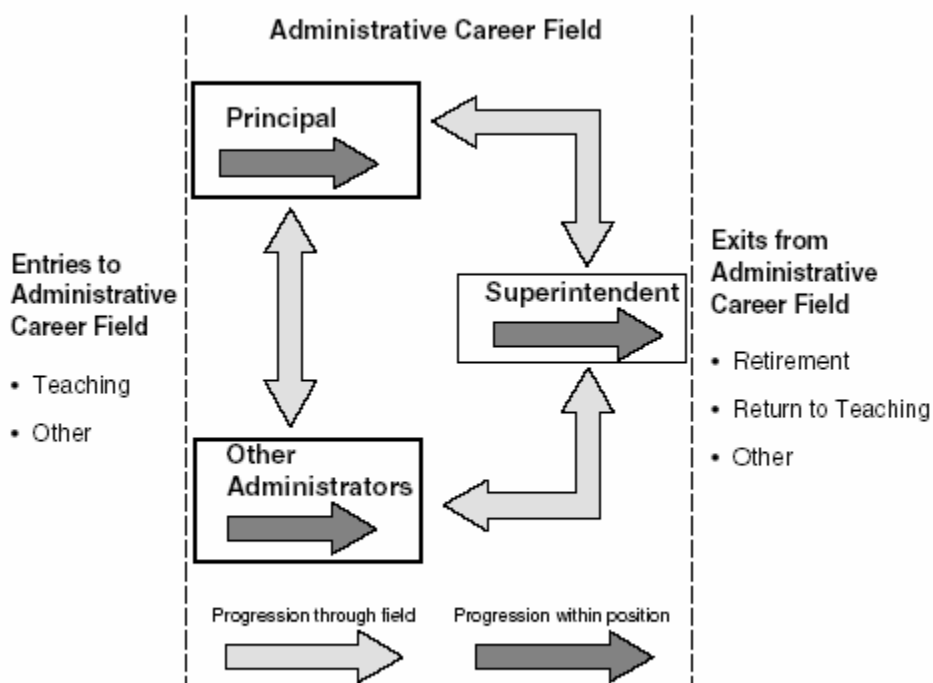


The Road to School Administration

Principals in K–12 education usually have prior experience in the education system, but sometimes come from other settings as well. Teaching is considered to be a valuable experience for school administrators, and only a minority of school administrators enters the field directly, without working as teachers first. Figure 1 describes the overall career flow for school administrators. As shown in the diagram, the flow is not unidirectional—people move into and out of different positions for different reasons at different stages of their career. Also shown is that the administrative career field includes not only the principalship and superintendency, but other administrative positions at both the school and the district level (such as assistant principal, business manager, etc.).



Source: RAND Corporation Publication, *Who is Leading Our Schools*

The administrative career flow framework (see Figure 1) summarizes what is currently known about school administrators and their careers. Moves administrators make is divided into three parts: (1) moves into and out of the school administrative career field; (2) moves within the administrative career field; and, (3) moves within one of the positions,

the principalship. Each type of move sheds light on different elements of the recruiting and retention issue, as follows:

- ***Movement into and out of the school administrative career field*** may be influenced by how attractive school administration is relative to teaching, positions outside of education, and leisure/retirement. Examination of this topic helps inform the question of whether school administrators are being lured away from careers in education by more-attractive alternatives, and whether there is an incentive for teachers to move into administration.
- ***Movement within the administrative career field*** may be influenced by the incentives individuals are offered to move into different positions.
- ***Movement within the principalship*** may be influenced by the relative attractiveness of different jobs. Examination of this topic allows us to consider whether some schools are at an advantage or disadvantage in attracting and retaining principals and whether there may a “crisis” for particular types of schools even if there is no nationwide crisis.

According to studies conducted by the National Center for Educational Statistics (NCES), an overwhelming majority of school principals—over 99 percent in the public sector and nearly 90 percent in the private—had teaching experience, and moved into administration from the teaching ranks. Superintendents responding to a 2000 survey reported a similar tendency to have spent time in the classroom, with approximately 90 percent having taught prior to entering administration.

National studies show school administration entry and exit rates ranged from 15 to 33 percent per year during the sample period (1983–1999), with no evident time trend. The entry rate varied significantly from year to year, ranging from 19 to 29 percent. The largest share of entrants—nearly 50 percent—had been teachers in the previous year. Of those classified as “other” in Figure 1, people entering from managerial occupations in other professions/industries made up about 20 percent of all new entrants, and those moving into the labor force to take a position in school administration made up only about 7 percent. The distribution of age across this latter group was very wide.

For those who became superintendents, the decision to leave teaching and enter school administration seems to have come early (Glass, Bjork, and Brunner, 2000). A

majority (76 percent) of the superintendents responding to the 2000 American Association of School Administrators (AASA) survey assumed their first administrative position before age 35; 14 percent became administrators between 36 and 40, 7 percent between 41 and 45, and only 3 percent at 46 or older. Of all superintendents, those in the largest districts appear to have been more likely to enter administration before age 30 (64 percent in large districts, compared with 49 percent overall). This observation is somewhat surprising in view of the fact that the average age of new public school principals (i.e., those with three or fewer years as a principal) in 2000 was nearly 46. Entry into the teaching profession is clearly an important issue for those concerned about the quality of school administrators, because teachers are the major pool from which school administrators are drawn.

