

**Standard I: Strategic Leadership**

Principals/Assistant Principals promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

<b>Element Ia. School Vision, Mission and Strategic Goals:</b> To establish an educational mission that fosters a vision for successful learning and development, the principal/assistant principal will collaborate with			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
<ul style="list-style-type: none"> <li>Understands the need to establish an educational mission to prepare each student for success in an ever-changing world</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively develops strategies and implements actions to achieve the vision for the school</li> </ul>	<ul style="list-style-type: none"> <li>Develops shared understanding of and commitment to mission, vision, and core values within the school and the community</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that the established vision, mission, values, beliefs and goals drive decisions and inform the culture of the school</li> </ul>
<ul style="list-style-type: none"> <li>Identifies systemic actions and attitudes that impact the academic success and well-being of each student</li> </ul>	<ul style="list-style-type: none"> <li>Designs and implements processes to collect and analyze data about the school's progress</li> </ul>	<ul style="list-style-type: none"> <li>Engages staff in collecting and using relevant data to assess and/or adjust the school's vision and goals, to improve school culture and maximize success</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates periodic review and revision of the school's vision, mission, and strategic goals to maintain high expectations for students and staff, and ensure continuous improvement</li> </ul>

  

<b>Element Ib. Leading Change:</b> To develop a culture of collaborative inquiry and problem solving for successful innovation and change for continuous school improvement, the principal/assistant principal will establish			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
<ul style="list-style-type: none"> <li>Understands the need to make school more effective for students, staff, families, and the community</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a vision of success, and the systems required to achieve it</li> </ul>	<ul style="list-style-type: none"> <li>Uses research and evidence to evaluate and maximize existing improvement processes</li> </ul>	<ul style="list-style-type: none"> <li>Develops and deploys systems to help students acquire skills for success in an ever-changing world</li> </ul>
<ul style="list-style-type: none"> <li>Recognizes basic strategies for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Prepares the school and the community for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and addresses strategic and tactical challenges within the school's systems</li> </ul>	<ul style="list-style-type: none"> <li>Systematically challenges the status quo to ensure equity and address persistent barriers to success</li> </ul>
	<ul style="list-style-type: none"> <li>Manages uncertainty, risk, and competing initiative</li> </ul>		

<b>Element 1c. School Improvement Plan:</b> To implement a multi-year plan to achieve the school's goals and priorities for school improvement, the principal/assistant principal will develop technically appropriate			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
<ul style="list-style-type: none"> <li>Understands statutory requirements for school improvement planning</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates the collaborative development of a strategic plan to meet annual goals for school improvement</li> </ul>	<ul style="list-style-type: none"> <li>Systematically collects, analyzes, and uses data to assess the impact of school improvement processes and actions</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a professional culture that ensures school improvement strategies are imbedded in daily practice at the school</li> </ul>
<ul style="list-style-type: none"> <li>Understand the role of diagnosis, design, implementation, and evaluation in improvement processes</li> </ul>	<ul style="list-style-type: none"> <li>Uses relevant data sources (student growth and achievement data, NC Teacher Working Conditions and other Survey, etc.) to inform the goals and actions of the School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes a leadership approach that embraces diverse perspectives and creates shared ownership of and responsibility for school improvement processes and actions</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates principles of collaborative planning and continuous improvement to accomplish goals outlined in the School Improvement Plan</li> </ul>

  

<b>Element Id. Distributive Leadership:</b> To share and extend leadership responsibilities to expand capacity for change and continuous improvement, the principal/assistant principal will develop and promote			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
<ul style="list-style-type: none"> <li>Understands the value of providing opportunities for teachers to assume leadership and decision-making roles within the school</li> </ul>	<ul style="list-style-type: none"> <li>Identifies leadership capabilities of staff and provides appropriate leadership development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Effectively engages staff in leadership and decision-making roles</li> </ul>	<ul style="list-style-type: none"> <li>Establishes collaborative processes to plan, implement, and evaluate school and classroom improvement</li> </ul>
<ul style="list-style-type: none"> <li>Seeks input from a variety of stakeholder groups, including teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Actively involves parents/ guardians, the community, and staff members in decisions about school governance, curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates shared processes for evidence-based inquiry, learning, and strategic goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Fosters leadership and decision-making roles as opportunities for continuous professional learning and career advancement of teachers and staff</li> </ul>
		<ul style="list-style-type: none"> <li>Utilizes input from a diverse group of school staff, families, and community to initiate and implement school and classroom improvement</li> </ul>	

**Standard II: Instructional Leadership**

Principals/assistant principals sets high standards of professional practice to evaluate, develop, and implement intellectually rigorous and coherently aligned systems of curriculum, instruction, data,

<b>Element 2a. Learning and Teaching, Curriculum, Instruction and Assessment:</b> To establish and achieve high expectations and successful outcomes for each student, the principal/assistant principal will promote			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
...	...	...	...

