

PEER* Solutions

Principal Core Competencies

Work based on the MDE model...

Core Competency #1 – Vision and Mission

A successful principal establishes a vision and mission focused on shared goals, high expectations, and cultural understanding.

Indicator 1A: *A successful principal works with others to develop and implement a shared vision for learning, to create a strong school mission to accomplish that vision, and to generate goals and expectations that can be measured.*

ACCOMPLISHED

- Principal regularly engages with key stakeholders (staff and students) perspectives.
- Principal uses the vision, mission and goals in decision-making and to guide processes established with stakeholder groups in making informed instructional decisions.
- Principal collaboratively develops a shared school vision, uses multiple sources of data to identify measurable school-wide goals to increase student achievement, and designs corresponding actions to increase staff effectiveness.
- Principal aligns actions, school practices, messages and routines with the school vision, mission and goals.

Indicator 1B: *A successful principal can communicate the school vision and develop plans for change that result in measurable gains for all students including closing achievement gaps.*

ACCOMPLISHED

- Principal communicates and models, a commitment to the vision, mission and goals and promotes a school culture of high expectations that incorporates collaborative decision-making processes to achieve measurable goals and close the achievement gap for all students.
- Principal connects actions and communications, and includes all stakeholders in the decision making processes.
- Principal engages a diverse group of stakeholders and the support of the central office to implement changes needed to improve learning.
- Principal creates a process to gather data to monitor, track and review progress toward goals and routinely and systematically communicates impacts/progress to stakeholders.
- Principal monitors the change process and addresses factors that will increase staff motivation, and install practices that promote persistence and wellbeing.

Indicator 1C: *A successful principal promotes a shared commitment to high expectations for students and high standards for teachers in an environment where diversity is valued.*

ACCOMPLISHED

- Principal engages in open dialogue with all stakeholders representing the school community's cultural, social and economic populations.
- Principal engages staff in developing and providing supports for diverse groups, and provides ongoing, data driven, targeted professional development to improve staff understanding of students and diversity.
- Principal utilizes the community's cultural, social and intellectual resources to enhance the learning environment both school-wide and within classroom environments.
- Principal is visible in classrooms, throughout the building, and at appropriate after school functions, interacting with students, teachers and parents.
- Principal implements a system of monitoring, feedback and support that ensures classroom instruction is research-based, differentiated and engaging.
- Principal provides support and resources for creative and innovative teaching and learning practices to meet the diverse needs of all students.

Indicator 1D: *A successful principal establishes goals that are rigorous and measurable for instructional programs and staff learning experiences that are consistent with the school's mission, vision, goals and core beliefs.*

ACCOMPLISHED

- Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams and ensures that teachers have the opportunity and time to meet in learning teams and other forms of job-embedded professional development (i.e., peer observation, coaching/mentoring, demonstration teaching).
- Principal establishes and maintains school mission, vision and rigorous goals that set clear and measurable expectations for all students and educators.
- Principal demonstrates focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track and review progress, and adjusts strategies.
- Principal continuously learns from and seeks out colleagues to collaboratively identify and institute innovative methods to support the continuous learning of staff.

Indicator 1E: *A successful principal builds a strong and positive sense of community in the school by honoring the important role of race and culture as a contributor to student and school success.*

ACCOMPLISHED

- Principal utilizes the community's cultural, social, economic and intellectual resources to enhance the learning environment.
- Principal incorporates different perspectives into decisions in developing plans and creates forums to hear multiple and dissenting viewpoints.
- Principal establishes school-wide practices that promote tolerance and addresses intolerance.

- Principal creates a school culture and establishes expectations in which staffs are accessible and approachable to families and community.

Core Competency #2 – Instructional Leadership

A successful principal provides instructional leadership in order to produce high student academic performance.

Indicator 2A: *A successful principal facilitates effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learners.*

ACCOMPLISHED

- Principal engages shareholders beyond students and teachers in development and communication of a shared vision for effective teaching.
- Principal communicates and models through decision-making processes, a commitment to high expectations and closing of achievement gaps for all students.
- Principal creates and implements a system of monitoring, feedback, and support that ensures instruction is research based, individualized, and focuses on high levels of student engagement.
- Principal provides support and resources for creative and innovative teaching.