The Role of the Principal

Portin, et al (2003) identified seven leadership functions and the administrative actions that accompany each function. These functions are carried out by all school administrators regardless of school level (elementary, middle, high). These functions are performed differently in different schools. In some, principals are the key players in all seven areas. In others, teachers or other administrators play important roles. Figure 2 illustrates the seven leadership areas and the accompanying administrative actions. In each of the seven leadership areas many different alternatives are possible, both in terms of the actions taken and who takes them. What leaders and schools choose to do and the areas of leadership in which they invest the most energy is the result of a complicated array of situational influences.

Site-specific characteristics often determined the urgency of specific leadership issues. Is the school new or established? Does it have a solid academic reputation? Or, is its reputation shaky? What about the principal's expertise and the talents and dispositions of other adults in the school? The essence of the principalship lies in ensuring that these seven leadership functions are performed. Whether principals perform or delegate the functions is a secondary consideration.



Figure 2. School Critical Functions and Actions

The Importance of the Principal as Instructional Leader

The University Council for Educational Administration (UCEA), an organization that represents colleges and universities with educational administration/leadership programs, conducted a study in 2003 on the impact of quality leadership on school success. The study had five key findings that are outlined below.

1. **Leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction.** Large-scale studies of education indicate that while leadership explains only 3-5% of the variation in student learning across schools, this effect actually represents 25% of the total effect of all school factors. While the effect of leadership appears to be indirect, it

influences student outcomes by promoting vision and goals, ensuring adequate resources and establishing efficient processes for an effective teaching environment.

2. **Administrators and teacher leaders provide most of the leadership in schools, but other potential sources of leadership exist.** There is a growing trend towards distributed leadership in schools that is team-based and more organic in nature. Principals exhibit behaviors that reflect different “models” of leadership, including transformational, instructional, moral, and participative.
3. **A core set of leadership practices form the “basics” of successful leadership and are valuable in almost all educational contexts.** Three broad categories of practices have been identified as significant for leadership success: *setting directions*, *developing people*, and *developing the organization*. Setting direction includes the following:
 - Identifying and articulating a vision
 - Creating shared meanings
 - Having high performance expectations
 - Fostering group goals
 - Monitoring organizational performance
 - Communicating

Developing people involves offering intellectual challenges, providing individual support, and modeling appropriate behaviors. Developing the organization involves defining the school culture, modifying organizational structures as needed, building cooperative networks within and outside of the school, and managing the school environment.

4. **Successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work.** Leadership practices that help schools succeed when they face various accountability measures include: creating and sustaining a competitive advantage, empowering others to act, providing instructional guidance, and strategic planning.

5. **Successful school leaders respond productively to the opportunities and challenges of educating diverse learners.** Studies suggest that successful school leaders in culturally diverse settings focus their activities on four areas: (1) building a powerful teaching and learning culture; (2) creating strong communities within the school; (3) creating a culture in which students' background knowledge and experiences are valued; and (4) nurturing the development of families' educational cultures by educating and supporting families in their parenting efforts.

In addition to the general impact of leadership, McREL (2000) found 21 specific leadership responsibilities significantly correlated with student achievement. They are the extent to which the principal:

1. Fosters shared beliefs and a sense of community and cooperation.
2. Establishes a set of standard operating procedures and routines.
3. Protects teachers from issues and influences that would detract from their teaching time and focus.
4. Provides teachers with materials and professional development necessary for the successful execution of their jobs.
5. Is directly involved in the design and implementation of curriculum, instruction, and assessment practices.
6. Establishes clear goals and keeps those goals in the forefront of the school's attention.
7. Is knowledgeable about current curriculum, instruction, and assessment practices.
8. Has quality contact and interactions with teachers and students.
9. Recognizes and rewards individual accomplishments.
10. Establishes strong lines of communication with teachers and among students.
11. Is an advocate and spokesperson for the school to all stakeholders.
12. Involves teachers in the design and implementation of important decisions and policies.
13. Recognizes and celebrates school accomplishments and acknowledges failures.
14. Demonstrates an awareness of the personal aspects of teachers and staff.
15. Is willing to and actively challenges the status quo.
16. Inspires and leads new and challenging innovations.
17. Communicates and operates from strong ideals and beliefs about schooling.
18. Monitors the effectiveness of school practices and their impact on student learning.

19. Adapts leadership behaviors to the needs of the current situation and is comfortable with dissent.
20. Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.
21. Ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.

