

Profile of a High-Potential Assistant Principal Aligned to TPESS

An Assistant Principal who shows high-potential to be a principal in PSJA is consistently leading at the “Leader of Leaders” level on *The Spirit of PSJA*, and already exhibits several behaviors and competencies of a “Leader of Campus.” APs identified as high-potential are not guaranteed a Principal role.

We assess potential by looking at the following criteria, listed on pages 1 and 2 of this document:

1. T-PESS Evaluation Performance:

Demonstrates mastery of role-specific behaviors at the “Leader of Leaders” level, as evidenced by a performance level of *Proficient* or higher on all T-PESS indicators.

AND

Shows outstanding performance and ability to perform at the Leader of Campus level, as evidenced by a rating of either *Accomplished* or *Distinguished* in **ALL** priority competencies below:

	Priority PSJA Indicators	Aligned TPESS Domains & Indicators
Positive Engagement	<p>Builds relationships Builds positive, trusting relationships through frequent interactions which demonstrate care and interest in the well-being of all stakeholders</p>	<p>Domain 2: Effective, Well-Supported Teachers <u>Indicator 2.2: Talent Management</u>, <i>Assists to support and retain highly effective educators</i> AND Domain 3: Positive School Culture <u>Indicator 3.4: Involving Families and Community</u> – <i>Productively involves and coordinates family and community involvement</i></p>
Student-Centered Excellence	<p>Demonstrates expertise Possesses up-to-date knowledge and skills to perform organizational role at a high level of competence</p>	<p>Domain 5: Effective Instruction <u>Indicator 5.3: Effective Classroom Routines and Instructional Strategies</u> <i>Actively supports the development of effective routines, instructional strategies, and experiences for all students</i></p>
	<p>Implements plan Works with all stakeholders to implement vision by establishing goal, monitoring progress, and providing resources</p>	<p>Domain 1: Strong School Leadership and Planning <u>Indicator 1.3: Strategic Planning</u>–<i>Strategically supports focused planning processes with strategic monitoring of outcomes</i> AND Domain 4: High-Quality Curriculum: <u>Indicator 4.2: Instructional Resources and Professional Development</u>: <i>Co-facilitates access to instructional resources and professional development</i></p>
Joint Empowerment	<p>Inspires Action Motivates others to take responsible risks and perform at their highest level to support district vision and goals</p>	<p>Domain 3: Positive School Culture <u>Indicator 3.1: Safe Environment and High Expectations</u>–<i>Aligns the vision, mission, and goals to a safe environment and high expectations</i> AND Domain 5: Effective Instruction <u>Indicator 5.1: High-Performing Instructional Leadership Team</u> – <i>In collaboration with the principal, creates a high-performing, skilled leadership team</i></p>
Adaptive Innovation	<p>Manages change Demonstrates courage, initiative, and perseverance in bringing about meaningful change to support the shared vision</p>	<p>Domain 5: Effective Instruction <u>Indicator 5.5: Response to Intervention</u>: <i>Assists to leverage resources to respond in a timely manner to all students needs</i> AND Domain 1: Strong School Leadership and Planning <u>Indicator 1.4: Change Facilitation</u>: <i>Productively manages and supports change processes</i></p>

Profile of a High-Potential Assistant Principal, continued

2. Technical Skills and Evidence of Impact

A candidate who is considered a High-Potential AP has demonstrated proficiency in **at least three** of the following areas:

- Planning and leading campus-wide professional development
- Managing school operations and resources; for example, has experience preparing, implementing, and monitoring a department budget
- Setting academic schedule and/or testing for teachers and students
- Using student and employee performance data to identify, analyze and respond to issues, and has experience analyzing and responding to student performance data by sub-groups

3. Prerequisite Credentials

A candidate who is considered high-potential for the Principal role has **most** of the *required* prerequisite credentials for the principal role:

- Master's Degree
- Valid Teaching and Administrative Certificate
- 3 years of teaching experience
- 5 years of experience in instructional leadership roles in a school or district level assignment
- 3 years of experience as an AP (preferred)