

Illinois Aspiring Principal Framework Core Competency Dictionary

Introduction

The following list of competencies was developed to provide a framework for aspiring principal development and coaching. Core competencies were aligned with performance standards in use and statute in Illinois. The framework will enable development of behavioral indicators for each competency, aligned outcomes assessments, and a coaching guide.

Names and Definitions of Leadership Competencies:

Applying Child and Adolescent Development Principles:

Ability to apply training and experience in social emotional learning standards, effective transitioning practices, special education rules and regulations, and community and family impact to improve outcomes for students.

Building and Maintaining Collaborative Relationships:

Developing an environment which facilitates and encourages open and honest communication with teachers, students, families, communities and stakeholders to foster mutual respect and collaboration; understanding the issues, needs and concerns of stakeholders and developing commitment through trusting relationships.

Communicating With Impact

Conveying confidence in the ability to successfully achieve school goals and objectives. Ability to present ideas, data and information clearly and persuasively in both written and oral form; aligning and engaging stakeholders to create support for initiatives by tailoring actions and communications.

Demonstrating Cultural Awareness:

Advocating on behalf of linguistically, ethnically, culturally, socio-economically, and ability diverse children and families. Capitalizing on diversity to enhance the learning environment for all students and improving interactions with families and communities.

Developing Self and Others:

Ability to develop and motivate a culture of continuous learning, improvement, and self-reflection to improve student outcomes; promoting sharing of research, strategies and best practices to improve instruction and professional practice. Ability to use adult learning practices and data in the design of professional development plans. Effectively mentoring or coaching to build individual capacity.

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Improving Teaching and Learning:

Develops a framework and strategies for effective teaching and learning that is rooted in research-based best practices and meets the needs of all students . Leading others in applying content knowledge, curriculum scope and sequence, and emerging research to enhance instructional effectiveness. Understanding of current assessment methods and requirements.

Leading and Managing Change:

The ability to support innovation through changes to policies, practices and systems necessary for school improvement; assisting others in successfully managing change; demonstrating flexibility in meeting changing demands and conditions.

Leading for Results:

Creating high expectations for teachers, staff, students, and others. Monitoring progress and taking action, when necessary, to improve results. Holding self and others accountable to meet or exceed goals and expectations. Leading others in taking ownership for learning and creating equitable and effective plans to achieve positive student outcomes.

Leading High Performing Teams:

Establishing expectations and providing guidance and direction to teams in order to make decisions, achieve goals and objectives; engages and motivates others through effective communication; aligning resources and removing obstacles to improve team effectiveness.

Living the Vision, Mission and Beliefs:

Aligning to a shared vision, mission and core beliefs that support high expectations for student and staff success. Creating a culture focused on continuous quality improvement, professionalism and ethical conduct; acting with integrity and expecting the same of others; advocating on behalf of students, teachers, schools, communities.

Strategic Planning and Analysis:

Ability to create improvement plans including actionable goals, objectives, activities and priorities; ability to analyze complex data and information to identify trends and patterns which impact strategies and outcomes. Balancing the need to implement consistent, standardized systems and practices with individualized requirements for success.

Systems Thinking:

Ability to execute plans and manage operations to support high quality educational opportunities; developing the systems, structures and processes necessary to achieve goals and objectives; identifying and utilizing resources efficiently to achieve desired results. Effectively delegating to others to achieve identified goals.

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Understanding the Political and Social Frame

Utilizing political and contextual knowledge to achieve goals and priorities for teaching and learning. Promoting and communicating the need for effective policies, practices, resources, and processes, on behalf of students, teachers, schools, communities and the profession.

Using Data to Inform Decisions:

Ability to use appropriate data and analysis methods to formulate strategies and/or take action; identifying appropriate information and methods to evaluate strategies and programs and plan for continuous improvement.

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Alignment with Standards in Use and Statute

Competency	Theme One: Vision	Theme Two: School Culture	Theme Three: Management	Theme Four: Collaboration with Family and Community	Theme Five: Ethical Leadership	Theme Six: Political, Economic, Social, Legal, and Cultural Contexts	Theme Seven: Professional Development	Theme Eight: Data-informed Decision Making	Theme Nine: Change Agent	Theme 10: Curriculum, Instruction And Assessment	ELCC
Applying Child and Adolescent Development Principles		<ul style="list-style-type: none">• SREB CSF 2• SREB CSF 4• ISC Sec. 30.45 a-3• ISLLC Std. 2• IPS 7								<ul style="list-style-type: none">• SREB CSF 3• ISC Sec. 30.45 a-4• ISLLC Std. 2• IPS 4	
Building and Maintaining Collaborative Relationships	<ul style="list-style-type: none">• ISC Sec. 30.45 a-1• ISLLC Std. 1• IPS 2	<ul style="list-style-type: none">• ISC Sec. 30.45 a-3• ISLLC Std. 2• IPS 1• IPS 7	<ul style="list-style-type: none">• SREB CSF 6• SREB CSF 12• SREB 7• ISC Sec. 30.45 a-2,3• ISLLC Std. 4• IPS 5	<ul style="list-style-type: none">• ISLLC Std. 5• IPS 3• IPS 6							