Preparing School Administrators

School leadership is a “hot topic” issue in every state in the nation. The systems that produce school administrators, while complex and varied, are governed by the states. Each state establishes licensing, certification and re-certification requirements for school leaders. Most states also approve the college and university leadership preparation programs. While the jobs of school leaders—superintendents, principals, teacher leaders, etc.—have changed dramatically, there has been little change in the content and structure of university preparation programs. In 1987, the University Council for Educational Administration (UCEA) sponsored a blue-ribbon panel that identified several problems facing leadership preparation programs. These problems included:

- The lack of definition of good educational leadership
- An absence of collaboration between school districts and colleges and universities
- The low number of minorities and females in the field
- A lack of systematic professional development
- The poor quality of candidates for preparation programs
- The irrelevance of preparation programs; programs devoid of sequence, modern content and clinical experiences
- The need for licensure systems that promote excellence
- An absence of a national sense of cooperation in preparing school leaders

The panel offered recommendations for improvement that included: (1) public schools sharing responsibility for preparing school leaders with colleges and universities; (2) universities lacking the capacity to support high quality preparation programs should stop offering them; and (3) state policy makers should base licensure procedures on defensible claims about the qualities necessary to effectively lead a school.

In the years since the committee convened, strides have been made to establish a set of nationally recognized leadership standards that would serve as the basis for both curriculum development at the university level for leadership preparation programs, and licensing examinations conducted by the state. In 1996 the Council of Chief State School Officers (CCSS) created the Interstate School Leaders Licensure Consortium (ISLLC), a representative body of major stakeholders in educational leadership including national associations, states, colleges and universities. This consortium created a set of leadership standards (ISLLC Standards) that have been adopted by more than 35 states as guides for policy and procedural development. In 2002, the National Council for Accreditation of Teacher Education (NCATE) aligned its accreditation standards for educational leadership training programs with the ISLLC standards (See Appendix A). The merger of NCATE and ISLLC standards created a new set of standards entitled the Educational Leadership Constituent Council (ELCC) standards for the accreditation reviews of administrator preparation programs.

In 1985, Florida established standards for educational leaders with the development of 19 Florida Principal Competencies (FPC). These FPC's were created after an exhaustive study and chronicling of the work of high-performing principals throughout the state (See Appendix B). This study identified 19 distinct leadership traits that were exhibited by most of the principals, and it further identified dozens of behavioral indicators that correspond with each of the competencies. In the twenty years that have passed since the FPC's were developed, the nature of the principalship has changed dramatically and the state recognized the need to revise/update the FPC. In 2005, the State Board of Education is slated to approved the Principal Leadership Standards, a set of twelve leadership competencies with accompanying behavioral indicators (See Appendix C). The final approval of these new standards will signal the need of a number of other changes, including revision of the state licensing exam and curriculum revamping by college and university leadership preparation programs. The figure below illustrates the anticipated areas of leadership preparation that

will be affected by the adoption of the new standards.

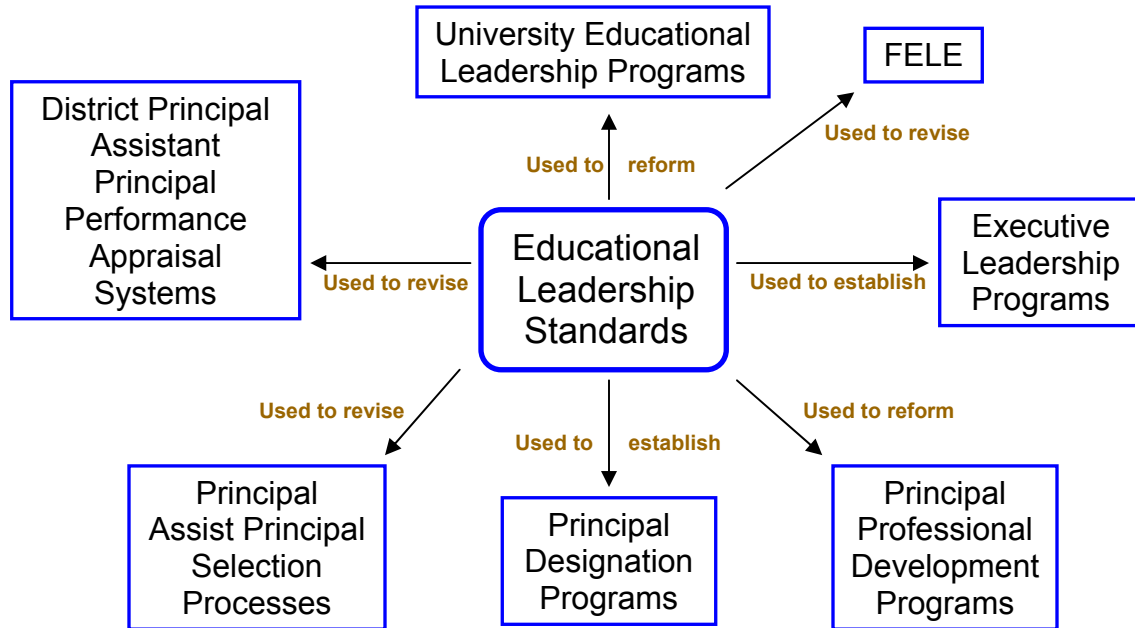


Figure 3. Impact of the New Leadership Standards

As illustrated in the diagram, the standards will be the basis of the revision and/or establishment of district training, selection and appraisal systems, leadership preparation programs at the district and university level, and as previously stated, the Florida Educational Leadership Exam (FELE).

