

**NATIONAL PROFESSIONAL STANDARD FOR SCHOOL
PRINCIPALS**

The Federal Democratic Republic Of Ethiopia

Ministry of Education

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TABLE OF CONTENTS	
CONTENTS	PAGE
Table of Contents	i
Acronyms	ii
Introduction	1
Definition of Key Terms	9
The Three School Principals Domains and Competences	11
Units of Competence and Elements of the Standard	12
Beginner Principal Standard	15
Proficient-I Principal Standard	26
Proficient-II Principal Standard	36
Lead Principal Standard	44
APPENDIX – I Evidence Guide	iii
APPENDIX – II Evidence Sources	xii
APPENDIX – III Assessment Methods and Contexts	xiii
APPENDIX – IV Principals Standard, Elements and Indicators	
Across the 4 Levels	xiv

Acronyms

CPD	Continuous Professional Development
SIP	School Improvement Plan
SPR	School Principal
PTA	Parent and Teacher Association
WEO	Woreda Education Office
EGRA	Early Grade Reading Assessment
NLA	National Learning Assessment
GTPE	Growth and Transformation Plan of Ethiopia
GEQIP	General Education Quality Improvement Program
MOE	Ministry of Education
ICT	Information Communication Technology
MAP	Measures Academic Progress
TVET	Technical Vocational Education and Training
ETP	Education and Training Policy
SAF	Self Assessment Format
REB	Regional Education Bureau

APPENDIX – IV PRINCIPALS STANDARD, ELEMENTS AND INDICATORS ACROSS THE 4 LEVELS

1. LEAD AND FACILITATE VISION OF LEARNING

LEAD AND FACILITATE VISION OF LEARNING	Indicators			
	Beginner	Proficient-I	Proficient-II	Lead
1. Principals facilitate the articulation and realization of a shared vision of continuous school improvement.	<p>1.1 Identify and include stakeholders in the process of developing a shared vision.</p> <p>1.2 Articulate a vision focused on high levels of learning for all students.</p> <p>1.3 Implement a process for the development of a shared vision.</p>	<p>1.3 Focus on the vision through difficulties, setbacks and failures.</p> <p>1.4 Collaboratively develop and communicate a shared vision using multiple approaches.</p> <p>1.5 Monitor the degree to which beliefs, behaviors and practices are consistent with the vision, and effect changes accordingly.</p>	<p>1.6 Collaboratively keep the vision at the forefront of all stake holders.</p> <p>1.7 Challenge existing structures based on data to align them with the shared vision.</p>	<p>1.8 Design a collaborative, systematic approach to collect and analyze data about the school’s progress toward the vision.</p>

<p>2. Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.</p>	<p>2.1 Identify goal areas that promote high levels of achievement for all students and staff.</p> <p>2.2 Focus attention on established goals.</p> <p>2.3 Communicate the expectation of high learning and achievement for all students.</p>	<p>2.4 Use knowledge of the federal Standard for the Teaching Profession to support teachers' professional growth.</p> <p>2.5 Collaboratively develop and set measurable school-wide goals.</p>	<p>2.6 Monitor progress, through the use of data, towards the established goals.</p> <p>2.7 Collaboratively establish and reinforce individual staff contributions towards the attainment of the school-wide goals.</p> <p>2.8 Keep goals at the fore front of educators' attention.</p>	<p>2.9 Design a systematic approach to collect and analyze data about the school's progress toward attaining established goals.</p>
<p>3. Principals lead the change process for continuous improvement.</p>	<p>3.1 Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.</p>	<p>3.4 Facilitate a diverse group of stakeholders to implement changes needed to improve student learning.</p>	<p>3.6 Systematically articulate new and better ways of doing things.</p>	<p>3.8 Adapt their leadership style to the needs of specific situations.</p>
	<p>3.2 Identify and design changes needed to improve student learning.</p> <p>3.3 Engage stakeholders in the change process through effective communication.</p>	<p>3.5 Model and provide resources to support staff in thinking systematically about the change process.</p>	<p>3.7 Design and develop ongoing cycles of data collection, analysis, professional development, implementation and reflection to monitor and promote change for continuous improvement.</p>	<p>3.9 Develop and maintain systematic structures for ongoing communication as part of the continuous improvement process.</p>

<p>4. Principals anticipate, monitor and respond to educational developments that affect school issues and environment.</p>	<p>4.1 Respond to school, community and societal changes and issues that affect the instructional needs of students.</p> <p>4.2 Monitor the day to day activities in the school that can affect the school environments.</p>	<p>4.3 Ensure the development of strategic and operational planning.</p> <p>4.4 Work with stakeholders to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.</p>	<p>4.5 Identify and utilize informal groups and relationships among school staff that may affect the school environment.</p>	<p>4.6 Anticipate and interpret changes in the environment and adapt their short-and long-term goals accordingly.</p> <p>4.7 Influence and participate in setting local, state and/or national policy to support continuous improvement.</p>
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2. DEVELOP AND MANAGE SCHOOL – COMMUNITY RELATIONS

<p>DEVELOP AND MANAGE SCHOOL – COMMUNITY RELATIONS</p>	<p>Indicators</p>			
	<p>Beginner</p>	<p>Proficient-I</p>	<p>Proficient-II</p>	<p>Lead</p>
<p>1. Principals connect the school with the community.</p>	<p>1.1 Represent the school at community functions and public gatherings.</p>	<p>1.2 Use diverse available media to inform the community about the school.</p>	<p>1.3 Arrange school-community partnerships to support student achievement and school and community priorities.</p>	<p>1.4 Plan and lead community initiatives that support building goals and impact student learning.</p>

<p>2. Principals involve parents and communities in improving student learning.</p>	<p>2.1 Regularly practice two-way communication with parents about students progress.</p> <p>2.2 Provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs.</p>	<p>2.3 Inform the community about the school's expectations for student learning.</p> <p>2.4 Encourage community involvement.</p>	<p>2.5 Actively recruit and utilize parent and community volunteers as appropriate for the school's instructional program.</p> <p>2.6 Use technology as appropriate to maximize the communication with parents and community members about student learning.</p>	<p>2.7 Initiate outreach activities to engage all stakeholders in the process and responsibility of improving student learning.</p>
<p>3. Principals use community resources to improve student learning.</p>	<p>3.1 Identify and use community-based resources to increase achievement among all students.</p>	<p>3.2 Collaborate with community groups to identify resources and solutions to increase achievement among all students.</p>	<p>3.3 Collaborate with community groups to identify resources and solutions to increase achievement among all students.</p>	<p>3.4 Create opportunities for community group involvement in developing new resources to improve student learning and raise achievement for all students.</p>
<p>4. Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.</p>	<p>4.1 Model appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students.</p>	<p>4.2 Support cooperation by using strategies to remedy instances of intolerance of individuals and groups.</p>	<p>4.3 Use proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.</p>	<p>4.4 Integrate culturally responsive practices into the day-to-day school operations to support high achievement levels for all students in collaboration with staff, students and parents.</p>

3. LEAD AND MANAGE LEARNING AND TEACHING

LEAD AND MANAGE LEARNING AND TEACHING	Indicators			
	Beginner	Proficient-I	Proficient-II	Lead
1. Principals ensure that the instructional content that is taught is aligned with the National academic content standard.	<p>1.1 Provide teachers with a basic understanding of the academic standards.</p> <p>1.2 Monitor the use of resources aligned to the academic standards.</p> <p>1.3 Ensure that curriculum, instruction and assessments are aligned with academic standards.</p>	<p>1.4 Monitor implementation of academic standards in curriculum and instruction</p> <p>1.5 Organize the articulation of academic standards across and between classrooms, grade levels, groups and content areas.</p>	<p>1.6 Lead staff in the analysis and revision of standards, curriculum and instructional alignment.</p>	<p>1.7 Design and develop aligned systems of curriculum, instruction and assessment at school and Woreda Education Office level.</p>
2. Principals ensure instructional practices are effective and meet the needs of all students including students with special educational need and students at-risk.	<p>2.1 Monitor the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</p> <p>2.2 Make systematic and frequent classroom visits and provide feedback on classroom instruction.</p> <p>2.3 Mentor and coach peers to design, implement and</p>	<p>2.4 Share experiences to staffs to promote and implement active learning and continuous assessment that maximize outcomes of students.</p> <p>2.5 Set aside time for attention to critical instructional issues during the school day.</p>	<p>2.6 Promote the use of additional instructional time outside of the school day as needed.</p> <p>2.7 Empower and facilitate teachers in designing curriculum and addressing instructional and assessment issues.</p>	<p>2.8 Analyze and recommend instructional practices that result in improved student performance system-wide.</p> <p>2.9 Lead stakeholders in the process of selecting and adopting school and WEOs improvement initiatives.</p>

	model high quality learning experiences for individuals and groups of students.			
3. Principals advocate for high levels of learning for all students including students with special educational needs and students at-risk.	<p>3.1 Monitor the identification and instruction of students of diverse abilities.</p> <p>3.2 Support teachers and staff in implementing policies.</p> <p>3.3 Use disaggregated achievement data to determine the performance and needs of particular students and groups.</p>	<p>3.4 Regularly examine school-wide student performance data to determine identification of students with special educational needs and students at-risk.</p> <p>3.5 Foster systematic discussions regarding instructional needs of all students including students with special educational needs and students at risk.</p>	3.6 Involve directly in instructional issues for all students, including students with special educational needs and students at risk.	3.7 Are actively engaged in major instructional initiatives throughout the Woreda and beyond to ensure all students, including students with special educational needs and students at-risk.
4. Principals understand, promote and share relevant research.	<p>4.1 Keep informed about current research and theory on effective schooling.</p> <p>4.2 Share current research and theory on effective curriculum design and instructional strategies.</p>	<p>4.3 Conduct action research and serve as a model for effective teaching and learning.</p> <p>4.4 Engage staff in identifying and discussing research and theory that support the academic needs of students.</p>	4.5 Guide staff in the implementation of research-based instructional practices.	<p>4.6 Methodically study research in response to an identified school improvement need.</p> <p>4.7 Evaluate the applicability of specific instructional reforms, using strategies such as action research or pilot studies.</p>
5. Principals understand, encourage and	<p>5.1 Model the use of multiple sources of data to inform and make decisions.</p> <p>5.2 Communicate data about</p>	<p>5.3. Monitor staff utilization of data and its impact on student’s achievement.</p> <p>5.4 Collaboratively develop</p>	5.5 Provide ongoing learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use	5.7 Generate tools to systematically collect and synthesize multiple sources of data.

facilitate the effective use of data by staff.	student progress to the school community.	and implement an assessment system that measures academic progress over time for students and groups of students.	data on student progress. 5.6 Facilitate teachers' use of assessment data to continually design and adapt instruction based on student needs.	5.8 Set expectations and encourage teachers to synthesize multiple sources of data in decision making.
6. Principals monitor and evaluate the quality of teaching and learning.	6.1 Identify, implement and review a range of quality assurance systems. 6.2 Collect, analyze and use qualitative and quantitative data.	6.3 Direct monitoring and evaluation activities. 6.4 Report on the findings.	6.5 Provide feedback to the staff and communities.	6.6 Monitor and assess the progress of teaching and learning activities, making adjustments and formulating new action steps as necessary.

