

Principal Leadership Standards

Sample Key Indicators At All Three Levels

High Performing Principals	Experienced Principals	Early Career Principals
Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.		
Facilitates the development and implementation of a shared vision and strategic plan for the school	Develops and implements a shared vision and strategic plan for the school	Describes how to develop and implement a shared vision and strategic plan for the school
Facilitates the development and implementation of a shared vision that places student and faculty learning at the center	Develops and implements a shared vision that places student and faculty learning at the center.	
Creates conditions that motivate staff, students and families to achieve the school's vision	Motivates staff, students and families to achieve the school's vision	Works with staff, students and families to achieve the school's vision
Aligns instructional objectives and curricular goals with the shared vision	Aligns instructional objectives and curricular goals with the shared vision	Describes how instructional objectives, curricular goals and the shared vision relate to each other
Allows time for the achievement of goals	Allows time for the achievement of goals	Allows time for the achievement of goals
As part of the planning process, works with faculty and other stakeholders to identify needs	Works with faculty to identify instructional and curricular needs	Identifies needs that will be targeted in the shared vision and strategic plan
Interacts with the community concerning the school's vision, mission and priorities	Interacts with the community concerning the school's vision, mission and priorities	Communicates the school's vision, mission and priorities to the community
Embraces and uses the basic concepts of the change process	Uses the basic concepts of the change process	Understands the basic concepts of the change process
Develops and implements a plan to shape/use the external influences that impact upon the school	Can describe the effect of external influences that impact upon the school	Is aware that external influences have impact upon the school
Using a collaborative process, establishes plans to accomplish goals	Working with staff and others, establishes plans to accomplish goals	Establishes plans to accomplish goals
Relates the vision, mission, and goals to the welfare and learning needs of the students	Relates the vision, mission, and goals to the instructional needs of students	Relates the vision, mission, and goals to students
Develops a community of learners centered on student learning	Works to create a community of learners among the staff, students and faculty	Understands the effect of having a community of learners working together
Articulates and reinforces the vision in written and spoken communications	Articulates and reinforces the vision in written and spoken communications	Articulates and reinforces the vision in written and spoken communications

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Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.		
Works with staff, teachers, parents and students to achieve annual learning gains, school improvement goals, and other targets	Has a plan for the achievement of annual learning gains, school improvement goals, and other targets	Sets annual learning gains, school improvement goals and other targets for instructional improvement
Uses multiple sources of data, some of which is self-generated, to plan and assess instructional improvement	Uses more than one source of data to plan and assess instructional improvement	Uses data as a component of planning for instructional improvement
Includes provisions in the instructional program for students with special needs	Includes provisions in the instructional program for students with special needs	Includes provisions in the instructional program for students with special needs
Engages staff in ongoing study of current best practices	Engages staff in ongoing study of current best practices	Engages staff in ongoing study of current best practices
Bases curricular decisions on research, applied theory, and informed practice	Describes where research, applied theory, and informed practice were used in making curricular decisions	Reads research, applied theory, and informed practice related to the curriculum
Collaboratively determines high expectations and standards for the academic and social development of all students	Has high expectations and standards for the academic and social development of students	Works to create high expectations and standards among the staff, teachers, and community members
Aligns content and instruction that ensures student achievement of established standards	Demands content and instruction that ensures student achievement of established standards	Relates content and instruction to the achievement of established standards by students
Provides instructional leadership with consideration for the community's values, goals, social needs and changing conditions	Provides instructional leadership with consideration for the community, its makeup and its diversity	Provides instructional leadership
Uses knowledge of research on instructional effectiveness to inform decision	Has knowledge of research on instructional effectiveness	Is aware of research on instructional effectiveness and will use it as needed
Uses student performance evaluation to improve instruction	Coaches staff and teachers on the evaluation of student performance	Demonstrates knowledge of student performance evaluation
Uses skills necessary for the planning and implementation of improvement of student learning	Develops skills necessary for the planning and implementation of improvement of student learning	Has identified skills necessary for the planning and implementation of improvements of student learning
Assesses the varying curriculum needs at the school	Identifies the curriculum needs for different student populations	Assesses the curriculum needs in a particular setting
Develops curriculum aligned to state standards based upon the needs of the students, the	Develops curriculum aligned to state standards	Works to relate state standards, the needs of the students, the community and the school's goals

