

SREB Critical Success Factors for Principals

****Highlighted factors are most likely already embedded in the Project artifacts, noted in parenthesis.**

No.	Critical Success Factor 1: The school leader is able to create a focused mission to improve student achievement possible. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
1a.	Work with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school. (1.3)		
1b.	Work with the administration to develop, define, and/or adapt best practices based on current research that supports the school's vision. (1.4)		
1c.	Work with the faculty to develop, define and/or adapt best practices based on current research that supports the schools' vision. (3.1, 3.2)		
1d.	Assist with transitional activities for students as they progress to higher levels of placement (i.e. elementary to middle, middle to high school, high school to higher education). (3.1, 3.2)		
No.	Critical Success Factor 2: The school leader is able to set high expectations for all students to learn high-level content. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
2a.	Develop/oversee academic recognition programs that acknowledge and celebrate student's success at all levels of ability.		
2b.	Activities result in raising standards and academic achievement for all students and teachers. (1.3)		
2c.	Authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.		

No.	Critical Success Factor 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
3a.	Use a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school. (1.2)		
3b.	Work with teachers to select and implement appropriate instructional strategies that address identified achievement gaps. (1.4)		
3c.	Work on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.		
3d.	Work with a group of teachers to un-wrap adopted standards and develop assignments and assessments aligned with the standards. (2.3)		
3e.	Work with a school team to monitor implementation of an adopted curriculum.		
3f.	Involvement in the work of literacy and numeracy task forces.		
3g.	Work with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.		

No.	Critical Success Factor 4: The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
4a.	Work with staff to identify needs of all students. (1.2, 1.3, 2.1)		
4b.	Collaborate with adults from within the school and community to provide mentors for all students.		
4c.	Engage in activities designed to increase parental involvement. (1.1)		
4d.	Engage in parent/student/school collaborations that develop long term educational plans for students. (1.4)		
No.	Critical Success Factor 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
5a.	Analyze data (including standardized test scores, teacher assessments, psychological data, (etc.) to develop/refine instructional activities and set instructional goals.		
5b.	Facilitate data disaggregation for use by faculty and other stakeholders. (1.1)		

No.	Critical Success Factor 6: The school leader is able to keep everyone informed and focused on student achievement. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
6a.	Analyze and communicating school progress and school achievement to teachers, parents and staff. (1.1)		
6b.	Gather feedback regarding the effectiveness of personal communication skills.		
No.	Critical Success Factor 7: The school leader is able to make parents partners in their student’s education and create a structure for parent and educator collaboration. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
7a.	Work in meaningful relationships with faculty and parents to develop action plans for student achievement.		
7b.	Gather feedback regarding the effectiveness of personal communication skills.		
No.	Critical Success Factor 8: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
8a.	Work with faculty and staff in professional development activities. (2.3)		
8b.	Induct and/or mentor new teaching staff. (2.2, 2.3)		
8c.	Build a “learning community” that includes all stakeholders. (2.3)		

No.	Critical Success Factor 9: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
9a.	Study groups, problem solving sessions and/or ongoing meeting to promote student achievement.		
9b.	Scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement. (2.3)		
No.	Critical Success Factor 10: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
10a.	Scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.		
10b.	Schedule time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, extended block time) so that they may have the opportunity to learn mastery.		
No.	Critical Success Factor 11: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
11a.	Write grants or develop partnerships that provide needed resources for school.		
11b.	Develop schedules that maximize student learning in meaningful ways with measurable success.		

No.	Critical Success Factor 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda. Field experience requirements:	Description/Explanation/Evidence	Location (Page or Project)
12a.	Work with faculty to communicate with school board and community stakeholders in a way that supports school improvement. (1.1)		
12b.	Work with faculty, parents and community to build collaboration and support. (1.4)		
No.	Critical Success Factor 13: The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices. Field experience requirements:	Description/Explanation/Evidence (and which Project aligned with, if applicable)	Location (Page or Project)
13a.	Work with faculty to implement research-based instructional practices. (2.3)		
13b.	Work with professional groups and organizations.		