<input type="checkbox"/> Understands the legal need and instructional value of content-based curriculum and strategies for instruction and assessment	<input type="checkbox"/> Verifies the use of appropriate curricular standards, technology tools, instructional strategies, and assessment practices in the classrooms	<input type="checkbox"/> Monitors instruction and provides feedback to support instructional practice that is appropriately aligned and intellectually challenging for all students	<input type="checkbox"/> Establishes and supports shared responsibility for managing and monitoring curriculum, instruction and assessment, to achieve desired outcomes for students
<input type="checkbox"/> Recognizes appropriate technology, tools, and strategies for instruction to support learning in a digital age	<input type="checkbox"/> Supports instructional practices that are authentic to student experiences, recognize student strengths, and are differentiated and personalized	<input type="checkbox"/> Uses research to evaluate the quality of formative and summative assessments of learning	<input type="checkbox"/> Creates building structures that allow for peer review of instructional practices and standards alignment
<b>Element 2b. Instructional Time:</b> To maximize the efficiency and effectiveness of preparation and instructional time, the principal/assistant principal will create processes and schedules to protect teachers' and other staff members'			
<input type="checkbox"/> Recognizes the importance of establishing and protecting time in the school day for instructional planning and professional learning	... and <input type="checkbox"/> Acts to protect teachers' and other staff members' instructional, planning, and professional learning time from disruption	... and <input type="checkbox"/> Establishes a master schedule that makes instructional planning and professional learning time equitable and routine	... and <input type="checkbox"/> Establishes a collective responsibility for mediating the impact of unforeseen interruptions to reduce the impact on planning and instruction
<b>Element 2c. Developing Teacher Leadership:</b> To create pathways for teacher leadership and professional learning with shared ownership for student outcomes, the principal/assistant principal will empower, motivate, and support teachers			
<input type="checkbox"/> Acknowledges the value of shared leadership for improving educational processes, procedures, and outcomes	... and <input type="checkbox"/> Provides relevant opportunities for professional learning and leadership to teachers and staff	... and <input type="checkbox"/> Empowers teachers to embrace leadership opportunities and fosters collective responsibility for each student's success.	... and <input type="checkbox"/> Establishes pathways for leadership and learning to build responsibility and efficacy of teachers and staff to improve student outcomes

**Standard III: Cultural Leadership**

Principals/assistant principals develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture that promotes the academic success and well-being of each student

<b>Element 3a. Collaborative Work Environment:</b> To develop a collaborative professional learning culture to achieve desired outcomes, the principal/assistant principal will design and implement job-			
<b>Developing</b> <i>Understanding</i>	<b>Proficient</b> <i>Applying</i>	<b>Accomplished</b> <i>Impacting</i>	<b>Distinguished</b> <i>Systematizing</i>
<input type="checkbox"/> Understands how examination of practice and collaborative reflection influence student outcomes	... and <input type="checkbox"/> Provides and protects time for job-embedded professional learning to address student needs and achieve desired outcomes	... and <input type="checkbox"/> Fosters opportunities for productive collegial feedback that lead to mutual accountability for and ownership of student outcomes	... and <input type="checkbox"/> Establishes professional learning structures for collaborative examination of practice that improves the effectiveness of the school as a whole
<b>Element 3b. School Culture and Identity:</b> To enact shared vision, values and goals for a culture of ownership and shared success at the school, the principal/assistant principal will design and cultivate a			
<input type="checkbox"/> Recognizes the need to develop high expectations and a comprehensive shared vision to effectively address school needs	... and <input type="checkbox"/> Cultivates a school identity and culture that provides students and staff the means to productively engage in improvement efforts.	... and <input type="checkbox"/> Builds a positive, inclusive, and engaging community, where students and staff understand their contributions to the school's success	... and <input type="checkbox"/> Develops a community of practice where the diversity of human assets informs ongoing inquiry and problem solving
<b>Element 3c. Acknowledging Outcomes and Celebrating Accomplishments:</b> To advance a positive culture of inquiry, motivation, and determination, the principal/assistant principal will identify			
<input type="checkbox"/> Understands the importance of inquiry for identifying appropriate actions to achieve desired outcomes	... and <input type="checkbox"/> Identifies successes and shortfalls in expected outcomes and communicates strategies to acknowledge and address them	... and <input type="checkbox"/> Engages the school community in using research-informed strategies to support school success and address identified needs	... and <input type="checkbox"/> Establishes systems to review successful outcomes and assess shortfalls to identify areas for improvement and implement appropriate strategies to address them