University Preparation Programs

Public and private colleges and universities throughout the nation have state-approved leadership preparation programs. Typically, these programs are cohort-based, serving between 20 to 25 students who enter the programs at a set time and become a community of learners. Extensive clinical activities and field-based supervised internships provide for the application of classroom knowledge and provide insight into the daily realities of school life. Leadership programs are both for Master's degree seeking individuals and for persons currently holding Master's degrees in other fields, but seeking certification in educational administration/leadership. Program completion requirements typically will include a comprehensive examination and/or professional portfolio, the latter being

presented for committee review at the end of a program of study. Florida has 13 NCATE-approved educational leadership programs in public and private institutions around the state.

Non-Traditional Providers of Leadership Training

While universities and school districts have traditionally shared responsibility for leadership preparation of school principals, there are increasing numbers of non-traditional providers of leadership training using new models of content delivery that are designed to meet the needs of today's principals. Two of these non-traditional providers have been nationally recognized for their work: *New Leaders for New Schools (NLNS)* which is currently operating in New York City, Chicago, and San Francisco, and *The Principal Residency Network (PRN)*. The following excerpts provide an overview of the two programs, and were taken from, *Preparing School Principals: A National Perspective on Policy and Program Innovations*, published by the Institute for Educational Leadership (IEL). Both of these programs partner with various colleges and universities to certify their graduates.

Box 2: New Leaders for New Schools

<http://www.nlns.org>

NLNS is focused on improving education for every child by recruiting and developing talented, individuals who will become successful principals in urban public schools. NLNS wants to create a pathway for principal recruitment, preparation and ongoing support that will serve as a model for school districts, universities and others.

The program operates in three locations (New York, Chicago and the San Francisco Bay Area) (sites in Baltimore and Washington, D.C. will be operational in the fall of 2004) and recruits talented individuals with a diverse but proven set of skills, strengths and successes. Participants receive a full fellowship and living stipend. Aspiring principals are trained in an intensive summer institute developed and taught by leading practitioners and academics. This provides an essential foundation and toolkit of skills needed to lead instructional improvements, manage effective organizational change and school operations and engage parents and the outside community. Participants use these skills in a full-time yearlong internship guided by an exceptional mentor principal.

The program helps place graduates in urban public schools and provides them with ongoing support, networking and a community of peers. Working with National Louis University and Baruch College, graduates of the program are awarded formal, standard certification in their state. Applicants without a master's degree are not guaranteed administrative certification until they take nine credits of pre-determined coursework at their own expense.

Source: *Preparing School Principals: A National Perspective on Policy and Program Innovation*

Box 3: The Big Picture Company – The Principal Residency Network (PRN)

<http://www.bigpicture.org>

Dennis Littky and Elliott Washor worked with Roland Barth, founder of Harvard Principals' Center, and exemplary principals from across the county to design the PRN to train principals in the schoolhouse. The program is individualized to meet the needs of aspiring principals and is dedicated to changing the conditions of work by designing and partnering with small, personalized schools where the rewards of leadership can be realized.

The program carefully selects both aspiring principals and mentor principals, with attention to people of color. The selection process involves the aspiring principal and requires an understanding and commitment on the part of a mentor principal, superintendent and the district that the applicant is heading for a principalship.

Consequential school-based projects are at the core of the program and contribute to the school while fostering the individual's leadership learning. The six focus areas are: moral courage; moving the vision; instructional leadership; relationships and communications; management through flexibility; and efficiency and public support. These areas correspond to the Interstate School Leaders Licensure Consortium (ISLLC) standards and to various state competencies. The program is comprised of individual work, group work and the showing of one's work in different ways. Aspiring principals document their efforts and create extensive portfolios. Performance is assessed through portfolios, public exhibitions, mentor narratives and a cycle of feedback.

Initially, Lewis and Clark College granted certification to aspiring principals who completed the program. Currently, Northeastern University, Johnson & Wales University, Rhode Island College, Providence College and Keene State College also put their college seals on the program.

Source: Preparing School Principals: A National Perspective on Policy and Program Innovation

Professional Development for School Leaders

An administrator's success is dependent on not just high quality preparation programs, but also on continuous professional development once he/she is in the role. School districts in Florida have on-going programs for professional development of school administrators that cover nearly every aspect of school management and operations. In addition, principals may avail themselves of training provided through their professional associations such as the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and their state organization, the Florida Association of School Administrators (FASA). The NAESP offers *Leadership Academy Online*, featuring electronic lectures and webcasts, and the Accelerated School Administrator Program (ASAP), featuring 21 learning modules that cover nearly every aspect of the principalship from curriculum to facilities management, to school/community relations, that are available in a 24/7 online format. The NASSP offers a set of self-

assessment tools for current and aspiring principals that allow them to assess their leadership and management skills, and provides the means to conduct a 360° assessment with supervisors, peers and parents, for additional feedback. There is also an electronic portal that allows school leaders to establish an online mentoring link with an accomplished administrator. Both NAESP and NASSP have annual conventions that also offer a wealth of workshops and seminars for school leaders.