4. LEAD AND DEVELOP INDIVIDUALS AND TEAMS

LEAD AND DEVELOP INDIVIDUALS AND TEAMS	Indicators			
	Beginner	Proficient-I	Proficient-II	Lead
1. Principals identify and prioritize professional development	1.1 Systematically identify and implement learning and development needs in line with organizational requirements. 1.2 Ensure that a learning plan to meet individual and group	1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs. 1.5 Adapt individual	1.6 Develop and maintain effective strategies and procedures for staff induction, professional learning and performance review. 1.7 Set personal targets and	1.8 Make certain that individual and team learning needs and accountabilities are clearly defined, understood and agreed for improving

<p>needs.</p>	<p>training and development needs is collaboratively developed, agreed to and implemented.</p> <p>1.3 Encourage individuals to self-evaluate performance and identify areas for improvement.</p>	<p>differences and work practices to meet the specific needs of students, teachers, parents and community members.</p>	<p>take responsibility for their own development.</p>	<p>professional practice.</p>
<p>2. Principals develop individuals and teams.</p>	<p>2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the school.</p> <p>2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants ,and availability of equipment and resources.</p> <p>2.3 Facilitate school learning opportunities, and coaching and mentoring assistance to promote individual and team achievement of competencies.</p>	<p>2.4 Create development opportunities that incorporates arrange of activities and support materials appropriate to the achievement of identified competencies.</p> <p>2.5 Identify and approve resources and time lines required for learning activities in accordance with organizational requirements.</p> <p>2.6 Develop and implement strategies that empower individuals promote ambition and foster collegiality to build school capacity and enhance student learning.</p>	<p>2.7 Apply professional development strategies, including mentoring and coaching, to build school capacity by developing the teaching management and leadership skills of others.</p> <p>2.8 Plan, implement and review team structures and processes that align to the school's strategic vision and the schools operating agreement.</p>	<p>2.9 Review school policies and procedures that empower teams, build capacity and hold teams accountable for outcomes.</p> <p>2.10 Support individuals and teams in assessing skills, identifying learning needs and sourcing learning opportunities.</p>

<p>3. Principals monitor and evaluate workplace learning.</p>	<p>3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements.</p> <p>3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support.</p> <p>3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning.</p>	<p>3.4. Document and maintain records and reports of competency according to organizational requirements.</p> <p>3.5 Communicate and implement school performance management policies and procedures effectively across the school.</p> <p>3.6 Provide constructive formal and informal feedback to individuals and teams on regular basis workplace learning.</p>	<p>3.7 Establish and implement reporting processes to ensure that the School Board is kept informed and actively involved in evaluation and review of the performance management system.</p> <p>3.8 Establish procedures for identifying and reinforcing performance above expectations through recognition and continuous feedback.</p>	<p>3.9 Evaluate learning procedures and processes for identifying performance below expectations and for developing plans with individuals and teams to address performance issues.</p> <p>3.10 Monitor, document and report individual and team performance in line with school administrative and organizational requirements.</p>
<p>4. Principals develop networks to support individuals and teams.</p>	<p>4.1 Establish, access and maintain networks within and outside the school to support the work of individuals and teams and build the capacity of the school to support student achievement.</p> <p>4.2 Review on an ongoing basis the effectiveness of school and community-based networks in supporting the work of individuals and teams and building school capacity.</p>	<p>4.3 Establish access and maintain networks within and outside the school to support the work of individuals and teams and build the capacity of the school to support student achievement.</p>	<p>4.4 Review on an ongoing basis the effectiveness of in supporting the work of individuals and teams and building school capacity.</p>	<p>4.5 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities and build productive links with the wider community.</p>

5. Principals support staff in planning and implementing research based professional development.	<p>5.1 Participate in extensive professional development to increase their knowledge and skills.</p> <p>5.2 Facilitate professional development opportunities that support classroom instruction.</p>	<p>5.3 Use staff and student data to identify professional development needs.</p> <p>5.4 Provide ongoing opportunities for teachers to reflect on their practice.</p>	<p>5.5 Create learning teams in which teachers serve as school leaders in modeling and guiding other teachers to effectively support student learning and achievement.</p>	<p>5.6 Collaboratively assess the impact of professional development on multiple levels including participant satisfaction and knowledge, organizational impact and changes in student achievement.</p>
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5. LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES

LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES	Indicator			
	Beginner	Proficient-I	Proficient-II	Lead
1. Principals establish and maintain a safe and secure school environment.	<p>1.1 Build conciseness and acceptance on established rules and regulations.</p> <p>1.2 Communicate and reinforce rules and regulations to staff, student and parents.</p>	<p>1.3 Ensure that rules and regulations are consistently applied.</p> <p>1.4 Examine and modify routines, as needed, to ensure safety for all.</p>	<p>1.5 Promote and implement a school-wide system for behavioral support and intervention.</p>	<p>1.6 Lead the design, development and evaluation of a comprehensive safety and security plan working with stakeholders.</p>
2. Principals create a nurturing learning environment that addresses the	<p>2.1 Be accessible to students, staff and parents.</p> <p>2.2 Assess how well the physical, social and</p>	<p>2.4 Treat all students, staff, parents and community members with respect.</p> <p>2.5 Promote the effective use of</p>	<p>2.6 Modify the school's physical and cultural environment to support student learning.</p>	<p>2.8 Develop partnerships with staff, students, parents and community providers to address the</p>

<p>physical and mental health needs of all students and staff.</p>	<p>cultural environment supports student needs.</p> <p>2.3 Identify available resources to address the physical and mental health needs of the students and staff.</p>	<p>identified resources and strategies to address the physical and mental health needs of students and staff.</p>	<p>2.7 Ensure that staff treats all students, parents and community members with respect.</p>	<p>academic, physical and mental health needs of students and staff.</p>
<p>3. Principals mobilize, allocate and utilize resources, including technology, to support student and staff learning.</p>	<p>3.1 Mobilize required resources to run school activities to enhance student learning.</p> <p>3.2 Manage the budget to support student and staff learning.</p> <p>3.3 Identify and equitably allocate resources to support student and staff learning.</p>	<p>3.4 Use technology effectively to manage school operations.</p> <p>3.5 Procure additional financial resources for the school to support student and staff learning.</p> <p>3.6 Organize daily schedules and yearly calendars that create opportunities for teachers to work, plan and reexamine assumptions around instructional issues.</p>	<p>3.7 Assess the use of technology in the context of school operations.</p> <p>3.8 Develop a budget aligned to student and staff needs.</p>	<p>3.9 Engage the staff in procuring additional funding targeted to support student and staff learning that result in improved student performance.</p> <p>3.10 Lead and develop the use of technology to manage school operations that result in improved student performance.</p>

<p>4. Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.</p>	<p>4.1 Supervise and evaluate all staff.</p> <p>4.2 Establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.</p>	<p>4.3 Consistently provide both formal and informal recognition to staff and students for achievement, improvement and effort.</p> <p>4.4 Actively support the recruitment and selection of staff members who can ensure that the vision of the school is realized.</p>	<p>4.5 Retain productive staff, and implement incentives that ensure continued motivation.</p> <p>4.6 Design and promote traditions and ceremonies that reinforce a school culture that values and rewards teaching and learning.</p>	<p>4.7 Analyze, select and communicate institutional policies, procedures and practices that result in improved student performance.</p> <p>4.8 Influence policies and procedures related to instruction at the district level and beyond.</p>
<p>5. Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.</p>	<p>5.1 Undertakes responsibilities for school operations.</p>	<p>5.4 Applies laws and procedures fairly, wisely and considerately.</p>	<p>5.7 Communicate local, state and federal mandates to district and community members.</p>	<p>5.9 Manifest a professional code of ethics and values.</p>
	<p>5.2 Uses the influence of the office to enhance the educational program rather than for person gain.</p> <p>5.3 Treat people fairly, equitably and with dignity and respect.</p>	<p>5.5 Demonstrate integrity and exercise ethical behavior.</p> <p>5.6 Analyze and revise procedures to comply with local, state and federal mandates.</p>	<p>5.8 Advocate for community involvement in local, state and federal educational issues that result in improved student performance.</p>	

<p>6. Principals promotes the values and challenges of the diverse school community.</p>	<p>6.1. Demonstrate appreciation for and sensitivity to the diversity in the school community.</p> <p>6.2 Recognizes and respects the legitimate rights of others.</p>	<p>6.3 Examines and considers the prevailing values of the diverse school community.</p> <p>6.4. Opens the school to the public.</p>	<p>6.5 Analyze school problems with an understanding of major historical, ethical, social, and economic influences in a democratic society.</p>	<p>6.6 Encourage the school community to demonstrate integrity and exercise ethical behavior.</p>
<p>7. Principals report to the community, customers and stake holders on effective use and management of school resources.</p>	<p>7.1 Report to the school board on the management of school physical, human, financial and ICT resources.</p> <p>7.2 Provide reports and documentation to the stake holders as required.</p>	<p>7.3 Report the School Board , WEO and the community on effective management of school resource.</p> <p>7.4 Use feedbacks obtained to lead and develop resource management of schools.</p>	<p>7.5 Review the strategies and working guides of resource management in schools.</p>	<p>7.6 Establish reporting systems that meet reporting requirements of the school and WEO on school resource utilization and management.</p>

INTRODUCTION

The Government of Ethiopia has given a high priority to quality improvement of education at all levels. The Education and Training Policy (1994) put special place, among other components, for the quality of education. The policy stipulates clearly that “educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training”. To address this issue, MOE has developed a General Education Quality Improvement Package (GEQIP) that comprises six programs. The Growth and Transformation Plan of Ethiopian (GTPE) has also forwarded that improving and ensuring the quality and efficiency of education at all levels will be an important priority. In this regard, GTPE clearly underlines that GEQIP will be fully implemented and its subsequent impact in improving student achievement will be verified through regular monitoring and evaluation and National Learning Assessment (NLA) to be conducted every three years. The quality of education depends on, among others, the presence of competent and committed school principals. This can be ensured by developing appropriate and relevant standard for the principals and letting them pass through the assessment processes to meet the set standard. Cognizant of these facts, the Ministry of Education prepares standard for school principals that ensure their continuous endeavors to meet the set standard.

RATIONALE FOR THE STANDARD

The set off professional standards for teachers and educational leaders is part of the government’s plan for developing and maintaining the quality of teaching and leadership, and improving learning outcomes for students. The implementation of teachers and education leaders licensing and re-licensing system on the basis of meeting appropriate professional standard is a policy matter described in the MoE’s policy documents. For instance, The Ethiopian Teachers’ Development Guideline/Blue Print/ addresses licensing and re-licensing of teachers and educational leaders will be introduced in the system and implemented by ensuring that the professionals meet the set standard that will serve as a guarantee for them to continue in the profession. The set off standard is closely tied with maintaining the quality of education. It is very difficult, if not impossible, to try improving and maintaining the quality of education without having the set of clear standard and

continuous assessment undertakings. The professional standard reflect Government's interest in ensuring that students have opportunities to learn from high quality professional teachers and schools are led and managed by high quality professional principals.

The Ministry of Education is employing important activities of measuring students competence using National Learning Assessment (NLA) and Early Grade Reading Assessment (EGRA). The result obtained from such activities is vital to take intervention action to improve the quality of education and students' performance. The missed point so far is measuring teachers' professional competence. So, the development of this standard and subsequent assessment of school principals is believed to have strong effect in improving the quality of education at different levels.

PURPOSE OF THE STANDARD

The *National Professional Standard for Principals* has been developed to define the role of the principals and unify the profession in the country, to describe the professional practice of principals in a common language and to make explicit the role of quality school leadership in improving learning outcomes. Professional standard describe the important knowledge, skills and attitudes that all principals, are expected to demonstrate. Professional standards will form part of performance management systems in schools.

The Professional Standard for school principals is designed to include pre primary, primary and secondary school principals. It is intended to help schools understand the requirements for integrating the Professional Standard into their existing performance management systems. The standard provides an opportunity to describe the professional practice of effective principals and to make it accessible and meaningful to others.

This standard will mainly serve the following purposes:

- Serves as a guide for school principals as they are continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers.
- Assists in attracting, developing and supporting aspiring and practicing principals.

- Leads learning by providing a framework for professional learning, guiding self reflection, self-improvement and development, guiding the management of self and others.
- Assists higher education programs in developing the content and requirements of leadership training programs.
- Focuses the goals and objectives of the Woreda as they support their schools educational leaders.
- Serves as a tool in developing coaching and mentoring programs for principals.
- Serves for certification and approval of professional development.

THE CENTRAL ROLE OF THE PRINCIPAL

Research done on school improvement revealed that the most effective principals have a clear vision of how the school could serve its students; had aligned resources and priorities with the vision; and could engage other key players, within and outside the school, in achieving the goals embedded in the vision.

The principal is the leading professional in the school. The major role of the principal is providing professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. Principal must establish a culture that promotes excellence, equality and high expectations of all pupils. Principal provides vision, leadership and direction for the school and ensures that it is managed and organized to meet its aims and targets.

The principal working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing school rules and regulation and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organization and administration of the school.

The principal working with and through others secures the commitment of the wider community to the school by developing and maintaining effective partnerships with different stakeholders.

Principal is responsible and accountable for the development of children and young people so that they can become successful learners, confident creative individuals and active informed citizens. Principal networks and collaborates with a wide range of people to secure the best possible learning outcomes and wellbeing of all students. S/he is skilled at establishing and maintaining professional relationships and structures. Principal is able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all.

Principal is supposed to believe in the power of education to make a difference to the lives of individuals and to society. As long as s/he is the leading educational professional in school, s/he is required to inspire students, staff and members of the community to continuously enhance the learning of all.

STANDARD LEVELS FOR SCHOOL PRINCIPALS

The Professional Standard of Principals comprises of four levels namely; *Beginner Principal*, *Proficient-I Principal*, *Proficient-II Principal* and *Lead Principal*. The indicators for these levels are developed to show the performance at four levels. The levels are assumed to be based on the growth and advancement of their responsibilities throughout their span of careers. The levels are described as follows.

