

Belton ISD School Assistant Principal Leader Level Profile

Category | Build Culture

AP Leader Level Profile

**Ready Leader Criteria Competency*

Competency	Description <i>All Levels</i>	AP Leader Level <i>Skills</i>	AP Leader Level <i>Look-fors</i>
Communicate for impact*	Actively listens and strategically articulates thoughts and ideas effectively using multiple modes of communication.	☐ Effective Communication	☐ Communicates effectively with students, staff, parents, and community members. ☐ Communicates and reinforces expectations for high-level performance from staff and students in a supportive manner. ☐ Provides coaching and feedback for areas of growth. ☐ Support the use of appropriate techniques to encourage community and parent involvement; emphasize two-way communication.
		☐ Active Listening & Conflict Resolution	☐ Facilitates productive meetings with parents, students, and teachers, gathering perspectives, assessing facts, and providing timely, supportive guidance. ☐ Seeks to resolve areas of concern and conflicts utilizing input from all and aligning all decisions with district policy and guidelines. ☐ Demonstrates situational awareness by recognizing problems and addressing the root cause to effectively address the issue both short and long term; This includes the willingness to engage in challenging conversations.
		☐ Fostering Professionalism and Team Cohesiveness	☐ Foster professionalism, collaboration, and respectful interactions amongst staff members. ☐ Protects the confidentiality of others.
Cultivate relationships	Develops a culture of value, support and growth amongst stakeholders.	☐ Leads Effective Student Behavior Management Practices	☐ Effectively conduct conferences with parents, students, and teachers concerning school and student issues, conveying both positive aspects of student behavior as well as areas for growth. ☐ Ensure the Student Code of Conduct is uniformly observed and that consequences for misconduct are applied fairly and consistently to all students. ☐ Consistently implement a discipline management system aligned with district guidelines and procedures that results in positive student behavior. ☐ Supports attendance by reviewing campus data and developing, monitoring, and adjusting attendance plans.
Model empathy	Demonstrates sensitivity, concern and respect towards others' feelings and experiences.	☐ Draws upon experience and emotional intelligence to apply to a variety of scenarios and stakeholders.	☐ Seeks out to understand the concerns and perspectives of others fostering empathy and inclusivity. ☐ Utilizes stress-management techniques to maintain mental and emotional composure, setting a positive example for others. ☐ Responds with resolve and compassion to unforeseen challenges, changes in policies, or shifts in the school environment.

Category | Empower People

AP Leader Level Profile

*Ready Leader Criteria Competency

2

Competency	Description <i>All Levels</i>	AP Leader Level <i>Skills</i>	AP Leader Level <i>Look-fors</i>
Promote Growth	Embraces opportunities for learning in pursuit of better results for each and every.	☐ Instructional Leadership	☐ Assist in monitoring and adjusting processes and routines to ensure the communicated expectations are being implemented to impact student outcomes. (PLC's, Research-based lesson design and deliver, coaching and feedback, data protocol and responses, and professional development). ☐ Assists in the balance of tight and loose instructional practices that include curriculum documents, assessments, and lesson design. ☐ Utilize walkthrough and observation data to provide coaching and personalized feedback.
		☐ Professional Development & Goal Setting	☐ Utilize walkthrough, student assessment data, and teacher input to inform professional development needs and activities. ☐ Work jointly with teachers to set professional and student growth goals. ☐ Assist with onboarding new staff and monitor needs.
Focus on what matters most	Strategically prioritizes work that positively impacts student success.	☐ Strategic Planning & Prioritization	☐ Assist in monitoring the campus improvement plan to ensure that goals are met. ☐ Lead the development and implementation of assigned operation plans. ☐ Lead the development, execution, and monitoring of all safety and security requirements and protocols. ☐ Oversee campus testing (elementary).
		☐ Data-Driven Decision Making & Resource Management	☐ Assist in leading data protocols with campus teams to determine areas of strength and need. Guide the development of action plans responding to the data to impact each and every student. ☐ Coordinate with maintenance, facilities, and safety staff to ensure campus is clean, orderly, and safe.
Create Synergy	Promotes the mindset that we can achieve more collectively than we can individually.	☐ Builds strong relationships with individual staff members and brings out the best in others	☐ Collaborate to create the conditions in which staff are empowered to lead and have opportunities to take risks and grow. ☐ Promotes trust within the staff by being honest, transparent, and reliable. ☐ Recognizes and celebrates staff achievements.
		☐ Develops a strong team culture and supports other adults to work together to achieve results	☐ Actively participates in team meetings to collaborate and build trust. ☐ Assist in the efficient collaboration and supervision of assigned departments or grade levels on campus. ☐ Regularly participates in and is accountable for leadership team collaboration and performance, contributing to meeting campus goals and improving student outcomes.