Indicator 2B: *A successful principal provides the systems and structures to deliver relevant and rigorous curricula tied to state academic standards as well as college and career readiness benchmarks.*

ACCOMPLISHED

- Principal ensures curriculum standards are effectively taught through frequent formal and informal classroom observations and provides constructive curricular feedback to teachers based on observations.
- Principal ensures standards are aligned vertically and horizontally within the school.
- Principal provides opportunities to ensure academic standards are analyzed and deconstructed or translated into rigorous, student-friendly learning outcomes; provides time, space, and opportunities for standards to be collaboratively aligned; and provides structure and support for teachers to compare student work to standards.

Indicator 2C: *A successful principal collaborates with teachers to use data to measure student learning and growth, to identify achievement gaps, and to develop comprehensive plans for improvement.*

ACCOMPLISHED

- Principal, with teachers, gathers and appropriately uses formative and summative data to evaluate effectiveness of teaching and learning; collaboratively, teachers set and measure

- student performance goals frequently.
- Principal develops protocols that ensure student progress is measured and communicated frequently with students and parents.
- Principal has implemented processes for teachers to design and implement interventions at both the classroom and school levels; develops systems and supports that allow for differentiated learning opportunities based on assessment data.

Indicator 2D: *A successful principal facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning.*

ACCOMPLISHED

- Principal regularly collects and analyzes student data to determine the impact of interventions.
- Principal has designed and implemented processes that support teachers’ individual and collaborative review of data to modify interventions and instructional strategies.
- Principal frequently observes all teachers and has created and implemented a system that facilitates teachers’ reflection on practice based on data collected in observations; teachers participate in peer observations.
- Principal supports learning teams with resources; learning teams have regularly scheduled meetings, and the principal frequently attends meetings; learning teams collect and analyze student learning data to revise strategies and assess progress towards goals.
- Principal creates an environment of risk-taking and trust in which staff members who implement innovative strategies are encouraged, protected, and provided additional support.

Indicator 2E: *A successful principal supports the need for quality, collaborative staff learning experiences that are guided by data and research, are planned by staff, are embedded in the job, and are based on the school’s learning needs.*

ACCOMPLISHED

- Principal provides professional development experiences that address content knowledge and underlying concepts that teachers need to enable students to achieve high standards.
- Principal communicates a clear description of expected practices that result from staff learning experiences.
- Principal works with teachers to review research and evaluation data from previous staff experiences when developing staff learning experiences and approaches.
- Principal works with staff to create a schedule that allows for additional time within the calendar for staff learning experiences on an ongoing basis.
- Principal has created a schedule for learning teams to meet during the school day and monitors this time to ensure it is used productively.
- Principal works with a representative group of teachers to analyze a variety of student learning results to plan staff learning experiences based on student and adult learning needs.

Core Competency #3 – Human Resources

A successful principal manages human resources in order to promote quality instruction and professional growth.

Indicator 3A: *A successful principal develops a strategic action plan with staff that includes targets to improve school-wide student achievement and close achievement gaps with low performing student groups.*

ACCOMPLISHED

- Principal completes a needs assessment of the school by using multiple forms of data and previous year's school improvement plan to track and review progress.
- Principal uses the needs assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content area targets; identifies benchmarks of student progress and develops a school improvement plan that identifies strategies to reach school-wide targets and goals for all students.
- Principal demonstrates a clear, concise focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against benchmarks to monitor, track, and review progress, and adjusts strategies.
- Principal uses multiple measures to validate student academic growth to identify targeted reduction in student achievement gaps.

Indicator 3B: *A successful principal provides timely, appropriate, and quality professional development and facilitates learning teams that gather information, analyze data, examine issues, and develop new approaches to improve teaching and learning.*

ACCOMPLISHED

- Principal creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; aligned with curricular, instructional, and assessment needs; dedicates staff time for school's professional development activities.
- Principal ensures that effective teacher learning teams use student learning data and student work to advance student outcomes.
- Principal uses multiple data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.
- Principal uses multiple sources of data to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive instructional decisions, teaching plans and changes in practice for individual teachers.