Beginner Principal

At the **Beginner level**, principals demonstrate knowledge of the skills and abilities needed for minimally effective leadership. They are in the process of refining their skills and understandings to fully integrate their knowledge and skills. They monitor the situations in their schools and respond appropriately. All principals at this level are expected to meet the following;

- Understand the importance for a school to have a shared mission, vision, beliefs, and goals.
- Possess knowledge of school learning goals.
- Initiate formal and informal discussions that address curriculum, instruction, and assessment issues.

- Understand the importance of developing effective professional learning communities and result-oriented professional development
- Understand the importance of continued personal learning and professional development
- Understand the importance of non-fiscal resources (e.g., personnel, time, materials, etc.) in the effectiveness of a school.

Proficient-I principal

At the **Proficient-I level**, principals effectively integrate the knowledge, skills and abilities needed for effective leadership. They are fully skilled professionals who demonstrate purposefulness, flexibility and consistency. All principals at this level are expected to meet the following;

- Acknowledge the importance of engaging stakeholder groups in meaningful ways.
- Assess the resource needs of teachers and staff.
- Lead the development of a shared mission, vision, beliefs, and goals for the school aligned with the School Improvement Plan (SIP) and the woreda Strategic Plan.
- Guide and/or instructs professional learning activities to address curriculum, instruction, and assessment issues that build on teachers' strengths in reaching all students.

Proficient-II Principal

At this level **Proficient-II** principals anticipate and monitor situations in their classrooms and schools, and make appropriate plans and responses. All principals at this level are expected to reach the following stages;

- Continually assess the shared mission, vision, beliefs, and goals for the school that are aligned with the School Improvement Plan (SIP).
- Provide structures for, and implements the development of effective professional learning communities and result-oriented professional development.

- Routinely participate in professional development focused on improving instructional programs and practices.
- Mobilize and allocate material resources in ways which support student achievement.
- Communicate the structure and rationale for decisions about resource allocation.
- Provide opportunities for stakeholder groups to become involved in the school.

Lead Principal

At the **Lead level**, principals use their strong foundation of knowledge, skills and abilities to innovate and enhance their schools, and woreda. They are leaders who empower and influence others. They anticipate and monitor situations in their schools and effectively reshape their environments accordingly. They respond to the needs of their colleagues and students immediately and effectively. The Lead level represents the highest level of achievement and principals are expected to perform the following activities;

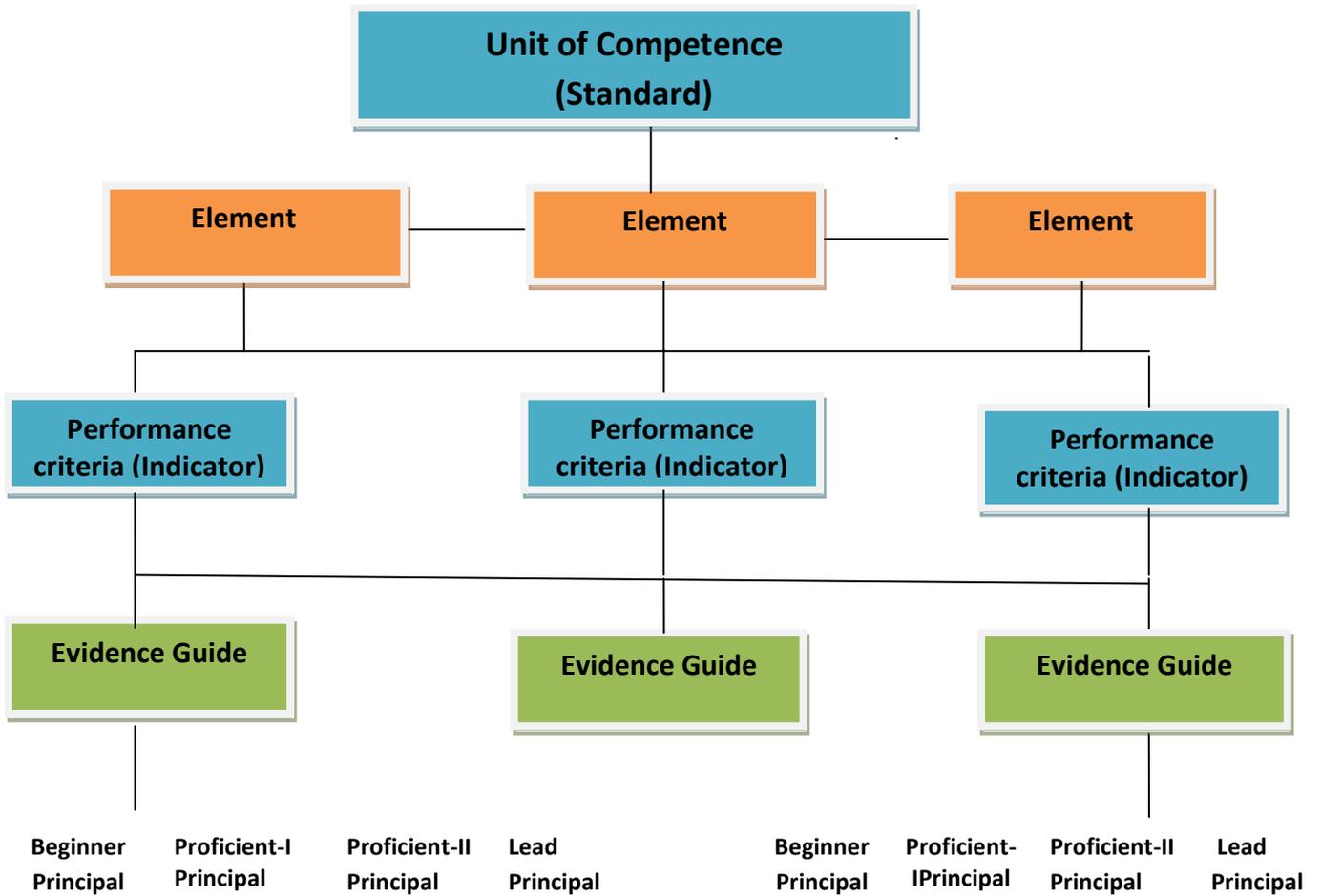
- Continually evaluate the shared mission, vision, beliefs, and goals for the school that are aligned with the School Improvement Plan (SIP) and the woreda Strategic Plan and makes adaptations as appropriate.
- Model knowledge of research based best practice and expects staff to have an understanding of curriculum alignment processes within and across curriculum areas and grade levels.
- Facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.
- Implement process for input on resource allocation and budgetary decisions.
- Optimize stakeholder involvement to provide learning opportunities for staff and students.

ORGANIZATION AND STRUCTURE OF THE STANDARD

This standard has a unit of competence which comprises units of elements and performance criteria. Each standard encompasses elements that describe what principals should know, think and do. The performance criteria (indicator) place an emphasis on how each element is observed and measured. Beside this it shows the knowledge and skills to be practiced.

The standard also incorporates evidence guides that provide information to the assessors how each unit of competence may be demonstrated.

The Structural Organization of the Principals' Standard



DEFINITION OF KEY TERMS

School Principal Professional Standard: - Is the broad category of principals' knowledge and skills. It is overarching goals and themes that provide a framework for what principals should know and be able to do and indicates the level of performance required for the successful achievement of work expectations.

Unit of competence: - is a coherent and explicit grouping of performance specifications within a qualification, which involves the application of knowledge, skills and ability required in the workplace. A unit of competence is an assessable achievement in terms of outcomes based on a particular work function that focuses on what people are expected to perform (duties and tasks). A unit of competence can be broken down into elements of competence, which must be stated very precisely to avoid ambiguity.

Unit Code:-provides the identification of unit of competences contained in the occupational standard of a principal. Each unit of competence has a unique code made up of 12 characters signifying the sector, work function, the scope and the month and year of endorsement.

Elements: - are the statements of what principals should know, think and do to be effective leaders. Elements are the basic building blocks of the unit of competence. Elements of competence describe in outcome terms the functions that a person who works in a particular area of work is able to perform. Elements must describe actions or outcomes that are demonstrable and assessable.

Performance Criteria: - are observable and measurable statements to serve as tools in discussions of principals' skills and knowledge. Performance criteria specify what is to be assessed and the required level of performance. It is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified. Performance criteria contain an outcome and a standard of performance. Each element is accompanied by a number of performance criteria.

Range of Variable: - defines the boundaries within which the unit of competence applies. Range of Variable identifies the range of situations that should be the focus of assessment. The Range of Variables describes the conditions/ circumstances or context under which the work activity described in the unit of competence is to be

performed and allows for differences between schools and schools conditions, including practices, knowledge and requirements.

Evidence Guide: - provides specific, information on the evidence to be collected, the evidence collection method and the context of the evidence collection.

The Evidence Guide comprises seven sections:

Critical Aspects of Competence: - describe what is required to successfully complete the work activity. It tells the assessor what evidence is essential for successful performance. It identifies the essential product evidence, knowledge evidence process evidence.

Underpinning knowledge: - specify the essential knowledge that needs to be applied in particular activities or existing situations, or knowledge that may need to be applied in novel activities or unforeseen circumstances in the future to perform work to the required standard. It identifies the knowledge or content needed in order to perform the work activity and may include knowledge of how to apply.

Underpinning Skills: - provides the assessor with a list of the skills needed to achieve the elements and performance criteria in the unit of competence. This section lists the generic skills that a principal must possess in order to complete the work activity.

Underpinning Attitude: - provides a list of values and commitments required to execute elements and activities demonstrated on each competence as it applies within the context of the principals role.

Sources of Evidence:-This section identifies the sources of evidence that supports the assessment rating, i.e. documents, visuals, records that must be available in order to conduct the assessment. This section lists the sources of evidence required for the assessment of the Unit of Competence.

Methods of Assessment:- identifies the ways in which evidence of competence must be collected. The Method of Assessment section identifies the suggested assessment method and any units which are complementary and suitable for assessing in an integrated manner.

Context of Assessment:-the Context for Assessment section indicates where the Unit of Competence should be assessed. It indicates whether the unit of competence may be assessed in the work place or in a given place where you can administer test

THE THREE SCHOOL PRINCIPALS DOMAINS AND *COMPETENCES*

1. School Vision and Community Leadership

2. Instructional Leadership

3. Administrative Leadership

1. School Vision and Community Leadership

Principals lead the development of the vision of the school. Principals understand, mediate and serve the best interests of the community. This resonates through the strategic vision, cultural values, traditions and positive ethos they seek to promote across the school.

Principals ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning. They are able to build trust across the school community and to create a positive learning atmosphere for students and staff and within the community in which they work.

2. Instructional Leadership

Principals share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Principals engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.

Principals have a current knowledge and understanding of research into teaching, learning and child development and how to apply such research to the needs of the students in the school.

Principals apply knowledge and understanding of current developments in education policy, schooling and social and environmental trends and developments to improve educational opportunities in the school. Principals provide opportunities for all members of the school community to build their capacity and participate in important school decisions.

3. Administrative Leadership

Principals manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system

components. Principals identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students.

They manage themselves well and use ethical practices and social skills to deal with conflict effectively. They understand the implications of child safety, health and wellbeing, human resource development.

Principals are able to define challenges clearly and seek positive solutions, often in collaboration with others. They know when decisions are required and are able to use the available evidence and information to support, inform and communicate their decisions.

Dom. No.	Domains	Competences
I	SCHOOL VISION & COMMUNITY LEADERSHIP	1. LEAD AND FACILITATE VISION OF LEARNING 2. DEVELOP AND MANAGE SCHOOL-COMMUNITY RELATIONS
II	INSTRUCTIONAL LEADERSHIP	3. LEAD AND MANAGE LEARNING AND TEACHING 4. LEAD AND DEVELOP INDIVIDUALS AND TEAM
III	ADMINISTRATIVE LEADERSHIP	5. LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES

UNITS OF COMPETENCES AND ELEMENTS OF THE STANDARD

UNIT OF COMPETENCE 1: LEAD AND FACILITATE VISION OF LEARNING

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.

1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

1.3 Principals lead the change process for continuous improvement.

1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

UNIT OF COMPETENCE 2: DEVELOP AND MANAGE SCHOOL–COMMUNITY RELATIONS

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

5.1 Principals connect the school with the community.

5.2 Principals involve parents and community members in improving student learning.

5.3 Principals use community resources to improve student learning.

5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.

UNIT OF COMPETENCE 3: LEAD AND MANAGE LEARNING AND TEACHING

Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

2.1 Principals ensure that the instructional content that is taught is aligned with the national academic content standard.

2.2 Principals ensure instructional practices are effective and meet the needs of all students including students with special educational needs and students at risk.