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community and the goals of the school		
Has created and manages a positive school culture for learning	Is building a positive school culture for learning	Understands the effect that a positive school culture has on student learning
Creates conditions that enhance the staff's desire and willingness to focus energy on achieving educational excellence	Understands and promotes conditions that enhance the staff's desire and willingness to focus energy on achieving educational excellence	Recognizes differences in the staff's desire and willingness to focus energy on achieving educational excellence
Coaches to improve teaching and learning	Insures that teachers get the help they need to improve teaching and learning	Identifies teaching and learning needs among the staff and teachers
Communicates the instructional program to the community, the staff, and district personnel	Communicates the instructional program to the community, the staff, and district personnel	Communicates the instructional program to the community, the staff, and district personnel
Models professionalism, collaboration and continuous learning	Models professionalism, collaboration and continuous learning	Models professionalism, collaboration and continuous learning
Understands, recognizes and provides resources and motivation for: <ul style="list-style-type: none"> • balanced reading instruction • curriculum integration • active teaching and learning strategies • standards-based instructional programs • the use of technology for instructional purposes • aligning classroom assessments to standards 	Understands, recognizes and supports: <ul style="list-style-type: none"> • balanced reading instruction • curriculum integration • active teaching and learning strategies • standards-based instructional programs • the use of technology for instructional purposes • aligning classroom assessments to standards 	Understands and recognizes the benefits for students in: <ul style="list-style-type: none"> • balanced reading instruction • curriculum integration • active teaching and learning strategies • standards-based instructional programs • the use of technology for instructional purposes • aligning classroom assessments to standards
Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.		
Develops and administers policies that provide a safe school environment	Develops and administers policies that provide a safe school environment	Administers policies that provide a safe school environment
Establishes operational plans and processes to accomplish strategic goals	Applies operational plans and processes to accomplish strategic goals	Plans for the accomplishment of strategic goals
Ties the daily operations of the school to school and student learning goals	Attends to student learning goals in the daily operation of the school	Manages the daily operations of the school
Identifies, analyzes, and works to improve the major sources of fiscal and non fiscal resources for	Identifies and analyzes the major sources of fiscal and non fiscal resources for the school including	Is aware of the various fiscal and non fiscal resources for the school including business and

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the school including business and community resources	business and community resources	community resources
Develops and sustains the culture of learning at the school	Is building a culture of learning at the school	Manages the school to promote and encourage student learning
Acquires and manages financial and material assets and capital goods and services, allocating resources according to school priorities	Manages financial and material assets and capital goods and services in order to allocate resources according to school priorities	Uses financial resources and capital goods and services to support school priorities
Develops an efficient budget planning process that is driven by school priorities and involves staff and community	Uses an efficient budget planning process that involves staff and community	Uses an efficient budget planning process
Identifies and organizes resources to achieve curricular and instructional goals	Demonstrates ability to identify and organize resources to achieve curricular and instructional goals	Uses school resources to achieve curricular and instructional goals
Demonstrates techniques and organizational skills necessary to lead/manage a complex and diverse organization	Is developing techniques and organizational skills necessary to lead/manage a complex and diverse organization	Understands techniques and organizational useful in leading and managing a complex and diverse organization
Plans and schedules one's own and others' work so that resources are used appropriately, and short- and long-term priorities and goals are met	Plans and schedules one's own and others' work so that resources are used appropriately in meeting priorities and goals.	Plans and schedules one's own and others' work so that priorities and goals can be met
Conforms to legal and ethical standards in the management of the learning environment	Conforms to legal and ethical standards in the management of the learning environment	Conforms to legal and ethical standards in the management of the learning environment
Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.		
Enables staff and teachers to address student and family conditions affecting learning	Addresses student and family conditions affecting learning	Understands how student and family conditions affect learning
Uses major opinion leaders in the community to support and promote school goals and programs	Identifies major opinion leaders in the community and their relationships to school goals and programs	Identifies opinion leaders in the community and their relationships to the school
Communicates the school's vision, mission and priorities to the community	Communicates the school's vision, mission and priorities to the community	Communicates the school's vision, mission and priorities to the community
Manages and markets the image of the school via impressions created by the students and staff	Demonstrates concern for the image of the school via impressions created by the students and staff, and serves as primary spokesperson in the community	Understands the effect that school image caused by impressions created by the students and staff and its use in promoting the school

