Readiness Criteria

APS' Definition of Leadership Excellence	Readiness Criteria			
	To become Teacher-Leader/GLC/ Dept Chair *(criteria that a teacher must demonstrate to move into a teacher leader role, e.g. grade level or department chair)*	**To become novice AP** *(criteria that a teacher-leader must demonstrate in addition to teacher-leader criteria to move into an Assistant Principal role)*	**To become "Ready-in-1-year" AP** *(criteria that a novice AP must demonstrate in addition to novice AP criteria to be characterized as 1-year-away from being a principal)*	**To become Principal** *(criteria that an experienced AP must demonstrate in addition to ready-in-1-year AP criteria to move into the Principal role)*
FIT	● Models APS' core norms ● Interest in leading a team or other teachers	● Models APS' core norms ● Interest in being a Principal	● Models APS' core norms ● Interest in being the Principal	● Models APS' core norms ● Passion for being the Principal and commitment to the school community ● Passionate about championing equity, inclusion and cultural competence
LEAD ACADEMICS	● Demonstrated student achievement results in own classroom ● Expertise in own grade/subject content standards and how they are assessed ● Demonstrated mastery of all domains in APS' definition of teaching excellence ● Demonstrated ability to translate student mastery requirements into instructional plans	● Demonstrated student achievement results in own classroom and from teachers that he/she led as a teacher-leader ● Demonstrated expertise in what the grade/department academic standards and state assessments require of students' knowledge and skills to demonstrate mastery ● Demonstrated ability to translate student mastery requirements into instructional plans and strategies across a grade/department/team ● Expertise in how student mastery is assessed across a grade/department	● Demonstrated improvement in student achievement results from direct reports ● Demonstrated expertise in what the school-wide academic standards and state assessments require of students' knowledge and skills to demonstrate mastery ● Successfully led a grade/department-wide initiative that demonstrated impact on student achievement requiring him/her to establish a grade/department-wide	● Demonstrated improvement in school-wide student achievement results based on an initiative he/she led that required establishing a school-wide vision and measurable goals ● Demonstrated mastery of how entire school's standards map to curriculum and assessment of student mastery and a strong understanding of best practices in instructional methods ● Demonstrated ability to set, plan and operationalize a school-wide initiative to drive instructional excellence ● Demonstrated fortitude in handling a major set-back and ability to regroup and still accomplish goals;

	• and strategies at the classroom level • Expertise in how student mastery is assessed at a classroom level	• Demonstrated skill in data analysis; ability to extract meaningful insights from team or grade-level data • Demonstrated ability to facilitate and ensure positive outcomes of teacher teams and/or professional learning communities	vision and measurable goals • Demonstrated ability to backwards plan and prioritize an entire team's work around the vision and goals; acts decisively to overcome barriers • Expertise across school-wide academic standards and how student mastery will be assessed; strong understanding of instructional design • Demonstrated skill in data analysis; ability to extract meaningful insights from grade-level or department wide data	can drive change management despite resistance
BUILD CULTURE	• Strong classroom management • Has built relationships with adults throughout the school	• Developed a positive learning culture for adults and students across his/her entire team/grade/department • Demonstrated ability to set direction and invest and motivate others to action • Demonstrated ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives	• Developed trust of key school stakeholders and build relationships even through conflict; able to translate relationships into a positive grade/department -wide culture	• Developed trust of key school stakeholders and build relationships even through conflict; able to translate relationships into a positive school -wide culture

DEVELOP TALENT			● Demonstrated ability to develop teachers through providing helpful feedback and/or professional learning opportunities ● Demonstrated ability to retain the highest performers on his/her team	● Demonstrated ability to support Principal on hiring diverse, highly-effective teachers and school staff ● Demonstrated results from teachers and leaders that he/she manages; has grown a low-performing teacher ● Demonstrated ability to retain the highest performers on his/her team	● Demonstrated ability to develop leadership capacity in others and grow an emerging leader ● Demonstrated ability to recruit, interview and hire a high-quality teacher; demonstrated 80%+ teacher retention
MANAGE OPERATIONS				● Demonstrated ability to develop and manage smooth operating systems for grade/department	● Demonstrated ability to develop and manage smooth operating systems for school