2.3 Principals advocate for high levels of learning for all students, including students with special educational needs and students at-risk.

2.4 Principals understand, promote and share relevant research.

2.5 Principals understand, encourage and facilitate the effective use of data by staff.

2.6 Principals monitor and evaluate the quality of teaching and learning programs.

UNIT OF COMPETENCE 4: LEAD AND DEVELOP INDIVIDUALS AND TEAM

Principals provide opportunities for all members of the school community to build their capacity and participate in important school decisions.

3.1 Principals identify and prioritize professional development needs.

- 3.2 Principals develop individuals and teams.
- 3.3 Principals monitor and evaluate workplace learning.
- 3.4 Principals develop networks to support individuals and teams.
- 3.5. Principals support staff in planning and implementing research-based professional development.

UNIT OF COMPETENCE 5: LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- 4.1 Principals establish and maintain a safe school environment.
- 4.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all students and staff.
- 4.3 Principals mobilize, allocate and utilize resources, including technology, to support student and staff learning.
- 4.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning
- 4.5 Principals understand, uphold and model professional ethics, policies, and codes of professional conduct.
- 4.6 Principals promote the values and challenges of the diverse school community
- 4.7 Principals report to the community and stake holders on effective and efficient use and management of school resources.

UNIT OF COMPETENCE FOR BEGINNER PRINCIPAL

PROFESSIONAL STANDARD:- SCHOOL PRINCIPALSHIP

PROFESSIONAL CODE:- EDU SPR

[EDU SPR 01 0112](#)

LEAD AND FACILITATE
VISION OF LEARNING

[EDU SPR 02 0112](#)

DEVELOP AND MANAGE
SCHOOL-COMMUNITY
RELATIONS

[EDU SPR 03 0112](#)

LEAD AND MANAGE
LEARNING AND
TEACHING

[EDU SPR 04 0112](#)

LEAD AND
DEVELOP
INDIVIDUALS AND
TEAMS

[EDU SPR 05 0112](#)

LEAD AND MANAGE
SCHOOL OPERATIONS
AND RESOURCES

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND FACILITATE VISION OF LEARNING
UNIT – CODE	<u>EDU SPR 01 0112</u>
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required in creating shared vision, clear goals and change for schools and ensures continuous progress toward achieving the goals.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Principals facilitate the articulation and realization of a shared vision of continuous school improvement.	1.1 Identify and include stakeholders in the process of developing a shared vision . 1.2 Articulate a vision focused on high levels of learning for all students. 1.3 Implement a process for the development of a shared vision .
2. Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff	2.1 Identify goal areas that promote high levels of achievement for all students and staff. 2.2 Focus attention on established goals. 2.3 Communicate the expectation of high learning and achievement for all students.
3. Principals lead the change process for continuous improvement.	3.1 Articulate well-defined beliefs about teaching and learning in response to the environment and levels of student achievement. 3.2 Identify and design changes needed to improve student learning. 3.3 Engage stakeholders in the change process through effective communication .
4. Principals anticipate, monitor and respond to educational developments that affect school issues and environment.	4.1 Respond to school, community and societal changes and issues that affect the instructional needs of students. 4.2 Monitor the day to day activities in the school that can affect the school environments .

VARIABLE	RANGE
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Shared vision	It is the common dream or goal of individuals in an organization which inspires working to achieve ; <ul style="list-style-type: none"> ✓ The vision and ✓ Organization's values.
High levels of learning	<ul style="list-style-type: none"> ✓ Involve active and purposeful engagement with complex abstracted phenomena and include; diverse and/or multiple perspectives about the issue(s) or problem(s) presented.
Process for the development of a shared vision	<i>Includes steps such as;</i> <ul style="list-style-type: none"> ✓ <i>Identifying personal vision for school</i> ✓ <i>Stating core values and beliefs in a personal vision statement</i> ✓ <i>Beginning to operate on personal vision</i> ✓ <i>Collecting baseline data</i> ✓ <i>Lead the staff members in activities</i> ✓ <i>Operationalizing vision</i> ✓ <i>Reviewing school activities, customs and programs in light.</i>
High levels of achievement	Refers to; <ul style="list-style-type: none"> ✓ High academic growth and it can be influenced by gender, racial and income differences and lack of interest, ✓ High levels of student achievement are the result of systematic, targeted and purposeful instruction.
Well-defined beliefs	The beliefs about the nature of teaching and learning which include; <ul style="list-style-type: none"> ✓ Direct transmission beliefs about learning and instruction; ex. effective/good teachers demonstrate the correct way to solve a problem. ✓ Constructivist beliefs about learning and instruction; ex. my role as a teacher is to facilitate students' own inquiry.
Effective communication	Is a two-way process -sending the right message that is also being correctly received and understood by the other person/s and includes; <ul style="list-style-type: none"> ✓ aspects of the visual, ✓ auditory and ✓ language that appeal to all listeners.
School environments	Is the thread that connects the multitude of activities in school and includes; <ul style="list-style-type: none"> ✓ the school building ✓ the surrounding grounds, such as noise, temperature, and lighting, ✓ attitudes, feelings and values of students and staff.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	DEVELOP AND MANAGE SCHOOL – COMMUNITY RELATIONS
UNIT – CODE	<u>EDU SPR 02 0112</u>
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required for effectively managing school–community relations through creating positive relations with students’ families, building school–community partnerships to enhance student learning, and communicating effectively with the school community.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Principals connect the school with the community.	1.1 Represent the school at community functions and public gatherings.
2. Principals involve parents and communities in improving student learning.	2.1 Regularly practice two-way communication with parents about students progress. 2.2 Provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs.
3. Principals use community resources to improve student learning.	3.1 Identify and use community-based resources to increase achievement among all students.
4. Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	4.1 Model appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students.

VARIABLE	RANGE
Two-way communication	Is a form of transmission in which both parties involved transmit information. common forms of two-way communication are; instant, computer and telephone conversations.
Community-based resources	Refers to ; the systemic integration of resources to the schools activities obtained from the community. It includes; finance, material goods and other support services.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND MANAGE LEARNING AND TEACHING
UNIT – CODE	EDU SPR 03 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to lead and manage learning and teaching through creating learning environments that maximize student outcomes, articulating high expectations, implementing curricula and offering and evaluating high quality learning and teaching.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Principals ensure that the instructional content that is taught is aligned with the National academic content standard.	<p>1.1 Provide teachers with a basic understanding of the academic standards.</p> <p>1.2 Monitor the use of resources aligned to the academic standards.</p> <p>1.3 Ensure that curriculum, instruction and assessments are aligned with academic standards.</p>
2. Principals ensure instructional practices are effective and meet the needs of all students including students with special educational need and students at-risk.	<p>2.1 Monitor the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</p> <p>2.2 Make systematic and frequent classroom visits and provide feedback on classroom instruction.</p> <p>2.3 Mentor and coach peers to design, implement and model high quality learning experiences for individuals and groups of students.</p>
3. Principals advocate for high levels of learning for all students including students with special educational needs and students at-risk.	<p>3.1 Monitor the identification and instruction of students of diverse abilities</p> <p>3.2 Support teachers and staff in implementing policies.</p> <p>3.3 Use disaggregated achievement data to determine the performance and needs of particular students and groups.</p>
4. Principals understand, promote and share relevant research.	<p>4.1 Keep informed about current research and theory on effective schooling.</p> <p>4.2 Share current research and theory on effective curriculum design and</p>

	instructional strategies.
5. Principals understand, encourage and facilitate the effective use of data by staff.	5.1 Model the use of multiple sources of data to inform and make decisions. 5.2 Communicate data about student progress to the school community.
6. Principals monitor and evaluate the quality of teaching and learning programs.	6.1 Identify, implement and review a range of quality assurance systems. 6.2 Collect, analyze and use qualitative and quantitative data.
VARIABLE	RANGE
Academic standards	✓ are the benchmarks of quality and excellence in education such as curricula and examinations and these are maintained by inspection bodies.
Instructional methods and formats	Refers to ; ✓ different kinds of teaching and learning techniques applied in and out of classroom. This may include lecture, discussion, group work, etc.
Disaggregated achievement data	✓ are test scores by specific subgroups of student (age, sex and rural and urban). This may include the patterns, trends and other important information are that can be uncovered.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND DEVELOP INDIVIDUALS AND TEAMS
UNIT – CODE	EDU SPR 04 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to lead and develop individuals and teams through modeling high standards of performance, developing, empowering and supporting individuals and teams, monitoring performance and establishing support networks.</i>

ELEMENT	PERFORMANCE CRITERIA
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<p>1.principals identify and prioritize professional development needs</p>	<p>1.1 Systematically identify and implement learning and development needs in line with organizational requirements</p> <p>1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented.</p> <p>1.3 Encourage individuals to self-evaluate performance and identify areas for improvement.</p>
<p>2. Principals develop individuals and teams</p>	<p>2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the school.</p> <p>2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources.</p> <p>2.3 Facilitate school learning opportunities, and coaching and mentoring assistance to promote individual and team achievement of competencies.</p>
<p>3. Principals monitor and evaluate workplace learning</p>	<p>3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements.</p> <p>3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support.</p> <p>3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning.</p>
<p>4. Principals develop networks to support individuals and teams.</p>	<p>4.1 Establish, access and maintain networks within and outside the school to support the work of individuals and teams and build the capacity of the school to support student achievement.</p> <p>4.2 review on an ongoing basis the effectiveness of school and community-based networks in supporting the work of individuals and teams and building school capacity.</p>
<p>5. Principals support staff in planning and implementing research-based professional development.</p>	<p>5.1 Participate in extensive professional development to increase their knowledge and skills.</p> <p>5.2 Facilitate professional development opportunities that support classroom instruction.</p>

VARIABLE	RANGE
<i>Learning and development needs</i>	<p>May include;</p> <ul style="list-style-type: none"> ✓ Career planning/development, ✓ Coaching, mentoring and/or supervision, ✓ Formal/informal learning programs, ✓ Internal/external training provision, ✓ Performance appraisals, ✓ Personal study, ✓ Recognition of current competence/skills recognition, ✓ Work experience/exchange/opportunities and ✓ Workplace skills assessment.
<i>Organizational requirement</i>	<p>May include;</p> <ul style="list-style-type: none"> ✓ Access and equity principles and practices, ✓ Anti-discrimination and related policy, ✓ performance plans, ✓ Confidentiality and security requirements, ✓ Defined resource parameters, ✓ Ethical standards, ✓ Goals, objectives, plans, systems and processes, ✓ Legal and organizational policies, guidelines and requirements, ✓ Quality and continuous improvement processes and standards, ✓ Quality assurance and/or procedures manuals.
<i>Learning delivery methods</i>	<p>May include:</p> <ul style="list-style-type: none"> ✓ conference and seminar attendance, ✓ formal course participation, ✓ induction, ✓ involvement in professional networks, ✓ on-the-job coaching or mentoring, ✓ presentations/demonstrations, ✓ problem-solving and ✓ Work experience.
<i>Equipment and resources</i>	<p>May include;</p> <ul style="list-style-type: none"> ✓ Facilities, ✓ Funding, ✓ Guest speakers,

	<ul style="list-style-type: none"> ✓ Technological tools and equipment, ✓ Time, ✓ Training equipment such as white boards and audio-visual equipment.
Coaching and mentoring assistance	<p>May include:</p> <ul style="list-style-type: none"> ✓ fair and ethical practice, ✓ non-discriminatory processes and activities, ✓ Presenting and promoting a positive image of the collective group, ✓ Problem-solving, ✓ Providing encouragement ✓ Providing feedback to another team member. ✓ Respecting the contribution of all participants and giving credit for achievements
Professional development	<p>Refers to;</p> <ul style="list-style-type: none"> ✓ Skills and knowledge attained for both personal development and career advancement. Professional development encompasses; all types of facilitated learning opportunities ranging from CPD to college degrees, formal course work, conferences and informal learning opportunities situated in practice.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES
UNIT – CODE	EDU SPR 05 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to manage resources and operations of the school to create, maintain and monitor an effective learning environment.</i>

ELEMENT	PERFORMANCE CRITERIA
1 .Principals establish and maintain a safe and secure school environment.	1.1 Build conciseness and acceptance on established rules and regulations 1.2 Communicate and reinforce rules and regulations to staff,

	student and parents.
2. Principals create a nurturing learning environment that addresses the physical and mental health needs of all students and staff.	<p>2.1 Be accessible to students, staff and parents.</p> <p>2.2 Assess how well the physical, social and cultural environment supports student needs.</p> <p>2.3 Identify available resources to address the physical and mental health needs of the students and staff.</p>
3. Principals mobilize, allocate and utilize resources, including technology, to support student and staff learning.	<p>3.1 Mobilize required resources to run school activities to enhance student learning.</p> <p>3.2 Manage the budget to support student and staff learning.</p> <p>3.3 Identify and equitably allocate resources to support student and staff learning.</p>
4. Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	<p>4.1 Supervise and evaluate all staff.</p> <p>4.2 Establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.</p>
5. Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.	<p>5.1 Undertake responsibilities for school operations.</p> <p>5.2 Use the influence of the office to enhance the educational program rather than for person gain.</p> <p>5.3 Treat people fairly, equitably and with dignity and respect.</p>
6. Principals promotes the values and challenges of the diverse school community	<p>6.1. Demonstrate appreciation for and sensitivity to the diversity in the school community.</p> <p>6.2 Recognize and respect the legitimate rights of others.</p>
7. Principals report to the community, customers and stake holders on effective use and management of school resources.	<p>7.1 Report to the school board on the management of school physical, human, financial and ICT resources.</p> <p>7.2 Provide reports and documentation to the stake holders as required</p>

VARIABLE	RANGE
<i>physical and mental</i>	<i>includes;</i>

<i>health needs</i>	<ul style="list-style-type: none"> ✓ nutritious food, adequate shelter and sleep, exercise, immunizations and healthy living environment. ✓ unconditional love from family, Self-confidence and high self-esteem, the opportunity to play with other children, encouraging teachers and supportive caretakers, safe and secure surroundings, appropriate guidance and discipline
<i>School operations</i>	Refers to; technical assistance concerning the operation and management of school and services to students and organizations by supporting cost-effective school business practices.