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Shares leadership and decision-making with others in the community and in the school	Shares leadership and decision-making with others	Uses shared leadership and decision-making model in the operation of the school
Mobilizes the resources of families, business, and community members in support of the school's goals	Seeks resources of families, business, and community members in support of the school's goals	Identifies resources of families, business, and community members that could support the school
Develops and sustains family-school-community-higher education partnerships, coalitions, and networks	Develops partnerships, coalitions, and networks	Understands the benefits of having and using a variety of partnerships, coalitions, and networks
Nurtures relationships within and external to the school	Uses relationships within and external to the school to support the school	Is establishing relationships within and external to the school
Actively engages the community to create shared responsibility for student and school success	Actively engages the community to share responsibility for student and school success	Actively engages the community to promote student and school success
Has created a process that enables the school to connect students to the health, human and social services they need to stay focused on learning	Involves staff in connecting students to the health, human and social services they need to stay focused on learning	Identifies other agencies to connect students to the health, human and social services they need to stay focused on learning
Continuously builds family and community involvement in appropriate policy implementation, program planning, and assessment	Involves family and community in appropriate policy implementation, program planning, and assessment efforts	Provides opportunities to involve family and community in a broad range of school activities
Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.		
Defines success based upon results	Uses goals and targets to manage activities	Establishes goals and targets
Frames, analyzes, and resolves problems using appropriate problem solving techniques and decision making skills	Uses a variety of problem solving techniques and decision making skills to resolve problems	Is developing a set of problem solving techniques and decision making skills
Routinely views events and problems from multiple perspectives	Provides more than one explanation for events and problems	Understands that events and problems can have a variety of explanations
Leads and decides from a position of confidence	Displays confidence in his/her own behavior	Explains and defends decisions made
Uses multiple sources of data to inform decisions	Uses more than one source of data to inform decisions	Uses data to inform decisions
Considers moral and ethical implications of policy options and political strategies when	Understands moral and ethical implications of policy options and political strategies	

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making decisions		
Exhibits forcefulness and self-confidence in making decisions, when appropriate	Recognizes situations that require forcefulness and self-confidence in making decisions	
Delegates authority and responsibility clearly and appropriately to accomplish organization goals	Delegates tasks clearly and appropriately to accomplish organization goals	Uses others to assist in the accomplishment of organization goals
Promotes student learning as the driving force for curriculum, instruction, and institutional decision-making	Focuses upon student learning as a driving force for curriculum, instruction, and institutional decision-making	Supports student learning when making curricular and instructional decisions
Becomes aware of an unsettled question or undesirable situation, breaks it into parts, and examines those parts before proceeding to problem solving	Analyzes unsettled questions or undesirable situations before jumping to conclusions	Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
Conforms to appropriate legal standards	Conforms to appropriate legal standards	Conforms to appropriate legal standards
Evaluates the quality of information being used when making decisions	Has a process for gathering information to use when making decisions	Makes decisions in a timely fashion using the best available information
Continuously builds family and community involvement in appropriate policy implementation, program planning, and assessment	Involves family and community in appropriate policy implementation, program planning, and assessment efforts	Provides opportunities to involve family and community in a broad range of school activities
Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.		
Uses interpersonal skills appropriate to the situation	Selects from a variety of interpersonal skills in any given situation	Has skills necessary for interactive and interpersonal situations
Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation in all aspects of the educational organization	Recognizes and responds to multicultural, gender, racial, and ethnic needs in the organization	Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
Communicates effectively with various cultural, ethnic, racial, and special interest groups in the community	Communicates with various cultural, ethnic, racial, and special interest groups in the community	Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community
Works with the staff to develop instructional	Monitors the delivery of instructional content that	Is aware of how the teaching staff provides for the