<b>Element 3d. Efficacy and Empowerment:</b> To develop a sense of efficacy and empowerment within the school community, the principal/assistant principal will empower and entrust teachers and staff			
<input type="checkbox"/> Recognizes the need to empower teachers, staff and students to advocate for resources necessary to achieve desired outcomes	... and <input type="checkbox"/> Provides opportunities for individuals to take action to address the academic, social, emotional, and physical needs of students	... and <input type="checkbox"/> Cultivates a climate in which the actions of educators support the core values of the school and improve student outcomes	... and <input type="checkbox"/> Develops and deploys collaborative processes to build responsibility and efficacy of teachers and staff to monitor and improve student outcomes

**Standard IV: Human Resource Leadership**

Principals/assistant principals understand and demonstrate the capacity to use professional learning structures to promote the current and future success and well-being of each student and adult by

<b>Element 4a. Professional Development/Learning Communities:</b> To establish and sustain a culture of reflective practice and shared ownership for the learning and development of staff and students,			
<b>Developing</b> <i>Understanding</i>	<b>Proficient</b> <i>Applying</i>	<b>Accomplished</b> <i>Impacting</i>	<b>Distinguished</b> <i>Systematizing</i>
<input type="checkbox"/> Recognizes the value collaborative reflective practice and focused professional learning have for positively impacting outcomes	... and <input type="checkbox"/> Provides and protects time in the weekly schedule for teachers to work together to analyze outcomes and develop strategies to improve instruction and assessment	... and <input type="checkbox"/> Create systems and structures for collegial learning with reflective practice to address professional learning needs	... and <input type="checkbox"/> Institutes reflective practice as a professional norm to establish collective responsibility for the design of instruction and assessment

<b>Element 4b. Recruiting, Hiring, Placing and Mentoring of staff:</b> To retain effective and caring teachers and professional staff and develop a high-quality, high-performing faculty, the principal/assistant principal will use research and data to			
<input type="checkbox"/> Identifies appropriate actions for effective new-teacher support, succession planning, and management of staff turnover	. . . and <input type="checkbox"/> Uses research and relevant information to support staff and deal with vacancies in a timely manner	. . . and <input type="checkbox"/> Works to develop and maintain a diverse staff where every student may see an educator who looks like them	. . . and <input type="checkbox"/> Engages systems to recruit, select, hire, induct, support and develop a diverse, effective staff who have the skills to achieve desired outcomes.
<b>Element 4c. Teacher and Staff Evaluation:</b> To evaluate teachers and staff in a fair and equitable manner with a focus on improving performance to advance student outcomes, the principal/assistant principal will regularly observe the			
<input type="checkbox"/> Understands the expectations of the professional standards and instruments used for evaluation	. . . and <input type="checkbox"/> Follows procedural expectations for observation and evaluation	. . . and <input type="checkbox"/> Engages staff in reflection and learning to meet professional standards, improve instructional practice and increase student success	. . . and <input type="checkbox"/> Establishes a culture of continuous improvement for increasing teacher efficacy and improve student outcomes
	<input type="checkbox"/> Provides clear, relevant, actionable formative feedback		

**Standard V: Managerial Leadership**

Principals/assistant principals will ensure that the school has processes and systems in place for the school-level governance, management, communication, and, technology and operation systems to