FASA conducts a series of “drive-in” conferences around the state for principals and assistant principals targeted topics specific to school improvement as well as highlighting initiatives from the state department of education. Persons participating in the conferences have the opportunity to not only upgrade their technical/managerial skills, but also network with other administrators from around the state. The national organization, the American Association of School Administrators, also has an annual convention along with informative monthly publications.

Superintendents have opportunities to enhance their leadership abilities through training programs offered by the Florida Association of District School Superintendents (FADSS). These programs include:

- **New Superintendent Orientation Program** - This program provides superintendents opportunities to increase their understanding of their roles as the chief executive officers of school systems, to acquire information needed to successfully fulfill their responsibilities and to gain insights from experienced superintendents on successful practices of the superintendency.
- **Superintendent Mentoring Program** - The intent of the Mentoring Program is to provide support for each new superintendent during the first year in office to bridge the gap between previous experience and the expectations of the superintendent's office. Mentor superintendents are successful, experienced Florida Superintendents who have been specifically trained to be mentors. Mentors can be of assistance in many ways such as providing an objective perspective, providing feedback and serving as a resource for effective best practices.
- **Superintendent Special Certification Program** - This program is designed to provide superintendents with the managerial and leadership information needed to

successfully fulfill their responsibilities. The program includes training on the following topics:

- Legal Aspects of Leading a Florida School District
 - Economic Forces Impacting Education
 - Employee Relations and Collective Bargaining
 - The Superintendent as Educational and Community Leader
 - Core Concepts of Leadership
- **Chief Executive Officer Leadership Development Program (CEOLDP)** - This program is a leadership development and performance compensation program that is comparable to chief executive officer development programs for corporate executive officers. The program includes two phases. Phase I is the content-knowledge-skills phase which is a formalized training program that focuses on information and skill development necessary for highly effective superintendents. Phase II is the competency acquisition phase in which each superintendent has a structured opportunity to apply the knowledge and skills acquired in Phase I for the continuous improvement of the school district. Each superintendent engaged in Phase II designs a Learning Project to address the improvement needs of their districts and carries out the project for one-year. During Phase II the superintendent maintains a reflective thinking journal as he/she implements the Learning Project. The superintendent is also assigned a Learning Partner to provide support and guidance during the Learning Project. The CEOLDP also has an extensive evaluation component. A written Learning Summary is required in which the superintendent describes how he/she has become a better leader and learner. An on-site visit is conducted to the superintendent's district to determine the impact of the Learning Project on the district and to provide the superintendent with feedback on how to proceed with continuous improvement.

APPENDIX A:
The ISLLC Standards

ISLLC STANDARDS FOR SCHOOL LEADERS

Standard 1: A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Knowledge

The administrator has knowledge and understanding of:

- * learning goals in a pluralistic society
- * the principles of developing and implementing strategic plans
- * systems theory
- * information sources, data collection, and data analysis strategies
- * effective communication
- * effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- * the educability of all
- * a school vision of high standards of learning
- * continuous school improvement
- * the inclusion of all members of the school community
- * ensuring that students have the knowledge, skills, and values needed to become successful adults
- * a willingness to continuously examine one's own assumptions, beliefs, and practices
- * doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- * the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- * the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- * the core beliefs of the school vision are modeled for all stakeholders
- * the vision is developed with and among stakeholders
- * the contributions of school community members to the realization of the vision are recognized and celebrated
- * progress toward the vision and mission is communicated to all stakeholders
- * the school community is involved in school improvement efforts
- * the vision shapes the educational programs, plans, and actions
- * an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- * assessment data related to student learning are used to develop the school vision and goals
- * relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- * barriers to achieving the vision are identified, clarified, and addressed
- * needed resources are sought and obtained to support the implementation of the school mission and goals
- * existing resources are used in support of the school vision and goals
- * the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Knowledge
<i>The administrator has knowledge and understanding of:</i> * student growth and development * applied learning theories
Dispositions
<i>The administrator believes in, values, and is committed to:</i> * student learning as the fundamental purpose of schooling * the proposition that all students can learn
Performances
<i>The administrator facilitates processes and engages in activities ensuring that:</i> * all individuals are treated with fairness, dignity, and respect * professional development promotes a focus on student learning consistent with the school vision and goals