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content that provides for the diverse perspectives appropriate to the situation	provides for the diverse perspectives appropriate to the situation	diverse perspectives appropriate to the student population and school community
Continuously builds school community involvement in appropriate policy implementation, program planning, and assessment	Involves school community in appropriate policy implementation, program planning, and assessment efforts	Provides opportunities to involve school community in a broad range of school activities
Manages situations and interacts effectively with diverse individuals and groups	Interacts effectively with diverse individuals and groups	Interacts effectively with diverse individuals and groups
Conforms to legal and ethical standards related to diversity	Conforms to legal and ethical standards related to diversity	Conforms to legal and ethical standards related to diversity
Anticipates the needs and concerns of others and is proactive in dealing with them	Perceives the needs and concerns of others and is able to deal tactfully with them	Is perceptive and tactful in dealing with diverse populations
Handles crisis communications and conflict management effectively	Handles crisis communications in both oral and written form	Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations	Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations	Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
Hires, develops, and retains a diverse staff	Hires, develops, and retains a diverse staff	Has a plan for the hiring and retention of a diverse staff
Serves as a role model in relations with various cultural, ethnic, racial, and special interest groups in the community	Represents the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community	Has a plan to develop ways to improve relations with various cultural, ethnic, racial and special interest groups in the community
Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.		
Manages the staff and teachers in their use of the technology, telecommunications and information systems to enrich curriculum instruction, and assessment	Implements a plan for the use of technology, telecommunications and information systems to enrich curriculum instruction, and assessment	Is aware of the technology, telecommunications and information systems and their uses to enrich curriculum, instruction, and assessment
Creates and communicates a clear vision of technology integration for the schoolcommunity	Develops a vision and plan for technology integration for the school community	Communicates and gets feedback on a plan for technology integration for the school community

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Plans for the increased development and implementation of technology	Discovers practical approaches for developing and implementing successful technology planning	Works with tech-savvy staff to plan for increased technology usage
Models the use of technology as a tool in support of both educational and community activities	Models the use of technology as a tool in support of both educational and community activities	Models the use of technology as a tool in support of both educational and community activities
Develops an effective professional development plan for individual teachers and the entire school for technology usage to support curriculum-based integration practices	Develops an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices	Develops an effective teacher professional development plan to increase technology usage
Implements innovative strategies for promoting the effective integration of technology throughout the teaching and learning environment	Promotes the effective integration of technology throughout the teaching and learning environment	Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment
Obtains whatever resources are necessary to increase access to educational technologies for the school	Increases access to educational technologies for the school	Within the available resources, increases access to educational technologies for the school
Provides educational and technical support to increase the use of technology already in the school/classrooms	Provides support for teachers to increase the use of technology already in the school/classrooms	Has a plan for the provision of support to increase the use of technology already in the school/classrooms
Uses technology for student assessment and the evaluation of the impact of instructional initiatives	Uses technology to support the analysis and use of student assessment data	Uses technology to support the educational efforts of staff and teachers
Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.		
Creates a school culture that is comfortable using data	Creates a school leadership team which is comfortable using data	Uses data to assess and monitor school improvement
Uses multiple sources of data to manage the accountability and instructional improvement process	Uses multiple sources of data to manage the accountability and instructional improvement process	Uses multiple sources of data to inform decisions and improvement processes
Assesses student progress using a variety of appropriate techniques & informational sources	Assesses student progress using a variety of techniques and informational sources	Monitors and assesses student progress

