher leadership

Standard 4: Relational Leadership

The **Principal** as the **Relational Leader** interacts professional with students, staff, family and community.

Leadership Competency 24: Builds positive relationships with families *(PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands a variety of strategies for building relationships with families	Creates formal and informal opportunities to interact with families	Engages in an ongoing assessment of the quality of relationships with families	Ensures sustained and transparent relationships with families

Leadership Competency 25: Establishes positive relationships with other community stakeholders *(PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Recognizes the importance of building positive relationships with other community stakeholders	Identifies key stakeholders in the community and begins to build relationships	Engages key stakeholders in support of the school program	Collaborates with stakeholders to continuously monitor and adjust support for the school program

Standard 5: Innovative Leadership

The **Principal** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

Leadership Competency 26: Collects knowledge, skills and best practices for improving teaching and learning *(PSEL 4c,e; 6f; 10a,c,f,i)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Recognizes knowledge, skills and best practices that support continuous professional growth	The emerging principal also… Observes and gathers knowledge, skills and best practices relevant to teaching and learning in the school	The developing principal also… Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning	The transformational principal also… Leads a systematic process for selection and delivery of professional development experiences to support continuous improvement of teaching and learning

Leadership Competency 27: Engages in a professional network as a means for growth *(PSEL 6i; 10g)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Understands the need for professional networks as a key element of professional growth	The emerging principal also… Engages in professional networks to expand relationships and generate avenues for new knowledge and understanding	The developing principal also… Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding	The transformational principal also… Assumes leadership positions in professional networks to help others gather new knowledge and understanding

Leadership Competency 28: Demonstrates self-awareness and a commitment to ongoing growth and development *(PSEL 2b; 6i; 10c,g,h)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Understands the importance of reflection and a commitment to ongoing learning.	The emerging principal also… Begins reflecting on experiences of being a new principal, including personal strengths and weaknesses and takes some action to grow and develop.	The developing principal also… Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice	The transformational principal also… Models reflective practice and engages in an intentional professional development program to continuously improve performance

Standard 5: Innovative Leadership

The **Principal** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

Leadership Competency 29: Seeks feedback to improve performance *(PSEL 6i; 10c,g,h)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands the importance of feedback for improving performance	Demonstrates receptivity and generates a plan for receiving constructive feedback from others	Actively seeks performance feedback and makes adjustments to improve and refine practice.	Utilizes an intentional feedback system to continuously improve and refine performance

Leadership Competency 30: Maintains a focus on high priorities *(PSEL 6i)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Understands how time management is a key factor for maintaining a focus on school priorities	Begins applying time management practices to allow focus on the school's highest priorities	Deliberately monitors and adjusts time commitment to school priorities	Intentionally devotes a high percentage of time to school priorities

Leadership Competency 31: Develops and acts on well-reasoned beliefs based on new knowledge and understanding *(PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal…	The emerging principal also…	The developing principal also…	The transformational principal also…
Recognizes that beliefs based on new knowledge, understandings and technology are used as a catalyst for change	Acts in accordance with the belief that a principal's primary role is to promote student learning	Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning	Establishes a culture of inquiry in which members of the staff and community openly and respectfully discuss important beliefs about teaching and learning

Standard 5: Innovative Leadership

The **Principal** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

Leadership Competency 32: Constructively manages and adapts to change *(PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)*

Aspiring	Emerging	Developing	Transformational
The aspiring principal… Is flexible and willing to vary an approach when circumstances change	The emerging principal also… Explores existing circumstances related to student learning and considers possible areas for change	The developing principal also… Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding	The transformational principal also… Creates a culture of innovation that continuously examines strategies for change and improvement