Competency	Description <i>All Levels</i>	AP Leader Level <i>Skills</i>	AP Leader Level <i>Look-fors</i>
Model continuous improvement	Engages in reflection, refinement, and implementation of systems and processes.	☐ Self-Reflection	☐ Demonstrates a growth mindset, learning from professional development opportunities, reflecting on feedback received, and progressing toward improved leadership actions aligned with personal goals. ☐ Utilizes the Assistant Principal Leader Profile to set personal goals ☐ Observes and follows Texas Educator professional ethics and standards. ☐ Prioritizes and protects time for personal reflection and strategic thinking.
		☐ Data Response	☐ Frequently reviews student data including discipline and attendance to inform campus-wide actions for improved student outcomes. ☐ Ensures all student discipline and attendance reports are accurate and submitted in a timely manner. ☐ Uses data to inform behavior and academic interventions for individual students, campus PD, and campus-wide instructional decisions.
Inspire innovation	Demonstrates and ignites creativity, forward thinking, and a willingness to explore new ideas and approaches.	☐ Challenges conventional thinking and encourages innovative solutions.	☐ Facilitates conversations over topics designed to take different and new approaches to specific areas of need. ☐ Assists in creating a culture encouraging staff to take calculated risks around innovative practices where mistakes are seen as learning opportunities.
Manage change	Adapts actions to support others while implementing change to achieve sustainable improvement.	☐ Creates Demand	☐ Uses data to define and communicate a high leverage need. ☐ Creates a picture of a more desired reality brought about through change.
		☐ Implement a Plan	☐ Clearly communicates a detailed plan with improved outcomes. ☐ Leads a collective effort to design structures and routines to support the plan. ☐ Designs quality and ongoing professional learning to support implementation of the initiative.
		☐ Impact on People	☐ Recognizes and differentiates supports for individuals' needs through transition of a change. ☐ Communicates the purpose behind the change and articulates the desired outcome. ☐ Seeks input and empowers others to make personal connection to the change.
		☐ Monitors and Evaluates	☐ Identifies measures to assess effectiveness of the change. ☐ Creates and consistently implements systems to monitor progress and make adjustments as needed..

Assistant Principal Leader Level

Values (Personal Identity) and Time Shifts

	Area of Focus	Key Insights
Values (Personal Identity)	Contributes to the campus	Demonstrates a visible and active presence on campus, fostering a cohesive school community through consistent support of academic, extracurricular, and operational initiatives.
	Contributes to a culture of trust, feedback and transparency	Fosters open dialogue and strong relationships through honest, consistent communication.
	Communicates effectively with stakeholders valuing voice and collaboration	Prioritizes inclusive communication practices that consider all relevant perspectives ensuring fair discipline, thorough investigations, closed communication loops and partnerships with central office departments and families.
	Makes data-informed decisions	Uses data to guide decisions that align with student needs and campus priorities.
Time Allocation	Routinely allocates time to think reflectively, finalize, and act	Intentionally sets aside time to reflect, plan, and take purposeful action.
	Engages systems thinking for improving structures and processes supporting a safe & orderly campus	Applies a systems-level lens to assess, align, and refine school-wide practices, ensuring safe, predictable environments that support both learning and well-being.
	Prioritizes & protects time for observation & feedback.	Intentionally safeguards time to be in classrooms, providing timely, actionable feedback that supports teacher growth and elevates instructional practice across the campus.