

Belton ISD		VACANCY PLANNING CYCLE			
[SCHOOL LEADER LEVEL] READY LEADER CRITERIA: Assessing the Readiness of Aspiring Leaders for Advancement					
High-Potential Competencies	High-potential Assessment	Have they had these experiences?	Have they demonstrated this bar of competency?	Assessment Rational List anecdotal evidence and observational data that adds context to whether the leader Has It or Needs It	
MODEL CONTINUOUS IMPROVEMENT/PROMOTES GROWTH		<input type="checkbox"/> Led a content or grade level team responsible for delivering school-wide results that are critical to the school's success.	<input type="checkbox"/> Ability to manage a team towards improved outcomes for students		
		<input type="checkbox"/> Provides constructive coaching and feedback to foster development.	<input type="checkbox"/> Creates a system to coach staff for self-assessment, performance, goals, and development in order to build capacity.		
		<input type="checkbox"/> Collaborate with leadership team to align professional development offerings tailored to varied staff needs and school priorities.	<input type="checkbox"/> In collaboration with the principal, adapts professional development offerings based on emerging needs and changing school priorities.		
MANAGE CHANGE		<input type="checkbox"/> Led an important change effort or new initiative implementation	<input type="checkbox"/> Balances short and long-term thinking with present needs and pressure		
		<input type="checkbox"/> Has exposure to setting budget	<input type="checkbox"/> Can set goals and milestones to help the team/organization move towards an ambitious vision		
		<input type="checkbox"/> Has participated in master schedule and calendar			
FOCUS ON WHAT MATTERS MOST		<input type="checkbox"/> Has set a collaborative vision for something important	<input type="checkbox"/> Ability to connect individual goals, initiatives, or teams with the broader vision of the school		
		<input type="checkbox"/> Has had a responsibility that requires balancing competing/varying priorities within the school or district	<input type="checkbox"/> Consistently anticipates the impact of individual decisions on the school and prioritizes the whole school over smaller units		
COMMUNICATE FOR IMPACT		<input type="checkbox"/> Has been responsible for consistent internal communication that teachers and staff rely on for information	<input type="checkbox"/> Communicates clearly with individuals and groups		
		<input type="checkbox"/> Has managed large scale external communication (parents, community, etc.)	<input type="checkbox"/> Ability to communicate through layers of the organization and through various channels/modalities		
MODEL EMPATHY		<input type="checkbox"/> Has managed challenging 1:1 parental or community relationships	<input type="checkbox"/> Has mindset and strategies to listen and gather input		
		<input type="checkbox"/> Has managed challenging 1:1 or team dynamics with teachers			
CULTIVATE RELATIONSHIPS/CREATE SYNERGY		<input type="checkbox"/> Has experience with supervision, performance management, and staff recognition	<input type="checkbox"/> Ability to build strong relationships and bring out the best in others		
		<input type="checkbox"/> Has been responsible for the culture/engagement of a group	<input type="checkbox"/> Has skills to build a strong team culture and a track record of supporting other adults to work together to achieve results		
INSPIRE INNOVATION		<input type="checkbox"/> Encourages innovative thinking and problem solving with individuals and/or teams	<input type="checkbox"/> Facilitates conversations where innovative ideas are generated to solve problems.		