<b>Element 5a. School Resources and Budget:</b> To maintain monetary and non-monetary resources to support curriculum, instruction, and assessment; student learning; professional capacity; and family			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
<input type="checkbox"/> Understands basic strategies for monitoring and managing monetary and non-monetary school resources	. . . and <input type="checkbox"/> Manages necessary resources to equitably support effective teaching and successful student outcomes.	. . . and <input type="checkbox"/> Evaluates and prioritizes resource needs and budget decisions to maximize positive impact on student outcomes	. . . and <input type="checkbox"/> Establishes processes for using data and stakeholder input to assess and refine resource allocations
<b>Element 5b. Conflict Management and Resolution:</b> To manage the complexity of human interactions so that the focus of the school supports the academic success and well-being of each student, The			
<input type="checkbox"/> Recognizes that conflict is a natural part of complex human systems that must be addressed in a strategic and deliberate way	. . . and <input type="checkbox"/> Uses and promotes fair and unbiased conflict management strategies	. . . and <input type="checkbox"/> Creates an atmosphere of collegial trust where diverse opinions are considered and valued	. . . and <input type="checkbox"/> Uses collaborative systems for managing and resolving conflict, which are understood by all members of the school community
<b>Element 5c. Systematic Communication:</b> To develop and maintain data and communication systems that deliver actionable information for classroom and school improvement, The principal/assistant			
<input type="checkbox"/> Understands that regular, clear communication with students, staff, and families is essential for maximizing school success	. . . and <input type="checkbox"/> Employs a variety of communication methods to share vital information with and receive feedback from members of the school community	. . . and <input type="checkbox"/> Uses feedback to inform school improvement, address student outcomes, and increase the productivity and success of the school	. . . and <input type="checkbox"/> Creates a system to engage internal and external stakeholders that establishes shared ownership of the school's improvement priorities

<b>Element 5d. School Expectations for Students and Staff:</b> To ensure that expectations for students, staff, and families are communicated, understood and embraced, The principal/assistant principal			
<input type="checkbox"/> Identifies steps and strategies to develop the professional capacity of school staff to hold high expectations for students	. . . and <input type="checkbox"/> Clearly communicates expectations, structures, rules, responsibilities, and procedures, critical for school success	. . . and <input type="checkbox"/> Establishes and manages expectations that optimizes professional capacity and positively engages students	. . . and <input type="checkbox"/> Actively engages internal and external stakeholders to monitor and maintain equitable structures, rules and expectations.

**Standard VI: External Development Leadership**

Principals/assistant principals will advocate for the needs of their school and community and design structures and processes that promote the current and future success and well-being of each

<b>Element 6a. Parent and Community Involvement and Outreach:</b> To engage the community and families in collaborative productive activities to support positive outcomes for students, The			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
<input type="checkbox"/> Identifies parent and community actions essential to support school needs and affect positive outcomes for students	. . . and <input type="checkbox"/> Provides relevant opportunities for school and community partners to actively engage in school improvement endeavors	. . . and <input type="checkbox"/> Engages the community and families in collaborative productive activities that improve outcomes for students	. . . and <input type="checkbox"/> Builds and sustains shared ownership of systems and actions that support school improvement and student learning
<b>Element 6b. Federal, State and District Mandates:</b> To monitor compliance and ensure adherence to laws, policies, and mandates, The principal/assistant principal will know, and help the school			
<input type="checkbox"/> Understands the requirements of applicable policies and mandates and knows the actions necessary for compliance	. . . and <input type="checkbox"/> Communicates and coordinates actions to address applicable federal, state, and district mandates	. . . and <input type="checkbox"/> Helps the school community understand and abide by applicable policies, and uses data to monitor compliance	. . . and <input type="checkbox"/> Establishes systems to regularly monitor policies and practices at the school to ensure compliance

**Standard VII: Ethics and Micro-political Leadership**

Principals/assistant principals act ethically and according to professional norms, using appropriate power and influence to build systems and relationships that acknowledge and leverage staff 's