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Assesses student progress using a variety of appropriate techniques and informational sources	Assesses student progress using a variety of techniques and informational sources	Monitors and assesses student progress
Monitors and assesses instructional programs, activities, and materials	Monitors and assesses instructional programs, activities, and materials	Monitors and assesses the progress of activities
Uses the methods and principles of program evaluation in the school improvement process	Uses the methods and principles of program evaluation in the school improvement process	Demonstrates an understanding of the methods and principles of program evaluation
Develops and demonstrates skills in evaluating instructional strategies and materials	Develops and demonstrates skills in evaluating instructional strategies and materials	Develops and demonstrates skills in evaluating instructional strategies and materials
Trains the staff in the use of diagnostic tools to assess, identify, and apply instructional improvement	Uses diagnostic tools to assess, identify, and apply instructional improvement	Understands how to use diagnostic tools to assess, identify, and apply instructional improvement
Utilizes successful schools with similar demographics to identify strategies for improving student achievement	Identifies successful schools with similar demographics to use as a source for ideas for improving student achievement	Works with staff to identify strategies for improving student achievement appropriate to the school population
Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.		
Works collaboratively with teachers to plan for individual professional development	Works collaboratively with teachers to plan for individual professional development	Uses multiple data sources as they work with teachers to plan for individual professional development
Uses supervisory models appropriate to individual staff members to improve teaching and learning	Utilizes a variety of supervisory models to improve teaching and learning	Utilizes a variety of supervisory skills to use to improve teaching and learning
Applies adult learning strategies to professional development	Applies adult learning strategies to professional development	Understands adult learning strategies useful for assisting staff in professional development
Uses the methods and principles of personnel evaluation	Uses the methods and principles of personnel evaluation	Demonstrates an understanding of the methods and principles of personnel evaluation
Operates within the provisions of each contract as well as established enforcement and grievance procedures	Operates within the provisions of each contract as well as established enforcement and grievance procedures	Operates within the provisions of each contract as well as established enforcement and grievance procedures
Sets high expectations and standards for the performance of all teachers and staff	Sets high expectations and standards for the performance of all teachers and staff	Sets high expectations and standards for the performance of all teachers and staff
Empowers the staff	Empowers the staff	Empowers others to achieve personal, professional and organizational goals

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Creates a staff culture of continuous professional development tied to student learning and school goals	Manages a program of continuous professional development tied to student learning and school goals	Connects professional growth plans and professional development to individual teacher and school learning goals
Hires and retains high-quality teachers and holds them responsible for student learning	Hires and retains high-quality teachers	Understands the processes necessary for use in the hiring and retention of high quality teachers
Works with staff so they have the skills to ensure that all students are engaged in active learning	Works with staff so they have the skills to ensure that all students are engaged in active learning	Sets expectations that will ensure that all students are engaged in active learning
Provides opportunities for teachers to think, plan, and work together	Provides opportunities for teachers to think, plan, and work together	Provides opportunities for teachers to think, plan, and work together
Pursues improvement of his/her own professional development	Pursues improvement of his/her own professional development	Pursues improvement of his/her own professional development
Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.		
Manifests a professional code of ethics and values	Manifests a professional code of ethics and values	Manifests a professional code of ethics and values
Makes decisions based on the legal, moral and ethical implications of policy options and political strategies	Makes decisions based on the legal, moral and ethical implications of policy options and political strategies	Makes decisions based on the legal, moral and ethical implications of policy options and political strategies
Creates, models and implements a set of values for the school	Creates, models and implements a set of values for the school	Creates, models and implements a set of values for the school
Develops well-reasoned educational beliefs based upon an understanding of teaching and learning	Develops well-reasoned educational beliefs based upon an understanding of teaching and learning	Develops well-reasoned educational beliefs based upon an understanding of teaching and learning
Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment	Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment	Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people	Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people	Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications	Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications	Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
Demonstrates ability to make decisions within an ethical context	Demonstrates ability to make decisions within an ethical context	Demonstrates ability to make decisions within an ethical context