Standard 3: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Knowledge
<p><i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> * theories and models of organizations and the principles of organizational development * operational procedures at the school and district level * principles and issues relating to school safety and security * human resources management and development * principles and issues relating to fiscal operations of school management * principles and issues relating to school facilities and use of space * legal issues impacting school operations * current technologies that support management functions
Dispositions
<p><i>The administrator believes in, values, and is committed to:</i></p> <ul style="list-style-type: none"> * making management decisions to enhance learning and teaching * taking risks to improve schools * trusting people and their judgments * accepting responsibility * high-quality standards, expectations, and performances * involving stakeholders in management processes * a safe environment
Performances
<p><i>The administrator facilitates processes and engages in activities ensuring that:</i></p> <ul style="list-style-type: none"> * knowledge of learning, teaching, and student development is used to inform management decisions * operational procedures are designed and managed to maximize opportunities for successful learning * emerging trends are recognized, studied, and applied as appropriate * operational plans and procedures to achieve the vision and goals of the school are in place * collective bargaining and other contractual agreements related to the school are effectively managed * the school plant, equipment, and support systems operate safely, efficiently, and effectively * time is managed to maximize attainment of organizational goals * potential problems and opportunities are identified * problems are confronted and resolved in a timely manner * financial, human, and material resources are aligned to the goals of schools * the school acts entrepreneurially to support continuous improvement * organizational systems are regularly monitored and modified as needed * stakeholders are involved in decisions affecting schools * responsibility is shared to maximize ownership and accountability * effective problem-framing and problem-solving skills are used * effective conflict resolution skills are used * effective group-process and consensus-building skills are used

Standard 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Knowledge
<p><i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> * emerging issues and trends that potentially impact the school community * the conditions and dynamics of the diverse school community * community resources * community relations and marketing strategies and processes * successful models of school, family, business, community, government and higher education partnerships
Dispositions
<p><i>The administrator believes in, values, and is committed to:</i></p> <ul style="list-style-type: none"> * schools operating as an integral part of the larger community * collaboration and communication with families * involvement of families and other stakeholders in school decision-making processes * the proposition that diversity enriches the school * families as partners in the education of their children * the proposition that families have the best interests of their children in mind * resources of the family and community needing to be brought to bear on the education of students * an informed public
Performances
<p><i>The administrator facilitates processes and engages in activities ensuring that:</i></p> <ul style="list-style-type: none"> * high visibility, active involvement, and communication with the larger community is a priority * relationships with community leaders are identified and nurtured * information about family and community concerns, expectations, and needs is used regularly * there is outreach to different business, religious, political, and service agencies and organizations * credence is given to individuals and groups whose values and opinions may conflict * the school and community serve one another as resources * available community resources are secured to help the school solve problems and achieve goals * partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals * community youth family services are integrated with school programs * community stakeholders are treated equitably * diversity is recognized and valued * effective media relations are developed and maintained

Standard 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Knowledge
<p><i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> * the purpose of education and the role of leadership in modern society * various ethical frameworks and perspectives on ethics * the values of the diverse school community * professional codes of ethics * the philosophy and history of education
Dispositions
<p><i>The administrator believes in, values, and is committed to:</i></p> <ul style="list-style-type: none"> * the ideal of the common good * the principles in the Bill of Rights * the right of every student to a free, quality education * bringing ethical principles to the decision-making process * subordinating one's own interest to the good of the school community * accepting the consequences for upholding one's principles and actions * using the influence of one's office constructively and productively in the service of all students and their families * development of a caring school community
Performances
<p><i>The administrator:</i></p> <ul style="list-style-type: none"> * examines personal and professional values * demonstrates a personal and professional code of ethics * demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance * serves as a role model * accepts responsibility for school operations * considers the impact of one's administrative practices on others * uses the influence of the office to enhance the educational program rather than for personal gain * treats people fairly, equitably, and with dignity and respect * protects the rights and confidentiality of students and staff * demonstrates appreciation for and sensitivity to the diversity in the school community

Standard 6: A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Knowledge
<i>The administrator has knowledge and understanding of:</i> <ul style="list-style-type: none">* principles of representative governance that undergird the system of American schools* the role of public education in developing and renewing a democratic society and an economically productive nation* the law as related to education and schooling* the political, social, cultural and economic systems and processes that impact schools* models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling* global issues and forces affecting teaching and learning* the dynamics of policy development and advocacy under our democratic political system* the importance of diversity and equity in a democratic society
Dispositions
<i>The administrator believes in, values, and is committed to:</i> <ul style="list-style-type: none">* education as a key to opportunity and social mobility* recognizing a variety of ideas, values, and cultures* importance of a continuing dialogue with other decision makers affecting education* actively participating in the political and policy-making context in the service of education* using legal systems to protect student rights and improve student opportunities
Performances
<i>The administrator facilitates processes and engages in activities ensuring that:</i> <ul style="list-style-type: none">* the environment in which schools operate is influenced on behalf of students and their families* communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate* there is ongoing dialogue with representatives of diverse community groups* the school community works within the framework of policies, laws, and regulations enacted by local, state,

APPENDIX B:
The Florida Principal Competencies

FLORIDA PRINCIPAL COMPETENCIES

1. PROACTIVE ORIENTATION

Takes the role of being fully "in charge" and responsible for all that happens in a situation or a job. An "internal control" orientation in which persons behave with the full assumption that they can be the "cause" and can move events, create change and achieve goals. Initiates action and readily takes responsibility for all aspects of the situation—even beyond ordinary boundaries--and for Success and failure in task accomplishment. Initiates actions of self and others to learn about the organization and to achieve goals.

