



Competencies Framework for the Principalsip

Preface

The preface of the ***Portrait of a Cypress-Fairbanks ISD Administrator*** states, “The Cypress-Fairbanks ISD Administrator is the instructional leader and the key to supporting the environment and learning opportunities for students and teachers, as they work to acquire the characteristics as described in the ***Portrait of a Cypress-Fairbanks ISD Graduate*** and the ***Portrait of a Cypress-Fairbanks ISD Teacher***. In adopting the standards for principals set forth in the Texas Administrative Code (TAC) and by the Interstate School Leaders Licensure Consortium (ISLLC), the CFISD Leadership

Development Committee has categorized these widely known standards in an effort to describe the competencies needed to fulfill the role of principal within our ***Portrait***. Several of the standards cross categories, but for our purpose, have been listed under only one ***Portrait*** statement.



A CFISD Principal is a Creative Visionary who is passionately focused on effecting change and has the ability to merge facts and data with intuition, imagination, and innovation in an effort to realize the possibilities rather than be content with the probabilities.

TAC Standards

(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

- (1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) ensure that parents and other members of the community are an integral part of the campus culture;
- (3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (4) respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;
- (5) use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;
- (6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;
- (7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (8) align financial, human, and material resources to support the implementation of the campus vision;
- (9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and
- (11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

ISLLC Standards

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; and
- 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; and
- 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;
- vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities;
- core beliefs of the school vision are modeled for all stakeholders;
- vision is developed with and among stakeholders;
- 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;
- school community is involved in school improvement efforts;
- vision shapes the educational programs, plans, and actions;
- implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;

Performances *(continued)*

- 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; and
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

A CFISD Principal is an Effective Communicator who is open-minded and perceptive to the needs and expectations of the school and community, and who, through the art of collaboration and creative problem solving, brings cohesiveness to the organization.

TAC Standards

(e) Learner-Centered Communications and Community Relations. A principal 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. At the campus level, a principal understands, values, and is able to:

- (1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;
- (2) use effective conflict management and group consensus building skills;
- (3) implement effective strategies to systematically gather input from all campus stakeholders;
- (4) develop and implement strategies for effective internal and external communications;
- (5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;
- (6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;
- (7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and
- (8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.

ISLLC Standards

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

The administrator has knowledge and understanding of:

- 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; and
- successful models of school, family, business, community, government and higher education partnerships.

Dispositions

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

- 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; and
- an informed public.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 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;

Performances *(continued)*

- diversity is recognized and valued;
- effective media relations are developed and maintained;
- a comprehensive program of community relations is established;
- public resources and funds are used appropriately and wisely;
- community collaboration is modeled for staff; and
- opportunities for staff to develop collaborative skills are provided.

A CFISD Principal is a Dedicated Professional who creates a supportive environment by modeling and expecting accountability and responsibility; who exemplifies ethics; who accepts and values the differences of others; and who has a sense of humor, wisdom, courage, and compassion.

TAC Standards

(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics)
- (3) model and promote the continuous and appropriate development of all learners in the campus community;
- (4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
- (5) articulate the importance of education in a free democratic society.

(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (2) gather and organize information from a variety of sources for use in creative and effective campus decision making;
- (3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (4) develop, implement, and evaluate change processes for organizational effectiveness;
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

- (6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;
- (8) collaboratively plan and effectively manage the campus budget;
- (9) use technology to enhance school management; and
- (10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

ISLLC Standards

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

The administrator has knowledge and understanding of:

- 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; and
- current technologies that support management functions.

Dispositions

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

- 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; and
- a safe environment.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 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;

Performances *(continued)*

- 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;
- effective communication skills are used;
- there is effective use of technology to manage school operations;
- fiscal resources of the school are managed responsibly, efficiently, and effectively;
- a safe, clean, and aesthetically pleasing school environment is created and maintained;
- human resource functions support the attainment of school goals; and
- confidentiality and privacy of school records are 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

The administrator has knowledge and understanding of:

- 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; and
- the philosophy and history of education.

Dispositions

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

- 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; and
- development of a caring school community.

Performances

The administrator facilitates processes and engages in activities ensuring that he/she:

- 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;
- recognizes and respects the legitimate authority of others;
- examines and considers the prevailing values of the diverse school community;
- expects that others in the school community will demonstrate integrity and exercise ethical behavior;
- opens the school to public scrutiny;
- fulfills legal and contractual obligations; and
- applies laws and procedures fairly, wisely, and considerately.

A CFISD Principal is a Lifelong Learner who continually and eagerly self-educates, monitors and adjusts, evaluates change, and seeks and utilizes resources to effectively influence renewal and rebirth.

TAC Standards

(d) Learner-Centered Human Resources Leadership and Management.

A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

- (1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;
- (2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;
- (3) ensure the effective implementation of the professional development plan by

- allocation of appropriate time, funding, and other needed resources;
- (4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
 - (5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;
 - (6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and
 - (7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

(g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

- (1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;
- (2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;
- (3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and
- (5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.

ISLLC Standards

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

The administrator has knowledge and understanding of:

- 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; and
- the importance of diversity and equity in a democratic society.

Dispositions

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

- 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; and
- using legal systems to protect student rights and improve student opportunities.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 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, and federal authorities;
- public policy is shaped to provide quality education for students; and
- lines of communication are developed with decision makers outside the school community.

A CFISD Principal is an Inspiring Catalyst who motivates and empowers others to become leaders and risk-takers, and who encourages and acknowledges the expertise and successes of others through high expectations.

TAC Standards

(h) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

- (1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;
- (2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;
- (3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);
- (4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;
- (5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;
- (6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;
- (7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and
- (8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

ISLLC Standards

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

The administrator has knowledge and understanding of:

- student growth and development;
- applied learning theories;
- applied motivational theories;
- curriculum design, implementation, evaluation, and refinement;
- principles of effective instruction;
- measurement, evaluation, and assessment strategies;
- diversity and its meaning for educational programs;
- adult learning and professional development models;
- the change process for systems, organizations, and individuals;
- the role of technology in promoting student learning and professional growth;
- and
- school cultures.

Dispositions

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

- student learning as the fundamental purpose of schooling;
- the proposition that all students can learn;
- the variety of ways in which students can learn;
- lifelong learning for self and others;
- professional development as an integral part of school improvement;
- the benefits that diversity brings to the school community;
- a safe and supportive learning environment; and
- preparing students to be contributing members of society.

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect;
- professional development promotes a focus on student learning consistent with the school vision and goals;
- students and staff feel valued and important;
- the responsibilities and contributions of each individual are acknowledged;
- barriers to student learning are identified, clarified, and addressed;
- diversity is considered in developing learning experiences;
- lifelong learning is encouraged and modeled;
- technologies are used in teaching and learning;
- student and staff accomplishments are recognized and celebrated;
- multiple opportunities to learn are available to all students;
- the school is organized and aligned for success;
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined;
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;
- the school culture and climate are assessed on a regular basis;
- a variety of sources of information is used to make decisions;
- student learning is assessed using a variety of techniques;
- multiple sources of information regarding performance are used by staff and students;
- a variety of supervisory and evaluation models is employed; and
- pupil personnel programs are developed to meet the needs of students and their families.