Indicator 3C: *A successful principal implements a cohesive approach to recruitment, placement, induction, and retention that secures highly qualified and effective staff.*

ACCOMPLISHED

- Principal actively uses professional organizations and established networks to recruit staff.
- Principal has clear and articulated selection criteria in place and assesses staff skills to place teachers based on school and student need in grade level and content areas.
- Principal has a system for each new teacher and teachers identified for improvement to assess strengths and weaknesses and to identify specific supports needed to improve; provides differentiated supports through mentors/coaches, teacher leaders or leadership team members.
- Principal identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness and student performance and uses a peer assistance model to improve performance of marginal staff.

Indicator 3D: *A successful principal routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth.*

ACCOMPLISHED

- Principal provides regular coaching and professional development to all instructional staff to improve the capacity to use best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional practices and programs based on improving student results.
- Principal provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receives specific formal and informal feedback from multiple observers.
- Principal differentiates walkthrough and observation protocols based on teacher and student needs.
- Principal conducts all required evaluations and observations are conducted timely, thoroughly and meaningfully focused on professional growth and improvement.
- Principal ensures professional development includes coaching and meets diverse learning needs and assists in meeting student learning goals.

Indicator 3E: *A successful principal provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation, or removal of underperforming staff members.*

ACCOMPLISHED

- Principal implements an evaluation process that includes annual goal setting, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes.
- Principal completes required evaluations and observations transparently and on time and thoroughly and in compliance with district/state and contract provisions.
- Principal monitors the implementation of professional growth plans, provides support in meeting goals and provides feedback to improve performance.
- Principal uses multiple measures of student growth to evaluate teachers and other staff members in a fair and equitable manner and uses the results to improve instructional

practice, determine remediation for identified staff and identify staff who will not be retained.

Core Competency #4 – Professional and Ethical Relationships

A successful principal builds professional and ethical relationships through collaboration and effective communication.

Indicator 4A: *A successful principal demonstrates and communicates values, beliefs, and attitudes that make the wellbeing and academic success of all students the basis for all decision-making.*

ACCOMPLISHED

- Principal translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff delivers clear and consistent messaging about the values and behaviors to students.
- Principal actively models and implements strategies to promote a sense of wellbeing among staff, students and parents/guardians.
- Principal builds systems and relationships that utilize the staff's and community's diversity, ideological differences and expertise through shared decision-making in developing school's goals and action plans.
- Principal enhances and maintains trusting relationships among and between a variety of stakeholder groups.

Indicator 4B: *A successful principal models appropriate personal, professional, and ethical behavior that is respectful and fair, enhances the image of the school and the profession, and inspires others to higher levels of leadership and performance.*

ACCOMPLISHED

- Principal demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence in staff in the face of challenges.
- Principal upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed.
- Principal identifies strengths and interests of the building staff in order to identify potential leaders, and builds leadership's capacity to become proficient in role expectations
- Principal establishes and sustains school-community partnerships to support student achievement and collaborates with community groups to identify resources and solutions.

Indicator 4C: *The successful principal proactively employs conflict resolution and problem-solving strategies in a wide variety of situations and circumstances.*

ACCOMPLISHED

- Principal directly addresses staff emotions that occur during a change process, is supportive of staff, and models persistence and wellbeing of the staff.

- Principal demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges.
- Principal regularly provides opportunities for staff members to express opinions and solicits information from those that are contrary to those of authority or in relation to potentially discordant issues.
- Principal routinely and consistently addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary.

Indicator 4D: *A successful principal demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively.*

ACCOMPLISHED

- Principal utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community; provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community.
- Principal builds partnerships with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.
- Principal actively recruits and uses parents and community volunteers; creates a school culture in which staff are accessible and approachable to families and community.
- Principal balances appropriate communication strategies for diverse constituents and contexts; selects appropriate facilitation and leadership strategies in all settings.
- Principal communicates with stakeholders bi-monthly through written and web-based communication that is clearly written and error free.