UNIT OF COMPETENCE FOR PROFICIENT – I PRINCIPAL

PROFESSIONAL STANDARD:- SCHOOL PRINCIPAL SHIP

PROFESSIONAL CODE:- EDU SPR

[EDU SPR 01 0112](#)

LEAD AND FACILITATE
VISION OF LEARNING

[EDU SPR 02 0112](#)

DEVELOP AND
MANAGE SCHOOL-
COMMUNITY
RELATIONS

[EDU SPR 03 0112](#)

LEAD AND MANAGE
LEARNING AND
TEACHING

[EDU SPR 04 0112](#)

LEAD AND DEVELOP
INDIVIDUALS AND
TEAM

[EDU SPR 05 0112](#)

LEAD AND MANAGE
SCHOOL OPERATIONS
AND RESOURCES

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND FACILITATE VISION OF LEARNING
UNIT – CODE	EDU SPR 01 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required in creating shared vision, clear goals and change for their schools and ensures continuous progress toward achieving the goals.</i>

ELEMENT	PERFORMANCE CRITERIA
<i>1. Principals facilitate the articulation and realization of a shared vision of continuous school improvement.</i>	<p>1.1 Focus on the vision through difficulties, setbacks and failures.</p> <p>1.2 Collaboratively develop and communicate a shared vision using multiple approaches.</p> <p>1.3 Monitor the degree to which beliefs, behaviors and practices are consistent with the vision, and effect changes accordingly.</p>
<i>2. Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.</i>	<p>2.1 Use knowledge of the federal Standard for the teaching profession to support teachers’ professional growth.</p> <p>2.2 Collaboratively develop and set measurable school-wide goals.</p>
<i>3. Principals lead the change process for continuous improvement.</i>	<p>3.1 Facilitate a diverse group of stakeholders to implement changes needed to improve student learning.</p> <p>3.2 Model and provide resources to support staff in thinking systematically about the change process.</p>
<i>4. Principals anticipate, monitor and respond to educational developments that affect school issues and environment.</i>	<p>4.1 Ensure the development of strategic and operational planning.</p> <p>4.2 Work with stakeholders to anticipate, analyze and address building, woreda, community and societal changes and issues that affect the instructional needs of students.</p>

VARIABLE	RANGE
Multiple approaches	Varied approaches used given the diversity of all types, irrespective of academic, social, and personal differences to address needs, interest and talents.
Stakeholders	Includes; the school board, parents, staff, and students, local business owners, community groups and leaders, professional organizations, youth organizations, faith community, media, etc.
Measurable school-wide goals	Refers to a set of strategic, research-based, and measurable goals that guide Instruction, learning and assessment, professional development, leadership and commitment.
Change process	In schools the change process has five stages which includes; mobilizing, discovering, deepening, developing and delivering.
Federal Standards	<p>Define the knowledge and skills principals should have within their education careers.</p> <p>The standards ;</p> <ul style="list-style-type: none"> ✓ Align with college /university and work expectations, clear, understandable and consistent, ✓ Include rigorous content and application of knowledge through high-order skills and evidence-based.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	DEVELOP AND MANAGE SCHOOL – COMMUNITY RELATIONS
UNIT – CODE	<u>EDU SPR 02 0112</u>
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required for effectively managing school–community relations through creating positive relations with students’ families, building school–community partnerships to enhance student learning, and communicating effectively with the school community.</i>

ELEMENT	PERFORMANCE CRITERIA
1 .Principals connects the school with the community.	1.1 Use diverse available media to inform the community about the school.
2. Principals involve parents and communities in improving student learning.	2.1 Inform the community about the school’s expectations for student learning. 2.2 Encourage community involvement.
3 .Principals use community resources to improve student learning.	3.1 Collaborate with community groups to identify resources and solutions to increase achievement among all students.
4. Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	4.1 Support cooperation by using strategies to remedy instances of intolerance of individuals and groups.

VARIABLE	RANGE
Instances of intolerance	Encompass discriminatory attitudes and behavior towards individuals or groups; Examples of intolerance can be denial of language rights, stereotyping, teasing, prejudice scapegoating, discrimination, desecration and effacement, bullying, expulsion and exclusion, segregation and repression:
School’s expectations	Includes: - 1. Academic Expectations like; Applying critical thinking and creative literacy skills, demonstrating mathematical and scientific literacy skills and exhibiting effective speaking, writing and reading skills. 2. Social Expectations include; Demonstrating self-discipline, personal responsibility for learning and show respect for individual abilities and diverse cultures.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND MANAGE LEARNING AND TEACHING
UNIT – CODE	EDU SPR 03 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to lead and manage learning and teaching through creating learning environments that maximize student outcomes, articulating high</i>

	<i>expectations, implementing curricula and offering and evaluating high quality learning and teaching.</i>
ELEMENT	PERFORMANCE CRITERIA
1. Principals ensure that the instructional content that is taught is aligned with the national academic content standards.	<p>1.1 Monitor implementation of academic standards in curriculum and instruction</p> <p>1.2 Organize the articulation of academic standards across and between classrooms, grade levels, groups and content areas.</p>
2. Principals ensure instructional practices are effective and meet the needs of all students including students with special educational need and students at-risk.	<p>2.1 Share experiences to staffs to promote and implement active learning and continuous assessment that maximize outcomes of students.</p> <p>2.2 Set aside time for attention to critical instructional issues during the school day.</p>
3. Principals advocate for high levels of learning for all students including students with special educational needs and students at-risk.	<p>3.1 Regularly examine school-wide student performance data to determine identification of students with special educational needs and students at-risk.</p> <p>3.2 Foster systematic discussions regarding instructional needs of all students including students with special educational needs and students at risk.</p>
4. Principals understand, promote and share relevant research.	<p>4.1 Conduct action research and serve as a model for effective teaching and learning.</p> <p>4.2 Engage staff in identifying and discussing research and theory that support the academic needs of students.</p>
5. Principals understand, encourage and facilitate the effective use of data by staff.	<p>5.1 Monitor staff utilization of data and its impact on student's achievement.</p> <p>5.2 Collaboratively develop and implement an assessment system that measures academic progress over time for students and groups of students.</p>
6. Principals monitor and evaluate the quality of teaching and learning programs.	<p>6.1 Direct monitoring and evaluation activities.</p> <p>6.2 Report on the findings.</p>

VARIABLE	RANGE
<i>Critical instructional issues</i>	Refers to differentiated instruction approach for academically diverse learners.
<i>An assessment system that measures academic progress</i>	Is a testing program that provides teachers with information they use to improve teaching and learning. The information teachers receive from the Measures Academic Progress (MAP) results helps them to; Identify the skills and concepts child has learned, diagnose child’s instructional needs, monitor academic growth during the school year and make data-related decisions with regard to teaching.
<i>Special educational needs</i>	Refers to; children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age and involve; <ul style="list-style-type: none"> ✓ the individually planned and systematically monitored arrangement of teaching procedures, ✓ adapted equipment and materials, ✓ accessible settings and other interventions.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND DEVELOP INDIVIDUALS AND TEAM
UNIT – CODE	EDU SPR 04 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to lead and develop individuals and teams through modeling high standards of performance, developing, empowering and supporting individuals and teams, monitoring performance and establishing support networks.</i>

ELEMENT	PERFORMANCE CRITERIA
<i>1.Principals determine development needs</i>	<p>1.1 Collect feedback on performance of team members from relevant sources and compare with established team learning needs</p> <p>1.2 Adapt individual differences and work practices to meet the specific needs of students, teachers, parents and community members.</p>

<p>2. Principals develop individuals and teams</p>	<p>2.1 Create development opportunities that incorporates arrange of activities and support materials appropriate to the achievement of identified competencies.</p> <p>2.2 Identify and approve resources and time lines required for learning activities in accordance with organizational requirements.</p> <p>2.3 Develop and implement strategies that empower individuals promote ambition and foster collegiality to build school capacity and enhance student learning.</p>
<p>3. Principals monitor and evaluate workplace learning</p>	<p>3.1 Document and maintain records and reports of competency according to organizational requirements</p> <p>3.2 Communicate and implement school performance management policies and procedures effectively across the school.</p> <p>3.3 Provide constructive formal and informal feedback to individuals and teams on regular basis workplace learning.</p>
<p>4. Principals develop networks to support individuals and teams.</p>	<p>4.1 Establish access and maintain networks within and outside the school to support the work of individuals and teams and build the capacity of the school to support student achievement.</p>
<p>5. Principals support staff in planning and implementing research based professional development</p>	<p>5.1 Use staff and student data to identify professional development needs.</p> <p>5.2 Provide ongoing opportunities for teachers to reflect on their practice.</p>

VARIABLE	RANGE
<p>Individual differences</p>	<p>Refers to; The differences in temperament, personality, intelligence, achievement, and physical factors which reflect a wide range of normal variation</p>
<p>Specific needs</p>	<p>The developmental needs of a student on an individual basis.</p>
<p>Workplace learning</p>	<p>Refers to; The acquisition of knowledge or skills by formal or informal means that occurs in the workplace through team work, problem solving and social interaction. It includes:-work place mentors, on the-job training, Youth apprenticeship and seminars.</p>
<p>School performance management policies and</p>	<p>The overall working framework of performance required to be hold by governing bodies of the school. It includes policies and procedures such as;</p>

procedures	<ul style="list-style-type: none"> performance appraisal , staff development , discipline procedures, financial management , assessment and evaluation , promotion guidelines and procedures.
Networks	May include: formal/informal, individual, groups and organizations, professional, social, and media.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPALSHIP	
UNIT OF COMPETENCE	LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES
UNIT – CODE	EDU SPR 05 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to manage resources and operations of the school to create, maintain and monitor an effective learning environment.</i>

ELEMENT	PERFORMANCE CRITERIA
1 .Principals establishes and maintains a safe and secure school environment.	1.1 Ensure that rules and regulations are consistently applied. 1.2 Examine and modify routines, as needed, to ensure safety for all.
2. Principals create a nurturing learning environment that addresses the physical and mental health needs of all students and staff.	2.1 Treat all students, staff, parents and community members with respect. 2.2 Promote the effective use of identified resources and strategies to address the physical and mental health needs of students and staff.
3. Principals allocate resources, including technology, to support student and staff learning.	3.1 Use technology effectively to manage school operations . 3.2 Procure additional financial resources for the school to support student and staff learning. 3.3 Organize daily schedules and yearly calendars that create

	opportunities for teachers to work, plan and reexamine assumptions around instructional issues.
4. Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	<p>4.1 Consistently provide both formal and informal recognition to staff and students for achievement, improvement and effort.</p> <p>4.2 Actively support the recruitment and selection of staff members who can ensure that the vision of the school is realized.</p>
5. Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.	<p>5.1 Apply laws and procedures fairly, wisely and considerately.</p> <p>5.2 Demonstrate integrity and exercise ethical behavior</p> <p>5.3 Analyze and revise procedures to comply with local, state and federal mandates.</p>
6. Principals report to the community, customers and stake holders on effective management of school resources.	<p>6.1 Examine and consider the prevailing values of the diverse school community.</p> <p>6.2 Open the school to the public.</p>
7. Principals report to the community, customers and stake holders on effective use and management of school resources	<p>7.1 Report the School Board, WEO and the community on effective management of school resources.</p> <p>7.2 Use feedbacks obtained to lead and develop resource management of schools.</p>

VARIABLE	RANGE
Physical and mental health needs	<p>includes;</p> <ul style="list-style-type: none"> ✓ nutritious food, adequate shelter and sleep, exercise, immunizations and healthy living environment. ✓ unconditional love from family, self-confidence and high self-esteem, the opportunity to play with other children, encouraging teachers and supportive caretakers, safe and secure surroundings, appropriate guidance and discipline.
School operations	Refers to; technical assistance concerning the operation and management of school and services to students and organizations by supporting cost-effective school business practices.