- 1.1 accepts authority and assumes responsibility
- 1.2 takes charge
- 1.3 exhibits a sense of efficacy (i.e., confidence in one's own abilities)
- 1.4 analyzes negative and positive forces affecting the school
- 1.5 takes immediate steps when problems arise
- 1.6 projects an orientation for action
- 1.7 focuses resources on goals
- 1.8 initiates problem solving
- 1.9 exhibits enthusiasm
- 1.10 finds extra resources

2. DECISIVENESS

Expresses forcefulness and confidence when a decision is made. A readiness to make decisions, render judgments, take actions and commit oneself and others regardless of quality of the decision.

- 2.1 makes up one's mind promptly
- 2.2 expresses a disposition to settle on a purpose
- 2.3 exhibits self-confidence

3. COMMITMENT TO SCHOOL MISSION

Holds a set of values about the school; e.g., welfare of the students, fairness to staff; and behavior is consistent with values despite barriers.

- 3.1 promotes the welfare of students, faculty and staff
- 3.2 cares about how well people understand
- 3.3 interprets action by referring to school purpose
- 3.4 relates expectations to goals
- 3.5 models behavior congruent with purpose
- 3.6 reinforces behavior congruent with purpose

- 3.7 sets standards of achievement

4. INTERPERSONAL SEARCH

Is able to discover, understand and verbalize the concepts, thoughts, and ideas held by others. Is not only sensitive to the ideas and opinions of others but behaves to ensure an understanding of the feelings and verbalizations of others.

- 4.1 encourages others to describe their perspectives
- 4.2 accurately describes others' perspectives
- 4.3 listens to others
- 4.4 summarizes and paraphrases
- 4.5 maintains social distance to promote objectivity
- 4.6 encourages individual expression
- 4.7 demonstrates sensitivity
- 4.8 recognizes own affiliation needs

5. INFORMATION SEARCH

Searches for and gathers many different kinds of information before arriving at an understanding of an event or a problem. Uses formal and informal observation, search and interaction to gather information about the environment. The breadth (number of sources) and depth (what is learned from each relevant source) of information search.

- 5.1 gathers information about the school
- 5.2 withholds making decisions until data are analyzed
- 5.3 keeps up-to-date
- 5.4 collects information by oral questioning
- 5.5 accesses computer and management information systems

6. CONCEPT FORMATION

The ability to form concepts, hypotheses, ideas on the basis of information. Can reorder information into ideas, see relationships between patterns of information from different sources, and can link information separated spatially or over time. A logical process of forming ideas based on information from different sources.

- 6.1 develops concepts to interpret diverse information
- 6.2 recognizes themes or patterns
- 6.3 recognizes causal sequences
- 6.4 studies problems and issues

7. CONCEPTUAL FLEXIBILITY

The ability to use alternative or multiple concepts or perspectives when discussing problem solving or making a decision. Can view a person or an event from different perspectives; can devise alternative plans or courses of action and can visualize the pros and cons of each. Considers information from different points of view in arriving at a decision. The ability to view an event from multiple perspectives simultaneously.

- 7.1 describes the situation being faced
- 7.2. reconsiders school mission
- 7.3 views events from multiple perspectives
- 7.4 values divergent thinking
- 7.5 develops options
- 7.6 compares consequences of options
- 7.7 makes decisions based on analysis

8. MANAGING INTERACTION

The ability to get others to interact, to stimulate others to work together, to understand each other, to resolve conflict or agree to its presence, to encourage others to reach mutual agreement. Uses own and others' ideas to initiate and stimulate dialogue between others. To demonstrate good group process and facilitator skills.

- 8.1 identifies self as a team leader
- 8.2 forms task or work groups
- 8.3 motivates others to identify with mission
- 8.4 moderates group discussions
- 8.5 intervenes, negotiates, resolves conflict
- 8.6 facilitates communication
- 8.7 creates non-critical atmosphere

9. PERSUASIVENESS

The ability to persuade or influence others through a number of possible means; gaining and sustaining their attention and interest or arguments; modeling the behaviors expected; or being direct in specifying what others will do.

- 9.1 ties needs with superordinate goals
- 9.2 convinces others to support goals
- 9.3 persists until ideas are clear
- 9.4 articulates expected outcomes
- 9.5 develops trust by modeling desired behavior

10. CONCERN FOR IMAGE

Shows concern for the image of the school via the impressions created by the students and staff and manages these impressions and public information about the school.