<b>Element 7a. Ethical Behavior and Practice:</b> To act ethically and professionally in personal conduct and all aspects of school leadership, the principal/assistant principal will evaluate situations and			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
<ul style="list-style-type: none"> <li>Understands the need for fair and ethical decision-making practices in school leadership</li> </ul>	<ul style="list-style-type: none"> <li>Acts ethically in personal and professional interactions with students, staff, and community</li> </ul>	<ul style="list-style-type: none"> <li>Uses ethical decision-making practices and cultivates ethical behavior in others.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes shared leadership for decision making and stewardship of the school's resources</li> </ul>
<b>Element 7b. Procedural Equity:</b> To safeguard and promote the professional norms of integrity, fairness, equity, individual responsibility, diversity and social justice, the principal/assistant principal will			
<ul style="list-style-type: none"> <li>Acknowledges that a socially just leader must understand the unique perspectives of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Models and promotes the professional norms of integrity, fairness, transparency, and trust</li> </ul>	<ul style="list-style-type: none"> <li>Enacts procedures in a manner that strengthens relationships and builds trust in the school community</li> </ul>	<ul style="list-style-type: none"> <li>Develops systems that equip staff to apply law and policy consistently, fairly, equitably, and ethically</li> </ul>
<b>Element 7c. Micro-political Leadership:</b> To manage internal and external politics to lead governance processes toward achieving the school's mission and vision, the principal/assistant principal will			
<ul style="list-style-type: none"> <li>Recognizes how the unique expertise, power and influence of staff members may be utilized to support school success</li> </ul>	<ul style="list-style-type: none"> <li>Leads and monitors governance processes necessary to achieve the school's mission and vision</li> </ul>	<ul style="list-style-type: none"> <li>Manages expertise and influence within the school community to improve, programs, practices, and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Cultivates trust and ownership to enable stakeholders to collectively embrace and achieve desired outcomes</li> </ul>

**Standard VIII: Equity Leadership**

Principals/assistant principals will lead the school community to confront and alter institutional biases and inequitable practices of student marginalization, deficit-based schooling,

<b>Element 8a. Advocacy for Excellence through Equity:</b> To advance understanding and expressed value of student culture and context, the principal/assistant principal will use school data, research			
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
<ul style="list-style-type: none"> <li>Understands the ways in which deficit-based, reactionary schooling practices create disparities in access and opportunity among students</li> </ul>	<ul style="list-style-type: none"> <li>Develops assets-based school policies and practices that require unbiased, positive, fair, and equitable, treatment of all students</li> </ul>	<ul style="list-style-type: none"> <li>Deploys consistent, fair, and equitable discipline practices to address conduct issues, and ensure unbiased treatment of all students</li> </ul>	<ul style="list-style-type: none"> <li>Establishes shared pro-active, assets-based mindset that reduces disparities and increases equitable access and opportunity among students</li> </ul>
<b>Element 8b. Cultural Competence:</b> To develop a community of practice in which educators recognize, respect, and employ strengths and diversity as levers for success and improvement, so that all			
<ul style="list-style-type: none"> <li>Recognizes the impact personal beliefs about human identities can have on relationships, educational systems, and practices</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges the ways personal beliefs about identity impact his/her professional relationships and educational practices</li> </ul>	<ul style="list-style-type: none"> <li>Helps staff recognize, respect, and employ strengths to improve teaching and learning process</li> </ul>	<ul style="list-style-type: none"> <li>Develops a community of practice where productive collaborative inquiry and problem solving is the norm</li> </ul>
<b>Element 8c. Access to Resources:</b> To ensure equitable access to the instruction and resources necessary for academic success, the principal/assistant principal will evaluate sources of inequality and			
<ul style="list-style-type: none"> <li>Understands bias and recognizes actions and strategies that promote fair and equitable treatment of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Models and promotes practices that reduce bias and promote fair and equitable treatment of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Cultivates collaborative professional practices that reduce inequality in access to, and allocation of resources and supports for students</li> </ul>	<ul style="list-style-type: none"> <li>Establishes shared responsibility for taking systemic action to reduce the impact of bias on student access to resources and services</li> </ul>
<b>Element 8d. Inclusion:</b> To ensure that students view themselves as competent, successful learners, and feel valued by their school's teachers and leaders, the principal/assistant principal will establish			
<ul style="list-style-type: none"> <li>Recognizes actions and strategies that can support student success and help them to feel respected and valued.</li> </ul>	<ul style="list-style-type: none"> <li>Models inclusive practices and actions that help all students feel respected and valued</li> </ul>	<ul style="list-style-type: none"> <li>Helps staff develop strategies that lead students to view themselves as competent, successful learners</li> </ul>	<ul style="list-style-type: none"> <li>Establishes mutual accountability for inclusive, respectful practices that contribute to the success of all students</li> </ul>