<i>Ethical behavior</i>	A standard that you hold for yourself like honesty, fairness, respects the dignity, diversity and rights of individuals and groups of people.
<i>School resources.</i>	Refers to financial and physical resources the school contains: it includes laboratories ,media centers, sport facilities and fields, libraries, internet labs, classrooms and administrative buildings, all goods and services and etc.

UNIT OF COMPETENCE FOR PROFICIENT – II PRINCIPAL

PROFESSIONAL STANDARD:- SCHOOL PRINCIPALSHIP

PROFESSIONAL CODE:- EDU SPR

[EDU SPR 01 0112](#)

**LEAD AND FACILITATE
VISION OF LEARNING**

[EDU SPR 02 0112](#)

**DEVELOP AND MANAGE
SCHOOL-COMMUNITY
RELATIONS**

[EDU SPR 03 0112](#)

**LEAD AND MANAGE
LEARNING AND
TEACHING**

[EDU SPR 04 0112](#)

**LEAD AND DEVELOP
INDIVIDUALS AND TEAM**

[EDU SPR 05 0112](#)

**LEAD AND MANAGE
SCHOOL OPERATIONS
AND RESOURCES**

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND FACILITATE VISION OF LEARNING
UNIT – CODE	EDU SPR 01 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required in creating shared vision, clear goals and change for their schools and ensures continuous progress toward achieving the goals.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Principals facilitate the articulation and realization of a shared vision of continuous school improvement.	<p>1.1 Collaboratively keep the vision at the forefront of all stake holders.</p> <p>1.2 Challenge existing structures based on data to align them with the shared vision.</p>
2. Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	<p>2.1 Monitor progress, through the use of data, towards the established goals.</p> <p>2.2 Collaboratively establish and reinforce individual staff contributions towards the attainment of the measurable school-wide goals.</p> <p>2.3 Keep goals at the fore front of educators’ attention.</p>
3. Principals lead the change process for continuous improvement.	<p>3.1 Systematically articulate new and better ways of doing things.</p> <p>3.2 Design and develop ongoing cycles of data collection, analysis, professional development, implementation and reflection to monitor and promote change for continuous improvement.</p>
4. Principals anticipate, monitor and respond to educational developments that affect school issues and environment.	<p>4.1 Identify and utilize informal groups and relationships among school staff that may affect the school environment.</p>

VARIABLE	RANGE
Stakeholders	Includes; the school board, parents, staff, and students, local business owners, community groups and leaders, professional organizations, youth organizations, faith community, media, etc.
Measurable school-wide goals	Refers to a set of strategic, research-based, and measurable goals that guide Instruction, learning and assessment, professional development, leadership and commitment.
Informal groups	Examples of informal groups: neighborhoods, friendships, hobby groups, computer-user groups. They are not hierarchical/more democratic, fluid, casual, more choice in membership and show special interest and obtain emotional support.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	DEVELOP AND MANAGE SCHOOL – COMMUNITY RELATIONS
UNIT – CODE	EDU SPR 02 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required for effectively managing school–community relations through creating positive relations with students’ families, building school–community partnerships to enhance student learning, and communicating effectively with the school community.</i>

ELEMENT	PERFORMANCE CRITERIA
1 .Principals connects the school with the community.	1.1 Arrange school-community partnerships to support student achievement and school and community priorities.
2. Principals involve parents and communities in improving student learning.	2.1 Actively recruit and utilize parent and community volunteers as appropriate for the school’s instructional program. 2.2 Use technology as appropriate to maximize the communication with parents and community members about student learning.
3 .Principals use	3.1 Collaborate with community groups to identify resources and

<i>community resources to improve student learning.</i>	solutions to increase achievement among all students.
4. Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	4.1 Use proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.

VARIABLE	RANGE
School-community partnerships	Includes the involvement of communities in: <ul style="list-style-type: none"> • establishing, owning and managing schools through committees • assisting curriculum development in areas such as traditional culture, morals and ethics • deciding on language of instruction • school security, • infrastructure and etc. This helps for higher test scores and grades, better attendance, more completion of homework, more positive attitudes and behavior, higher graduation rates, and greater enrollment in higher education.
Parent and community volunteers	Provide needed assistance and additional expertise to teachers when organized efficiently and utilized to their full potential. They assist with; classroom projects, ongoing instructional support, fund-raising, and other specialized tasks are an effective way to build home-school connections that benefit all students.
Proactive strategies to promote tolerance	Include strategies to promote cultural celebrations, use an individual's differences, actively seek to break down barriers, develop a workplace culture of empathy and tolerance.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND MANAGE LEARNING AND TEACHING
UNIT – CODE	EDU SPR 03 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to lead and manage learning and teaching through creating learning environments that maximize student outcomes, articulating high expectations, implementing curricula and offering and evaluating high quality learning and teaching.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Principals ensure that the instructional content that is taught is aligned with the national academic content standards.	1.1 Lead staff in the analysis and revision of standards, curriculum and instructional alignment.
2. Principals ensure instructional practices are effective and meet the needs of all students including students with special educational need and students at-risk.	2.1 Promote the use of additional instructional time outside of the school day as needed. 2.2 Empower and facilitate teachers in designing curriculum and addressing instructional and assessment issues.
3. Principals advocate for high levels of learning for all students including students with special educational needs and students at-risk.	3.1 Involve directly in instructional issues for all students, including students with special educational needs and students at risk.
4. Principals understand, promote and share relevant research.	4.1 Guide staff in the implementation of research-based instructional practices.
5. Principals understand, encourage and facilitate the effective use of data by staff.	5.1 Provide ongoing learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. 5.2 Facilitate teachers' use of assessment data to continually design and adapt instruction based on student needs.
6. Principals monitor and evaluate the quality of teaching and learning programs.	6.1 Provide feedback to the staff and communities.

VARIABLE	RANGE
Standards, curriculum and instructional alignment	Refers to; process of aligning curriculum (content), instruction and assessment that provide opportunity for all students across grade levels and subjects.
Research-based instructional practices	Refers to best or proven practices that increase student achievement through identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, cooperative learning, setting objectives and providing feedback, questions, etc.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND DEVELOP INDIVIDUALS AND TEAM
UNIT – CODE	EDU SPR 04 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to lead and develop individuals and teams through modeling high standards of performance, developing, empowering and supporting individuals and teams, monitoring performance and establishing support networks.</i>

ELEMENT	PERFORMANCE CRITERIA
1. principals identify and prioritize professional development needs	<p>1.1 Develop and maintain effective strategies and procedures for staff induction, professional learning and performance review.</p> <p>1.2 Set personal targets and take responsibility for their own development.</p>
2. Principals develop individuals and teams	<p>2.1 Apply professional development strategies, including mentoring and coaching, to build school capacity by developing the teaching management and leadership skills of others.</p> <p>2.2 Plan, implement and review team structures and processes that align to the school’s strategic vision and the schools operating agreement.</p>
3. Principals monitor and evaluate workplace learning	<p>3.1 Establish and implement reporting processes to ensure that the School Board is kept informed and actively involved in evaluation and review of the performance management system.</p> <p>3.2 Establish procedures for identifying and reinforcing performance above expectations through recognition and continuous feedback.</p>
4. Principals develop networks to support individuals and teams.	<p>4.1 Review on an ongoing basis the effectiveness of in supporting the work of individuals and teams and building school capacity.</p>
5. Principals support staff in planning and implementing research based professional development.	<p>5.1 Create learning teams in which teachers serve as school leaders in modeling and guiding other teachers to effectively support student learning and achievement.</p>

VARIABLE	RANGE
<i>Schools operating agreement</i>	Is legal document signed between the working groups of the school (teachers, parents, students).It shows clearly the governance, commitment, relationship used to be ruled.
<i>Performance management system.</i>	Is the systematic process by which the school involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of the school’s mission and goals. It comprises; performance planning, monitoring employee performance, employee development, evaluating employee performance, and recognition.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES
UNIT – CODE	EDU SPR 05 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to manage resources and operations of the school to create, maintain and monitor an effective learning environment.</i>

ELEMENT	PERFORMANCE CRITERIA
<i>1. Principals establishes and maintains a safe and secure school environment.</i>	1.1 Promote and implement a school-wide system for behavioral support and intervention
<i>2. Principals create a nurturing learning environment that addresses the physical and mental health needs of all students and staff.</i>	2.1 Modify the school’s physical and cultural environment to support student learning. 2.2 Ensure that staff treats all students, parents and community members with respect.
<i>3. Principals allocate resources, including technology, to support student and staff learning.</i>	3.1 Assess the use of technology in the context of school operations. 3.2 Develop a budget aligned to student and staff needs.

<p>4. Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.</p>	<p>4.1 Retain productive staff, and implement incentives that ensure continued motivation.</p> <p>4.2 Design and promote traditions and ceremonies that reinforce a school culture that values and rewards teaching and learning.</p>
<p>5. Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.</p>	<p>5.1 Communicate local, state and federal mandates to district and community members</p> <p>5.2 Advocate for community involvement in local, region and federal educational issues that result in improved student performance</p>
<p>6. Principals report to the community, customers and stake holders on effective management of school resources.</p>	<p>6.1 Analyze school problems with an understanding of major historical, ethical, social, and economic influences in a democratic society.</p>
<p>7. Principals report to the community, customers and stake holders on effective use and management of school resources</p>	<p>7.1 Review the strategies and working guides of resource management in schools.</p>

VARIABLE	RANGE
<p><i>Behavioral support and intervention.</i></p>	<p>Refers to; ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. It guides the selection, integration, and implementation of the best evidence-based academic and behavioral practices.</p>
<p><i>Implement incentives</i></p>	<p>Are external measures that are designed and established to influence motivation and behavior of individuals, groups or organizations. Incentives may include; direct financial benefits and indirect financial benefits.</p>

UNIT OF COMPETENCE FOR LEAD PRINCIPAL

PROFESSIONAL STANDARD:- SCHOOL PRINCIPAL SHIP

PROFESSIONAL CODE:- EDU SPR

[EDU SPR 01 0112](#)

LEAD AND FACILITATE
VISION OF LEARNING

[EDU SPR 02 0112](#)

DEVELOP AND
MANAGE SCHOOL-
COMMUNITY
RELATIONS

[EDU SPR 03 0112](#)

LEAD AND MANAGE
LEARNING AND
TEACHING

[EDU SPR 04 0112](#)

LEAD AND DEVELOP
INDIVIDUALS AND
TEAM

[EDU SPR 05 0112](#)

LEAD AND MANAGE
SCHOOL OPERATIONS
AND RESOURCES

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND FACILITATE VISION OF LEARNING
UNIT – CODE	EDU SPR 01 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required in creating shared vision, clear goals and change for their schools and ensures continuous progress toward achieving the goals.</i>

ELEMENT	PERFORMANCE CRITERIA
1 .Principals facilitate the articulation and realization of a shared vision of continuous school improvement.	1.1 Design a <i>collaborative, systematic approach</i> to collect and analyze data about the school’s progress toward the vision.
2.Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff	2.1 Design a systematic approach to collect and analyze data about the school’s progress toward attaining established goals.
3. Principals lead the change process for continuous improvement.	3.1 Adapt their leadership style to the needs of specific situations. 3.2 Develop and maintain systematic structures for ongoing communication as part of the continuous improvement process.
4. Principals anticipate, monitor and respond to educational developments that affect school issues and environment.	4.1 Anticipate and <i>interpret changes in the environment</i> and adapt their short-and long-term goals accordingly. 4.2 Influence and participate in setting local, state and/or national policy to support continuous improvement.
VARIABLE	RANGE
<i>Collaborative, systematic approach</i>	Refers to collaborative engagement between teachers, students and parents to ensure a coordinated and holistic approach to improve coordination and integration.
<i>Interpret changes in the environment</i>	Focuses on describing processes by which principals perceive, interpret and respond to the school environment.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	DEVELOP AND MANAGE SCHOOL – COMMUNITY RELATIONS
UNIT – CODE	EDU SPR 02 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required for effectively managing school–community relations through creating positive relations with students’ families, building school–community partnerships to enhance student learning, and communicating effectively with the school community.</i>

ELEMENT	PERFORMANCE CRITERIA
1 .Principals connect the school with the community.	1.1 Plan and lead community initiatives that support building goals and impact student learning.
2. Principals involve parents and communities in improving student learning.	2.1 Initiate outreach activities to engage all stakeholders in the process and responsibility of improving student learning.
3.Principals use community resources to improve student learning.	3.1 Create opportunities for community group involvement in developing new resources to improve student learning and raise achievement for all students.
4. Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	4.1 Integrate culturally responsive practices into the day-to-day school operations to support high achievement levels for all students in collaboration with staff, students and parents.

