Determining Priority School Leader Qualifications

Below is a list of core administrator competencies and leadership traits that have been shown to positively impact a school leader's ability to lead a successful school.

1. Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
3. Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals.
4. Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes.
5. Plans every action to be purposeful and aligned with the school's vision and the district's vision of student success and educator quality.
6. Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals.
7. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
8. Demonstrates the expertise to make frequent observations and provide actionable evidence-based feedback to teachers in ways that ensure that instruction is constantly improving in its alignment to the Common Core.
9. Demonstrates the expertise to implement a whole school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions.
10. Demonstrates the expertise to create a professional environment where staff feel encouraged and supported.
11. Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field.
12. Understands the importance of race, ethnicity, language, class and gender in the process of interacting with all the constituencies involved in the school community, and cultivates a culture of respect for all.
13. Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness.
14. Incorporates data in the development of school policies and procedures, and uses data to monitor progress, to make adjustments when progress is not being made, and to determine success.
15. Understands and accepts the need for the school principal to bear personal accountability for student learning and other measures of school success.
16. Implements a system for regularly self-assessing and adjusting strategic improvement plans.
17. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.
18. Demonstrates expertise in providing social-emotional supports for all students.

Please Note: It is understood that not every principal may have achieved each of these competencies at the time of his or her selection to implement the whole school reform model. NYSED is interested in ensuring that districts have taken these competencies into account when identifying school leaders, and have a way to assess progress toward these competencies.