

CATEGORY	Achieves Success	
Competency	Leads With Purpose*	
Descriptor	Inspires, influences, and guides to accomplish goals aligned with the district's vision and strategic plan	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Creates unified focus across all staff on the campus goals	Ensures campus improvement plan goals and actions steps are based upon the district improvement plan goals and actions steps Involves campus administrative team and stakeholders in the creation and review process of the campus improvement plan
	Ensures that campus activities (school-wide, PLCs, etc.) clearly connect and align to defined goals	Ensures professional learning experiences are based around district / campus goals through alignment checks with specific action steps detailed in the district / campus plan Coaches assistant principals to monitor staff for evidence of implementation of practices from learning experiences through walkthroughs, conferences, and student performance outcome results
	Provides coaching and feedback to campus leaders with the purpose of refining practices associated with implementation of goals	Provides explicit communication (written & verbal) regarding links between the campus / district goals and the work of PD sessions, PLCs, school-wide initiatives, etc. Ensures administrative team and campus leadership team is provided feedback and coaching that is specific to the work involving district / campus goals

CATEGORY	Achieves Success	
Competency	Drives Continuous Improvement	
Descriptor	Establishes and supports high expectations for short and long term goals aligned to the district's vision	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Proactively and continuously improves school-wide performance by focusing on needed areas of improvement and enhancing of strengths	Ensures departmental / grade level focus areas are in alignment with the campus / district improvement plan Establishes, communicates, and monitors systems and practices for analysis and reviewing campus indicator data (student achievement, student behavior, parent involvement, etc.)
	Ensures that the campus plan defines high expectations through goals aligned to the district plan	Utilizes campus performance data to create / provide professional learning experiences focused on increasing educator knowledge and improving instructional practices Monitors staff implementation of campus goals, individual teacher goals, and professional learning practices by gathering evidence of implementation through walk-throughs, teacher conferencing sessions, department / grade level PLCs, etc. Creates a culture of high expectations that is evident in teacher and staff behaviors that results in equitable outcomes
	Provides structures for ongoing monitoring and refinement of campus goals	Creates a culture and implements systems to ensure academic growth and wellbeing for all students, including those who require additional support Coaches assistant principals on ensuring teachers' individualized instructional goals are both rigorous and aligned with campus goals Coaches leadership team on how to devote additional effort to promoting the academic growth and well-being of every student--particularly those who require additional support

CATEGORY	Achieves Success	
Competency	Fosters Innovation	
Descriptor	Participates in generation, experimentation, and implementation of cutting edge, research-based practices that improve student outcomes	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Creates and maintains a thriving culture of collaboration amongst and between staff	Systematically supports a culture of collaboration across the entire campus through opportunities such as meetings, professional learning sessions, PLCs, planning, etc. Utilizes design teams / teacher input in the creation of professional learning sessions
	Creates a culture that allows staff innovation and instruction to improve student learning outcomes through cognitively challenging and differentiated activities	Casts a vision that empowers educators to implement innovative instructional practices that results in increased student learning outcomes
	Evaluates and challenges (where needed) current campus practices	Creates and utilizes systems to allow for stakeholder evaluation and feedback to inform adjustment of current campus practices
	Models research-based best practices through campus professional learning	Aligns professional learning to campus / district plans, utilizes adult learning theory in the structure of professional learning sessions, and collects feedback on sessions with the goal of improving future professional learning Monitors implementation of research-based best practices through walkthroughs, conferences, and student performance outcome results

CATEGORY	Achieves Success	
Competency	Demonstrates Expertise*	
Descriptor	Exhibits role-specific expertise that makes a positive impact on the organization	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Exemplifies learner-centered instructional leadership	Sets a hopeful and inspiring vision for students, staff, and community Builds a culture of ownership of student performance outcomes through an ongoing, continuous, and collaborative process Creates and utilizes systems of evaluation and seeks support for identified areas of improvement, especially with historically underperforming student groups
	Ensures efficient and effective management of the campus facility and daily operations	Establishes the systems of daily campus operations and consistently evaluates systems for effectiveness Coaches assistant principals on how to ensure proper management of daily campus operations and make adjustments as needed
	Effectively manages the budget and ensures it's alignment to campus priorities	Ensures campus budgets are analyzed and allocated based upon identified areas of need in the CIP
	Consistently demonstrates timely, effective, high-quality decision making and problem-solving	Demonstrates ability to analyze situations, apply effective resolutions, and utilize reflective practices (self-reflection and after action analysis) to determine effectiveness and possible next steps
	Creates an atmosphere of safety that prioritizes the physical well-being and safety of staff and students	Ensures implementation of campus safety measures, including the campus safety plan and Tier 1 behavioral expectations Staff, student, and parent survey results and feedback are reflective of a school climate where staff and students feel emotionally and physically safe