VARIABLE	RANGE
Community initiatives	Are desirable act of the geographic communities working together. They can help spread the burden of resourcing and can increase the volume, relevance and impact of education.
Outreach activities	May include; training programs, leadership forums and community summits, school events, workshops/conferences, educational displays, performances and tours/presentations.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND MANAGE LEARNING AND TEACHING
UNIT – CODE	EDU SPR 03 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to lead and manage learning and teaching through creating learning environments that maximize student outcomes, articulating high expectations, implementing curricula and offering and evaluating high quality learning and teaching.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Principals ensure that the instructional content that is taught is aligned with the national academic content standards.	1.1 Design and develop aligned systems of curriculum, instruction and assessment at school and Woreda Education Office level.
2. Principals ensure instructional practices are effective and meet the needs of all students including students with special educational need and students at-risk.	2.1 Analyze and recommend instructional practices that result in improved student performance system-wide. 2.2 Lead stakeholders in the process of selecting and adopting school and WEOs improvement initiatives .
3. Principals advocate for high levels of learning for all students including students with special educational needs and students at-risk.	3.1 Are actively engaged in major instructional initiatives throughout the woreda and beyond to ensure all students, including students with special educational needs and students at-risk.
4. Principals know, understand and share relevant research.	4.1 Methodically study research in response to an identified school improvement need. 4.2 Evaluate the applicability of specific instructional reforms , using strategies such as action research or pilot studies.
5. Principals understand, encourage and facilitate the effective use of data by staff.	5.1 Generate tools to systematically collect and synthesize multiple sources of data. 5.2 Set expectations and encourage teachers to synthesize multiple sources of data in decision making.
6. Principals monitor and evaluate the	6.1 Monitor and assess the progress of teaching and learning

<i>quality of teaching and learning programs</i>	activities, making adjustments and formulating new action steps as necessary
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VARIABLE	RANGE
<i>School and WEOs improvement initiatives</i>	Play a critical role in influencing what happens in schools and classrooms It includes; building capacity, evidence-based programming, developing new tools and strategies that will make social and emotional learning possible.
<i>Major instructional initiatives</i>	May include; curriculum and intervention, technology use, achievement data, personal learning plans, school improvement and counseling program.
<i>Specific instructional reforms</i>	Refers to improving developmental education through a variety of intervention, improving student outcomes and student learning.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPAL SHIP	
UNIT OF COMPETENCE	LEAD AND DEVELOP INDIVIDUALS AND TEAMS
UNIT – CODE	EDU SPR 04 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to lead and develop individuals and teams through modeling high standards of performance, developing, empowering and supporting individuals and teams, monitoring performance and establishing support networks</i>

ELEMENT	PERFORMANCE CRITERIA
<i>1. Principals identify and prioritize professional development Needs</i>	1.1 Make certain that individual and team learning needs and accountabilities are clearly defined, understood and agreed for improving professional practice.
<i>2. Principals develop individuals and teams</i>	2.1 Review school policies and procedures that empower teams, build capacity and hold teams accountable for outcomes. 2.2 Support individuals and teams in assessing skills, identifying learning needs and sourcing learning opportunities .
<i>3. Principals monitor and evaluate workplace learning</i>	3.1 Evaluate learning procedures and processes for identifying performance below expectations and for developing plans with individuals and teams to address performance issues.

	3.2 Monitor, document and report individual and team performance in line with <i>school administrative and organizational requirements</i> .
<i>4. Principals develop networks to support individuals and teams.</i>	4.1 Take a leadership role in <i>professional and community networks</i> and support the involvement of colleagues in external learning opportunities and build productive links with the wider community.
<i>5. Principals support staff in planning and implementing research-based professional development.</i>	5.2 Collaboratively assess the impact of professional development on multiple levels including participant satisfaction and knowledge, organizational impact and changes in student achievement.

VARIABLE	RANGE
<i>Sourcing learning opportunities</i>	Refers to finding, evaluating and engaging learning opportunities for teachers and learning communities. It requires;- creativity, highly analytical, innovative, self directed, excellent problem solver and data oriented.
<i>School administrative and organizational requirements</i>	Are related to; administration, leadership, decision making knowledge and skills.
<i>Professional and community networks</i>	Refers to; cooperation between members, sharing of information and learning, mutual peer support, new opportunities and etc.

PROFESSIONAL STANDARD: - SCHOOL PRINCIPALSHIP	
UNIT OF COMPETENCE	LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES
UNIT – CODE	EDU SPR 05 0112
UNIT DESCRIPTOR	<i>This unit describes the performance outcomes, skills and knowledge required to manage resources and operations of the school to create, maintain and monitor an effective learning environment.</i>

ELEMENT	PERFORMANCE CRITERIA
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1 .Principals establish and maintain a safe and secure school environment.	1.1 Lead the design, development and evaluation of a comprehensive safety and security plan working with stakeholders.
2. Principals create a nurturing learning environment that addresses the physical and mental health needs of all students and staff.	2.1 Develop partnerships with staff, students, parents and community providers to address the academic, physical and mental health needs of students and staff.
3. Principals mobilize, allocate and utilize resources, including technology, to support student and staff learning.	3.1 Engage the staff in procuring additional funding targeted to support student and staff learning that result in improved student performance. 3.2 Lead and develop the use of technology to manage school operations that result in improved student performance.
4. Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	4.1 Analyze, select and communicate institutional policies, procedures and practices that result in improved student performance. 4.2 Influence policies and procedures related to instruction at the district level and beyond.
5. Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.	5.1 Manifest a professional code of ethics and values.
6. Principals promote the values and challenges of the diverse school community.	6.1 Encourage the school community to demonstrate integrity and exercise ethical behavior.
7. Principals report to the community, customers and stake holders on effective and efficient management of school resources.	7.1 Establish reporting systems that meet reporting requirements of the school and WEO on school resource utilization and management.

VARIABLE	RANGE
Comprehensive safety and security plan	Involve collaboration and partnership between a wide range of actors inside and outside of schools. Schools safety plans include ;physical

	improvement to the school and social support to promote an integrative preventive approach like violence, gang activity ,rape and sexual assault of girls in schools, vandalism and etc.
Develop partnerships	Refers to a comprehensive partnership that meets the needs of the families, schools and communities. It incorporates; parent communication, support school activities, home activities, promoting advocacy and collaborating with community organizations.
Reporting systems	May include: electronic system: - fax, software, telephone, etc. - physical systems: - face to face and print communications.
Reporting requirements	May include: standard formats (WEO, REB and Federal) and documentation.

APPENDIX – I EVIDENCE GUIDE

1) LEAD AND FACILITATE VISION OF LEARNING	
Critical Aspects of Competence	<p><i>Demonstrates skills and knowledge in:</i></p> <ul style="list-style-type: none"> ✓ Undertaking strategic and collaborative planning for the area of responsibility. ✓ Providing input into key aspects of whole-school strategic planning. ✓ Contributing to the development of the shared strategic vision and aims for the school. ✓ Promoting and communicating the strategic vision and aims to colleagues, students and the community. ✓ Monitoring the area of responsibility for achievement of school aims. ✓ Contributing to the on-going whole school review processes. ✓ Preparing documentation to contribute for the annual report. ✓ Initiating and managing complex processes to develop a shared strategic vision and school aims as a basis for whole-school planning and achievement. ✓ Engaging the School Board in developing, reviewing and decision making on the school’s strategic vision, aims and operations. ✓ Communicating and building commitment to the vision with all members of the school community. ✓ Developing, implementing and reviewing school rules and procedures to ensure alignment with the vision and aims. ✓ Monitoring the achievement of the aims and adjust planning as required
Underpinning Knowledge	<p><i>Demonstrates knowledge of :</i></p> <ul style="list-style-type: none"> ✓ Accountability of school management to the School Board and WEO. ✓ Best practice and research on improving academic achievement. ✓ Change processes for systems, organizations and individuals. ✓ Communication techniques. ✓ Consensus-building and negotiation techniques. ✓ Contemporary education issues. ✓ Information sources. ✓ Leadership and management concepts. ✓ Local, national and global factors that affect education. ✓ Measurement, evaluation and assessment strategies. ✓ Meeting procedures. ✓ Motivational theories and techniques. ✓ Organizational culture. ✓ Policies and documents developed by the Ministry of Education and Regional Education Bureaus. ✓ Process of change and paradigm shifts. ✓ Professional development practices. ✓ Qualitative and quantitative data collection and analysis techniques. ✓ Quality assurance systems. ✓ Relationship between budgeting and planning.

	<ul style="list-style-type: none"> ✓ Relationship building techniques. ✓ Roles and responsibilities of Principals and the School Board in planning and implementing school strategic vision and aims. ✓ Short and long term planning tools. ✓ Self Assessment Format and quality indicators. ✓ Strategic planning processes. ✓ Strategies to involve and communicate with the community. ✓ Visioning techniques.
<p>Underpinning Attitude</p>	<p><i>Demonstrates attitude of :</i></p> <ul style="list-style-type: none"> ✓ Collaborative development, implementation and review of the strategic vision and aims. ✓ Continuous school improvement ✓ Continuously examining personal beliefs and practices about achieving the strategic vision and aims. ✓ Exhibiting a positive attitude towards change and capitalizing on change to achieve benefits for the school community. ✓ Generating excitement, enthusiasm, confidence and commitment to the school’s strategic vision and aims. ✓ Instilling pride in the school’s achievements. ✓ Persuading and influencing others by planning, adapting and using a broad range of tactics and strategies to gain commitment to the school’s strategic vision and aims. ✓ Accepting responsibility and accountability for the implementation of school vision and aim.
<p>Underpinning Skills</p>	<p><i>Demonstrates:</i></p> <ul style="list-style-type: none"> ✓ Administrative skills to provide high quality support services to the School Board and PTA. ✓ Analytical skills to monitor and evaluate trends in education and society to inform the development and review of the school’s strategic vision and aims. ✓ Consensus building, negotiation and strategic planning skills to develop and communicate the shared strategic vision and aims of the school. ✓ Decision-making and problem-solving skills to make sound judgments on the development of the school’s vision and aims. ✓ ICT skills to source and analyze data related to global and local trends in education and society that may impact on the school’s strategic vision and aims. ✓ Interpersonal communication skills to communicate the school’s strategic vision and aims to students, staff, parents and the community. ✓ Management and organizational skills to effectively engage the School Board and PTA in developing, reviewing and decision making on the school’s strategic vision, aims and operations. ✓ Motivational skills to inspire teachers, students and the community to commit to working towards achieving the school’s strategic vision and aims. ✓ Reporting skills to ensure accurate and effective reporting to the School Board and

	<p>PTA on matters related to the strategic direction, performance and operation of the school.</p> <ul style="list-style-type: none"> ✓ Research skills to identify and appraise the expressed and potential needs of the school community and how this may impact on the school’s strategic vision and aims. ✓ Self-management skills to lead the development of school policies and procedures related to the strategic vision and aims.
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2) DEVELOP AND MANAGE SCHOOL-COMMUNITY RELATIONS

Critical Aspects of Competence	<p><i>Demonstrate skills and knowledge in:</i></p> <ul style="list-style-type: none"> ✓ Creating positive relationships with students’ families to support student learning. ✓ Building productive relationships with the broader community to enhance student learning. ✓ Communicating effectively to families and the school community. ✓ Modeling and nurturing positive relationships with students’ families to support student learning. ✓ Seeking and building productive relationships with the broader community to enhance student learning. ✓ Communicating effectively with families, the school community and beyond.
Underpinning Knowledge	<p><i>Demonstrates knowledge in:</i></p> <ul style="list-style-type: none"> ✓ Community relations and processes. ✓ Community resources. ✓ Cultural, social and economic characteristics and aspirations of students’ families and communities. ✓ Emerging issues and trends that potentially impact on the school community. ✓ Family and community contexts and networks. ✓ Media relations and techniques for effectively using the media to promote the school. ✓ Presentation and communication techniques. ✓ Priorities, values and concerns of families and the community. ✓ Social and cultural differences in school families and the community. ✓ Strategies for developing and maintaining partnerships with families and the broader community. ✓ Strategies for effectively communicating with students’ families and the broader community. ✓ Strategies for involving students’ families and communities in the design, implementation and review of teaching and learning programs. ✓ Strategies for involving students in community-based teaching and learning activities. ✓ Strategies for promoting the goals and achievements of the school. ✓ Successful models of school, family, business, community, government, industry and higher education partnerships.