- 10.1 ties image building to mission
- 10.2 sets high expectations
- 10.3 controls negative information flow

11 TACTICAL ADAPTABILITY

States the rationale for using particular strategies, e.g., to influence certain groups; tailors style of interaction to fit the situation and changes style if it does not succeed.

- 11.1 understands how own behavior affects others
- 11.2 estimates readiness of others
- 11.3 fits one's style to the group
- 11.4 adjusts strategies when ineffective
- 11.5 changes strategies to meet changing conditions
- 11.6 exhibits multiple interaction skills

12. ACHIEVEMENT MOTIVATION

States high internal work standards. Verbalizes personal and group goals as a desire to do something better--better feedback or measures of how well self or group is doing; shows frustration in meeting barriers or in response to own or others' mistakes or failures.

- 12.1 promotes excellence by evaluating goals
- 12.2 sets standards for goal accomplishment
- 12.3 attends to organizational feedback
- 12.4 attends to personal feedback
- 12.5 assesses own strengths and limitations
- 12.6 shows restlessness to get things done

13. MANAGEMENT CONTROL

Devises opportunities to receive adequate and timely feedback about the progress of work accomplishments of others. Follows-up on delegated activities or providing plans for or taking action on feedback of information to others about meeting standards of productivity.

- 13.1 schedules surveillance of activities
- 13.2 supervises and monitors performance of people
- 13.3 monitors performance of organization
- 13.4 uses technical means for keeping track

- 13.5 collects and records performance data
- 13.6 judges performance using criteria
- 13.7 reinforces desirable behavior
- 13.8 corrects undesirable behavior

14. DEVELOPMENTAL ORIENTATION

Holds high and positive expectations about others' potential; views developing others as a property of the principal's job. It involves working with others as a coach, discussing performance problems, providing feedback about performance and giving reassurance for development while allowing the person to take individual responsibility.

- 14.1 builds organizational culture to support learning
- 14.2 interprets performance data to stimulate improvement
- 14.3 coaches to improve performance
- 14.4 provides timely and specific feedback
- 14.5 reinforces growth and development
- 14.6 exhibits effective conferencing skills

15. ORGANIZATIONAL ABILITY

Sets plans and promotes them to accomplish goals. Schedules activities and the use of human and other resources for accomplishing goals. Focuses on time, deadlines, flow of activities or resources, on ways to get the job done.

- 15.1 establishes and clarifies goals
- 15.2 plans for goal accomplishment
- 15.3 establishes priorities
- 15.4 budgets and allocates resources
- 15.5 schedules time
- 15.6 assigns tasks and activities
- 15.7 plans for contingencies
- 15.8 systematizes own attention to avoid undue stress

16. DELEGATION

Delegates authority and responsibility clearly and appropriately in accomplishing organizational goals. This must be differentiated from organization, that is from the normal assignment of tasks which people routinely do. It is the delegation of a project not currently a routine part of the person's job; e.g., gathering information, developing a proposal or a plan, implementing a project.

- 16.1 determines jobs to be done
- 16.2 assesses expertise of self and others
- 16.3 determines tasks to be assigned

- 16.4 determines tasks needing outside assistance
- 16.5 identifies persons who can do tasks
- 16.6 assigns tasks
- 16.7 gains understanding and acceptance of tasks assigned
- 16.8 specifies responsibility and authority
- 16.9 establishes performance standards
- 16.10 plans time frames
- 16.11 provides guidance

17. SELF PRESENTATION

The ability to clearly present one's own ideas, others' ideas and information in an open and genuine way. Is able to share ideas with others in an open, informative, non-evaluative manner. Effectively uses technical, symbolic, non-verbal and visual aids or graphics in order to get the message across.

- 17.1 communicates confidence and positive regard
- 17.2 communicates ideas clearly
- 17.3 communicates using analogy, metaphor and anecdotal materials
- 17.4 adopts group roles as needed

18. WRITTEN COMMUNICATION

Is able to produce clear, concise and properly structured written communication.

- 18.1 expresses written ideas clearly
- 18.2 adjusts writing style to the audience

19. ORGANIZATIONAL SENSITIVITY

The awareness of the effects of one's behavior and decisions on other people and other groups inside and outside the organization.

- 19.1 understands how own behavior impacts the organization
- 19.2 realizes how own behavior impacts outside people and groups
- 19.3 informs people who need to be informed
- 19.4 communicates with individuals tactfully

APPENDIX C:
Florida Principal Leadership Standards

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

High Performing Principals	Experienced Principals	Early Career Principals
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

High Performing Principals	Experienced Principals	Early Career Principals
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

High Performing Principals	Experienced Principals	Early Career Principals
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

High Performing Principals	Experienced Principals	Early Career Principals
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	

High Performing Principals	Experienced Principals	Early Career Principals
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

High Performing Principals	Experienced Principals	Early Career Principals
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

High Performing Principals	Experienced Principals	Early Career Principals
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

High Performing Principals	Experienced Principals	Early Career Principals
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

High Performing Principals	Experienced Principals	Early Career Principals
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