CATEGORY	Builds Community	
Competency	Promotes Belonging	
Descriptor	Creates an environment where all feel they are cared for, respected, and valued as members of the school community	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Fosters a culture of belonging by strategically embedding practices that affirm, value and respect all members of the school community and their diverse backgrounds and perspectives	Creates a culture where all staff are known to one another, encouraged to share their voice, and are provided opportunities to collaborate in discussions and decisions that impact their department / grade level as well as the school as a whole Creates a culture where all students are known by name, strength, and need, and input from families is intentionally sought to partner in their child's education
	Designs opportunities for staff to connect and develop meaningful relationships with each other, students and families	Faculty meetings / professional learning sessions / parent involvement events include activities designed to encourage relationship building through connection activities between all stakeholders Models the importance of connections activities through participation in activities with stakeholders Encourages and supports stakeholders in their participation in connection activities
	Prioritizes social emotional learning and supports for students	Provides staff training and development in social emotional learning supports and monitors for implementation of training into daily practices Utilizes training and development in their own interactions with students and stakeholders

CATEGORY	Builds Community	
Competency	Inspires Engagement	
Descriptor	Motivates others to fully engage in the work of the organization through their own dedication, commitment, and hard work	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Leads a relentless pursuit of excellence	Creates and grows a vision based upon what is best for students Coaches the campus leadership team to set department / grade level goals that will stretch staff and holds them accountable for achievement of set goals
	Creates and provides engagement opportunities for families and community members throughout the school year	Ensures engagement opportunities are developed with all stakeholders in mind and clearly communicates with stakeholders about these opportunities

CATEGORY	Builds Community	
Competency	Connects Through Relationships*	
Descriptor	Listens intently, communicates effectively, and incorporates feedback to foster trusting relationships	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Models open dialogue across varying points of view	Leads and encourages open dialogue across varying points of view in a manner that positively influences and impacts the stakeholders, campus, and community
	Utilizes teacher voice in the decision making process	Coaches the leadership team on how to collect and utilize teacher voice as a part of the decision making process
	Tailors communication strategies to the intended audience	Utilizes a variety of timely communication strategies and tools designed to reach the necessary stakeholders and evaluates the effectiveness of communication method selected
	Specific in providing feedback, praise, and recognition	Listens and observes keenly to identify actions, attitudes, or behaviors to provide feedback with an intent to grow, purpose praise to encourage, and recognition of achievements and coaches others to do the same
	Develops meaningful and positive relationships with stakeholders	Models connecting with stakeholders through genuine conversation and encourages stakeholders to participate in purposefully created connection activities
	Provides intentional and purposeful feedback opportunities from all stakeholders	Ensures processes to collect stakeholder feedback are utilized and incorporated into the appropriate areas of school management

CATEGORY	Cultivates Growth	
Competency	Leverages Strength	
Descriptor	Utilizes own strengths and the strengths of others to increase effectiveness and create a well rounded team	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Identifies, develops and deploys talent to maximize effectiveness of the entire campus	Utilizes the leadership definition to identify and coach potential leaders as well as current leaders and provides them opportunities to lead by doing
	Delegates effectively to distribute leadership opportunities	Assigns leadership opportunities to campus staff while providing coaching and feedback at regular intervals to monitor progress and ensure growth
	Utilizes the strengths of the leadership team to achieve campus goals	Places leadership team members in positions to lead campus initiatives that align with their identified areas of strength and coaches them throughout the initiative process

CATEGORY	Cultivates Growth	
Competency	Empowers Others	
Descriptor	Empowers others to identify and maximize their strengths and passions through personalized learning experiences	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Creates and implements systems to coach and develop leadership team in order to grow staff through individualized feedback and professional learning	Refines their ability to effectively coach teams of staff members toward the accomplishment of campus goals Consistently treats all interactions as a means to coach through goal setting, reflective practices, and refinement opportunities
	Creates opportunities for teams/leaders to showcase and refine strengths	Allows staff members to lead in a variety of settings based upon their identified strengths and provides feedback designed to encourage growth and development
	Effectively creates balanced teams of campus leaders	Provides recommendations to leadership team members for individualized professional learning to address identified areas of growth Creates structures for the growth and development of leadership team members Coaches and develops assistant principal in their ability to create and manage balanced teams
	Implements collaborative structures and provides leadership opportunities for teachers and staff	Structures are well developed, practiced, and successful in building team talent, understanding personal goals, and enabling professional growth

CATEGORY	Cultivates Growth	
Competency	Develops Self & Others*	
Descriptor	Cultivates a culture of continuous learning by actively seeking and applying feedback to build capacity in self and others	
Principal Look For Behaviors & Evidence of Impact	Leading the Campus Behavior	Evidence of Impact
	Actively seeks out and contributes to their own leadership development based upon their personal leadership growth goals as well as the goals of the campus	Utilizes the CSISD Leadership Definition in the development of their growth goal development Utilizes and models self-reflective learning practices for themselves and their leadership teams
	Identifies staffs' areas of professional growth and encourages their active participation in the growth process	Utilizes their personal leadership growth goals to select, attend, and implement learning from conferences, book studies, webinars, and district created leadership development opportunities Utilizes campus and district resources to send staff to conferences, participate in book studies, webinars, and district created leadership development opportunities that align with the campus goals as well as staffs' personal growth goals
	Provides feedback to leadership team to support individualized growth and improvement	Provides timely feedback to leadership team members based upon team dynamics, problem solving, and management of teams / others they lead across the campus
	Staff have opportunities to practice and receive timely feedback on growth areas and evaluation systems from the leadership team and peers	Coaches and develops assistant principal and leadership team by giving individualized feedback and appropriately aligned professional development opportunities