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Communicating With Impact	<ul style="list-style-type: none">ISC Sec. 30.45 a-1ISLLC Std. 1IPS 2		<ul style="list-style-type: none">SREB CSF 6SREB CSF 12ISLLC Std. 4	<ul style="list-style-type: none">ISLLC Std. 6		<ul style="list-style-type: none">ISLLC Std. 6			<ul style="list-style-type: none">SREB CSF 8		
Demonstrating Cultural Awareness			<ul style="list-style-type: none">ISLLC Std. 4IPS 5	<ul style="list-style-type: none">ISC Sec. 30.45 a-4ISLLC Std. 6		<ul style="list-style-type: none">ISC Sec. 30.45 a-4ISLLC Std. 6				<ul style="list-style-type: none">SREB CSF 3ISC Sec. 30.45 a-4ISLLC Std. 2IPS 4	
Developing Self and Others		<ul style="list-style-type: none">ISLLC Std. 2					<ul style="list-style-type: none">SREB CSF 9SREB CSF 13ISC Sec. 30.45 a-2ISLLC Std. 2IPS 4			<ul style="list-style-type: none">SREB CSF 3ISC Sec. 30.45 a-4ISLLC Std. 2IPS 4	

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Improving Teaching and Learning							<ul style="list-style-type: none"> • ISLLC Std. 2 • IPS 4 	<ul style="list-style-type: none"> • SREB CSF 5 • ISC Sec. 30.45 a-1 • IPS 4 		<ul style="list-style-type: none"> • SREB CSF 3 • ISC Sec. 30.45 a-4 • ISLLC Std. 2 • IPS 4 	
Leading and Managing Change							<ul style="list-style-type: none"> • SREB CSF 13 • IPS 4 		<ul style="list-style-type: none"> • SREB CSF 8 		
Leading for Results	<ul style="list-style-type: none"> • SREB CSF1 • ISLLC Std. 1 • IPS 2 	<ul style="list-style-type: none"> • SREB CSF 2 • SREB CSF 4 • ISC Sec. 30.45 a-3 • ISLLC Std. 2 • IPS 1 • IPS 7 	<ul style="list-style-type: none"> • ISC Sec. 30.45 a-2,3 • IPS 3 				<ul style="list-style-type: none"> • SREB CSF 9 • ISC Sec. 30.45 a-2 • ISLLC Std. 2 • IPS 4 			<ul style="list-style-type: none"> • SREB CSF 3 • ISC Sec. 30.45 a-4 • ISLLC Std. 2 IPS 4 	
Leading High Performing Teams		<ul style="list-style-type: none"> • SREB CSF 4 • ISC Sec. 30.45 a-3 • IPS 7 	<ul style="list-style-type: none"> • ISC Sec. 30.45 a-2,3 • ISLLC Std. 3 				<ul style="list-style-type: none"> • ISC Sec. 30.45 a-2 • ISLLC Std. 2 • IPS 4 				
Living the Vision, Mission and Beliefs	<ul style="list-style-type: none"> • SREB CSF1 • ISC Sec. 30.45 a-1 • ISLLC Std. 1 • IPS 2 		<ul style="list-style-type: none"> • ISC Sec. 30.45 a-2,3 • ISLLC Std. 2 • IPS 3 	<ul style="list-style-type: none"> • SREB CSF 12 • IPS 5 	<ul style="list-style-type: none"> • ISLLC Std. 5 • IPS 3 • IPS 6 						

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Strategic Planning and Analysis	<ul style="list-style-type: none">• SREB CSF1• ISC Sec. 30.45 a-1• ISLLC Std. 1• IPS 2		<ul style="list-style-type: none">• ISC Sec. 30.45 a-2,3• ISLLC Std. 2• IPS 3				<ul style="list-style-type: none">• ISLLC Std. 2• IPS 4	<ul style="list-style-type: none">• SREB CSF 5• ISC Sec. 30.45 a-1• IPS 4		<ul style="list-style-type: none">• SREB CSF 3• ISC Sec. 30.45 a-4• ISLLC Std. 2• IPS 4	
Systems Thinking		<ul style="list-style-type: none">• ISC Sec. 30.45 a-3• IPS 7	<ul style="list-style-type: none">• SREB CSF 11• SREB CSF 10• ISC Sec. 30.45 a-2,3• ISLLC Std. 2• IPS 3		<ul style="list-style-type: none">• IPS 3• IPS 6						
Understanding the Political and Social Frame						<ul style="list-style-type: none">• ISC Sec. 30.45 a-4• ISLLC Std. 6• IPS 2					
Using Data to Inform Decisions							<ul style="list-style-type: none">• ISC Sec. 30.45 a-2• ISLLC Std. 2• IPS 4	<ul style="list-style-type: none">• SREB CSF 5• ISC Sec. 30.45 a-1• IPS 4		<ul style="list-style-type: none">• SREB CSF 3• ISC Sec. 30.45 a-4• IPS 4	

Sources:

Southern Regional Educational Board (SREB) Critical Success Factors for Principals
 Illinois School Code (ISC Sec. 30.45) IL Principal Preparation Program Internship Outcomes Assessment Rubric
 Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards
 Illinois Performance Standards for School Leaders (IPS)

Debartolo, M.; Haller, A.; Shields, L. 2011