Indicator 4E: *A successful principal welcomes and honors families and other stakeholders by engaging them in the work of the school.*

ACCOMPLISHED

- Principal implements processes that empower parents/guardians and all community stakeholders in making significant decisions and shared responsibility in the work of the school.
- Principal ensures that parents, community members and staff have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process.
- Principal directly addresses and assists stakeholders to understand and navigate the change process balances the need to make change within the school quickly while supporting the staffs' ability to learn and develop new skills.
- Principal examines, addresses and changes any school structures or school practices that limit the participation of groups of students and families and/or does not build upon diversity in plans to increase student learning.

Indicator 4F: *A successful principal ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.*

ACCOMPLISHED

- Principal ensures compliance with federal, state and district mandates and updates protocols and processes in place.
- Principal aligns school plans with district initiatives and continually assesses and reports results to district-level decision-makers.
- Principal communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.
- Principal acts to influence local, district, state and national decisions affecting student learning.

Core Competency #5 – Resource Management

A successful principal strategically manages resources for systemic performance accountability.

Indicator 5A: *A successful principal distributes leadership responsibilities, shares decision-making, and daily supervises ongoing management structures and practices to enhance teaching and learning.*

ACCOMPLISHED

- Principal delegates tasks with corresponding levels of authority for instructional and management structures and practices.
- Principal identifies strengths and interests of building staff in order to identify potential leaders and builds leadership capacity with professional development and coaching; principal creates opportunities for staff to demonstrate leadership skills by recruiting them for leadership and decision-making roles.
- Based on implementation and assessment, principal creates new management structures and operational processes that result in improved efficiency.

Indicator 5B: *A successful principal improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve the district's and school's vision, mission, and goals.*

ACCOMPLISHED

- Principal maximizes instructional time by protecting it from interruptions and supporting creative ways of managing students, communicates and monitors the expectation that engaging instruction is provided for the entire instructional period, and schedules time for teacher collaboration and planning focused on teaching and learning.
- Principal designs scheduling processes and protocols that maximize staff input and address diverse student learning needs.
- Principal includes integration of 21st century instructional tools, including technology, in instructional expectations and provides learning experiences for staff that support technology's role in students' learning experiences.
- Principal routinely and systematically communicates the impacts of change processes to all stakeholders.

- Principal impacts cultural conditions by modeling continuous improvement, discussing current results, and implementing new processes that result in improvements.
- Principal schedules and communicates opportunities to recognize student and staff successes and achievements that support organizational change.
- Principal plans leadership and change processes using research concerning organizational change processes and how individuals experience the change process; supports staff as they move through changes in organizational practices.
- Principal uses various forms of student achievement data to inform organizational decisions.

Indicator 5C: *The successful principal maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.*

ACCOMPLISHED

- Principal communicates, monitors, and enforces clear expectations, effective structures, fair rules, and efficient procedures for students and staff.
- Principal utilizes staff and student input to resolve issues of compliance with expectations, structures, rules, and procedures for students and staff.
- Principal develops student and faculty responsibility for reinforcing positive behaviors in the school that support established norms of respect, caring, and safety.
- Principal resolves school-based problems in a fair, democratic way; discusses with staff and implements solutions to address potentially discordant issues.

Indicator 5D: *The successful principal manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment.*

ACCOMPLISHED

- Principal collaboratively develops a plan for resource allocation aligned to student and staff needs and communicates the plan to stakeholders; procures additional resources for the school to support student and staff learning.
- Principal maintains and refines operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal works with staff to identify a small number of high-priority goals and plan resource allocation and operational systems based on those goals.

Indicator 5E: *The successful principal develops and implements a budget process that manages expenditures consistent with district and school goals, policies, and available resources.*

ACCOMPLISHED

- Principal collaboratively develops a plan for financial resource allocation aligned to student and staff needs and communicates the plan to stakeholders.
- Principal procures additional financial resources for the school to support student and staff

learning.

- Principal utilizes input from staff to establish budget priorities and a balanced operational budget for school programs and activities.
- Principal designs transparent systems to budget and manage school financial resources.
- Principal works with staff to identify a small number of high-priority goals and budget financial resources based on those goals.