	<ul style="list-style-type: none"> ✓ Board and school rules and procedures on building relationships with families and the broader community. ✓ The conditions and dynamics of the diverse school community. ✓ The diverse range of people and skills in the school community.
Underpinning Attitude	<p><i>Demonstrates attitude of :</i></p> <ul style="list-style-type: none"> ✓ An informed public. ✓ Being concerned about all aspects of students' wellbeing and working with families and the broader community to provide diverse learning opportunities for students. ✓ Collaboration and communication with families and the community. ✓ Involving families and other stakeholders in school decision-making processes. ✓ Recognizing the contribution of families and the broader community to student learning. ✓ Schools operating as an integral part of the larger community. ✓ Seeing families as partners in the education of their children. ✓ The proposition that diversity enriches the school. ✓ The proposition that families have the best interests of their children in mind. ✓ Using the resources of the family and community to contribute to the education of students. ✓ Working with families and community members to improve the overall learning environment for students
Underpinning Skills	<p><i>Demonstrates:</i></p> <ul style="list-style-type: none"> ✓ Analytical skills to identify the educational expectations and aspirations of students, their families and the local community. ✓ Consensus-building and negotiation skills to establish agreed education aims between the school, family, community and other stakeholders. ✓ Decision-making and problem-solving skills to make sound judgments' on issues and problems that emerge in relations between the school, students' families, community and other stakeholders. ✓ ICT skills to maintain effective and up-to-date data on families, community organizations and other stakeholders. ✓ Interpersonal communication skills to initiate and maintain school, family, community, government, and higher education partnerships. ✓ Networking skills to attract and maintain community support for school programs. ✓ Presentation skills to effectively represent the school in community settings and the media. ✓ Research skills to gather, collate and interpret information on the priorities, values and concerns of students' families and the wider community.

3) LEAD AND MANAGE LEARNING AND TEACHING

Critical Aspects of	<i>Demonstrates skills and knowledge in :</i>
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Competence	<ul style="list-style-type: none"> ✓ Contributing to the development of school rules and procedures ✓ Utilizing school rules and procedures in curriculum implementation and quality teaching ✓ Modeling, facilitating and maintaining a productive, challenging and safe learning environment ✓ Promoting, modeling and supporting high quality teaching, learning and assessment that maximizes outcomes for students ✓ Implementing and monitoring quality assurance arrangements to ensure the quality and consistency of teaching and learning programs ✓ Supporting teachers to monitor and evaluate the quality of teaching and learning programs.
Underpinning Knowledge s	<p><i>Demonstrates knowledge of :</i></p> <ul style="list-style-type: none"> ✓ Assessment systems and procedures. ✓ Change processes for systems, organizations and individuals. ✓ Continuous improvement. ✓ Curriculum design, implementation and evaluation. ✓ Development of teaching-learning and assessment systems. ✓ Diversity and its meaning for educational programs. ✓ Effective communication techniques. ✓ Effective consensus-building and negotiation techniques. ✓ Information sources, data collection and data analysis strategies. ✓ Leadership and management concepts. ✓ Learning theories ✓ Measurement, evaluation and assessment strategies. ✓ Motivational theories. ✓ Phases of teaching and learning reflected in Pre-Primary, Primary, Secondary and Preparatory schools. ✓ Policies and documents developed by the school Board, REB, and Ministry of Education. ✓ Principles of effective instruction. ✓ Professional Development practices. ✓ Qualitative and quantitative data used to monitor and evaluate the quality of teaching and learning programs. ✓ Quality assurance systems. ✓ School cultures. ✓ School self-review. ✓ Special teaching and learning requirements. ✓ Student growth and development.
Underpinning Attitude	<p><i>Demonstrates attitude of :</i></p> <ul style="list-style-type: none"> ✓ Accepting responsibility for maximizing the learning outcomes of all students including students with special educational needs and students at-risk. ✓ Acknowledging that children and adolescents learn in different ways and bring particular talents and strengths to learning.

	<ul style="list-style-type: none"> ✓ Believing that all children and adolescents can learn and achieve success at high levels. ✓ Collaboratively developing, implementing and reviewing teaching and learning programs. ✓ Continuously examining personal beliefs and practices about teaching and learning. ✓ Promoting a safe, challenging and supportive teaching and learning environment. ✓ Promoting a school vision of high standards of teaching and learning. ✓ Promote student learning as the fundamental purpose of schooling. ✓ Valuing continuous school improvement.
Underpinning Skills	<p><i>Demonstrates:</i></p> <ul style="list-style-type: none"> ✓ Analytical skills to evaluate qualitative and quantitative data used to monitor and evaluate the quality of teaching and learning programs. ✓ Consensus-building and negotiation skills to identify and communicate a shared vision for teaching-learning and assessment. ✓ Decision-making and problem-solving skills to make sound judgments on the school's teaching-learning and assessment rules and procedures. ✓ ICT skills to source and analyze data related to student and school performance. ✓ Interpersonal communication skills to explain the school's vision of teaching-learning and assessment to students, staff, parents and the community. ✓ Motivational skills to inspire teachers, students and the community to adopt new teaching-learning and assessment programs, strategies and resources ✓ Reporting skills to inform the top level management and other stakeholders on the quality of the school's teaching and learning programs. ✓ Research skills to locate and evaluate new developments in teaching- learning and assessment. ✓ Self-management skills to lead the development of school policies and procedures related to teaching-learning and assessment.

4) LEAD AND DEVELOP INDIVIDUALS AND TEAM

Critical Aspects of Competence	<p><i>Demonstrates skills and knowledge in :</i></p> <ul style="list-style-type: none"> ✓ Identifying and implementing learning opportunities for others ✓ Giving and receiving feedback from team members to encourage participation in and the effectiveness of team ✓ Creating learning plans to match skill needs ✓ Knowledge of relevant rules and regulation.
Underpinning Knowledge	<p><i>Demonstrates knowledge of :</i></p> <ul style="list-style-type: none"> ✓ Accountability procedures, ✓ Capacity building methodologies, ✓ Collaborative decision-making processes, ✓ Conflict and conflict resolution strategies,

	<ul style="list-style-type: none"> ✓ Consultation and communication techniques and strategies, ✓ Employment legislation and school employment agreements, ✓ Leadership concepts and practices, ✓ Leadership styles, ✓ Mentoring and coaching techniques, ✓ Networking techniques, ✓ People management, ✓ Performance management systems, ✓ Performance standards, ✓ Processes for monitoring team and own performance, ✓ Professional development strategies, ✓ Responsibilities of the school Board and school leaders in the school performance management system, ✓ Team formation, development and maintenance, ✓ Team roles and responsibilities, ✓ Team structures and processes.
<p>Underpinning Attitude</p>	<p><i>Demonstrates attitude of :</i></p> <ul style="list-style-type: none"> ✓ Collaborative decision making and shared leadership, ✓ Continuous school improvement, ✓ High standards of performance, personal integrity and ethical behavior, ✓ Involving individuals and teams in decision making and management processes, ✓ Professional development as an integral part of school improvement, ✓ Trusting people and their judgments.
<p>Underpinning Skills</p>	<p><i>Demonstrates:</i></p> <ul style="list-style-type: none"> ✓ Communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict, ✓ Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities, ✓ Leadership skills to gain trust and confidence of clients and colleagues, ✓ Negotiation skills to achieve mutually acceptable outcomes, ✓ Technology skills to support effective communication and presentation, ✓ Motivational skills to inspire individuals and teams to adopt new teaching, learning and assessment programs strategies and resources, ✓ Networking skills to identify community and other resources to support the work of individuals and teams, ✓ Research skills to locate and evaluate new developments in individuals and team management, ✓ Self- management skills to analyze and evaluate personal leadership style and skills and, where necessary, adopt strategies for improving this aspect

of professional practice.

5) LEAD AND MANAGE SCHOOL OPERATIONS AND RESOURCES

Critical Aspects of Competence	<p><i>Demonstrate skills and knowledge in:</i></p> <ul style="list-style-type: none"> ✓ Mobilizing and allocating resources ✓ Managing human and financial resources and school facilities ✓ Gathering data to ensure accurate, timely and up-to-date reporting on school human, financial, physical, and ICT resources to the School Board and to WEO. ✓ Managing school data and ICT.
Underpinning Knowledge	<p><i>Demonstrates knowledge in:</i></p> <ul style="list-style-type: none"> ✓ Resource mobilization ✓ Audit requirements. ✓ Basic accounting principles. ✓ Budgeting. ✓ Child health and safety. ✓ Facilities management. ✓ Financial management policies and procedures. ✓ Human resources management policies and procedures. ✓ ICT resource management policies and procedures. ✓ Information management and ICT plan. ✓ Monitoring systems(internal and external) ✓ Staff performance evaluation procedures. ✓ Staff recruitment and selection processes. ✓ Time management techniques. ✓ various ethical frameworks and perspectives on ethics ✓ the values of the diverse school community ✓ professional codes of ethics
Underpinning Attitude	<p><i>Demonstrates attitude of :</i></p> <ul style="list-style-type: none"> ✓ A school vision of high standards of teaching and learning. ✓ Continuous school improvement. ✓ Delegating authority and responsibility. ✓ Ensuring that resource allocation decisions are directed at enhancing student learning ✓ Focusing on performance outcomes
Underpinning Skills	<p><i>Demonstrates:</i></p>

	<ul style="list-style-type: none"> ✓ Analytical skills to identify and allocate human and physical resources to create maintain and monitor an appropriate environment for effective teaching and learning. ✓ Consensus-building and negotiation skills to resolve issues surrounding the allocation of physical and human resources within the school. ✓ Decision-making and problem-solving skills to make sound judgments on the procurement and allocation of human and physical resources. ✓ Financial budgeting and management skills to effectively contribute to the financial management of the school. ✓ ICT skills to contribute to the development of the school’s information management and ICT plan. ✓ Interpersonal communication skills to inform students, teachers, parents and other community members about the school’s resource requirements. ✓ Networking skills to gather business and community support to supplement the school’s human and physical resources. ✓ Organizational skills to schedule the school calendar and establish the school time-table. ✓ Reporting skills to provide accurate, timely and up-to-date report on school human, financial, physical, and IC resources to the School Board and WEO. ✓ Research skills to locate and appraise new systems and approaches for managing the human and physical resources of the school.
Assessment Methods	<p><i>Competence may be assessed through:</i></p> <ul style="list-style-type: none"> ✓ Direct questioning combined with review of portfolios of evidence ✓ Review teaching and learning activities ✓ Direct observation of contextual application of skills. ✓ Written tests to assess knowledge of constructing and implementing educational management and administration practices.
Context of Assessment	<ul style="list-style-type: none"> ✓ Competence may be assessed in the school and testing centers

APPENDIX – II EVIDENCE SOURCES

- ✓ **School Improvement Plan (SIP)**
- ✓ **Collaborative meeting minutes/agenda**
- ✓ **Performance Portfolios**
- ✓ **Statements of vision, mission/posted visuals**
- ✓ **Evidence of stakeholders involvement in development of vision, mission, goals, etc.**
- ✓ **Documents describing systems, structures, programs and procedures to assist students**
- ✓ **Correspondences**
- ✓ **Meeting minutes**
- ✓ **Surveys**
- ✓ **School budget plan**
- ✓ **Leadership team meeting minutes**
- ✓ **Discipline/incident data**
- ✓ **Quarterly reports**
- ✓ **Communication logs(formal and informal)**
- ✓ **Parent involvement/support**
- ✓ **Evidence of partners involved and projects supported**
- ✓ **Procedures in place**

APPENDIX – III ASSESSMENT METHODS AND CONTEXTS OF ASSESSMENT

Assessment Methods	<i>Competence may be assessed through:</i> <ul style="list-style-type: none">✓ Direct questioning combined with review of portfolios of evidence✓ Review teaching and learning activities✓ Direct observation of contextual application of skills.✓ Written tests to assess knowledge of constructing and implementing educational management and administration practices.
Context of Assessment	✓ Competence may be assessed in the school and testing centers