



# **CPCSC Assistant Principal Effectiveness Rubric**



## Overview

### What is the purpose of the Assistant Principal Effectiveness Rubric?

The Assistant Principal Effectiveness Rubric was developed for three key purposes:

**To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase assistant principal effectiveness and ensure the equitable distribution of great leaders across the state.

**To Provide Clear Expectations for Assistant principals:** The rubric defines and prioritizes the actions that effective assistant principals must engage in to support effective teaching and learning.

**To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

### Who developed the Assistant Principal Effectiveness Rubric?

A representative group of leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

### What research and evidence support the Assistant Principal Effectiveness Rubric?

While drafting the Assistant Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

Achievement First's *Professional Growth Plan for School Principals*

CHORUS's *Hallmarks of Excellence in Leadership*

Clay Christensen's *Disrupting Class*

Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*

Doug Reeves' *Leadership Performance Matrix*

Gallup's *Principal Insight*

ISLLC's *Educational Leadership Policy Standards*

Kim Marshall's *Principal Evaluation Rubrics*

KIPP's *Leadership Competency Model*

Mass Insight's *HPHP Readiness Model*

National Board's *Accomplished Principal Standards*

New Leaders *Urban Excellence Framework*

NYC Leadership Academy's *Leadership Performance Standards Matrix*

Public Impact's *Turnaround Leaders Competencies*

Todd Whitaker's *What Great Principals Do Differently*

### How is the Principal Effectiveness Rubric organized?

The rubric is divided into two required domains for all assistant principals with three optional competencies that apply to assistant principals based on their particular role in the school:

Domain 1: Core Teacher Effectiveness (required domain)

Domain 2: Core Leadership Actions (required domain)

Optional Competencies



Discrete competencies within each domain target specific areas that effective assistant principals must focus upon.



### **What about assistant principals who focus on particular areas (e.g. student discipline, curriculum and instruction)?**

Assistant principals are required to wear many hats, depending on the school in which they work. Some assistant principals are curriculum leaders while others are disciplinarians or focus on athletics. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate assistant principals with special areas of responsibility takes on greater importance.

This rubric is structured so that all assistant principals across the state are evaluated on two “core” areas of responsibility in addition to any other area(s) that are specific to their role. For example, an assistant principal who serves as the curriculum leader would be evaluated on Domains 1, 2, and any sub-competencies that are applicable from the Curriculum and Instructional Leadership competency.

It is important to note that when it comes to selecting optional competencies, the school corporation may adopt the competencies in its entirety, or select only those most applicable to the unique role of the assistant principal they are evaluating.

### **How do I ensure the effective implementation of the Assistant Principal Effectiveness Rubric?**

The devil is in the details. Even the best assistant principal evaluation tool can be undermined by poor implementation. Successful implementation of the Assistant Principal Effectiveness Rubric will require a focus on four core principles<sup>1</sup>:

- 1. Training and support:** Administrators responsible for the evaluation of assistant principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
  - 2. Accountability:** The differentiation of assistant principal effectiveness must be a priority for principals and district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
  - 3. Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of assistant principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.
  - 4. Decision-making:** Results from the assistant principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how assistant principals are assigned and retained, how assistant principals are compensated and advanced, what professional development assistant principals receive, and when and how assistant principals are dismissed.
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## Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Mission & Vision					
1.1.1	<b>Contributes to the achievement of the mission &amp; vision</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Catalyzes commitment to and vigorous pursuit of the school’s vision &amp; mission</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Working through complex issues in ways that energize stakeholder commitment</li><li>– Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives</li><li>– Translates the vision and mission into daily school practices</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Contributes individual capabilities to achieve essential objectives</li><li>– Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision</li><li>– Exhibits actions or behaviors that negatively affect stakeholder commitment</li></ul>
1.1.2	<b>Assists the principal in hiring, developing and retaining effective teachers</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Provides the student management and/or instructional support necessary to develop and retain effective early career teachers</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Bases hiring recommendations primarily on the teacher’s level of effectiveness</li><li>– Takes specific actions to facilitate the development and retention of effective staff members</li><li>– Aligns personnel recommendations with the vision and mission of the school</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations</li><li>– Takes action steps that have a limited effective on the development and/or retention of effective teachers</li><li>– Occasionally aligns the school’s vision/mission to hiring recommendations</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Disregards or fails to examine teachers’ level of effectiveness when making hiring recommendations</li><li>– Fails to take consistent steps to facilitate the development and/or retention of effective teachers</li><li>– Fails to align hiring recommendations to the mission and vision of the school</li></ul>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.2 Human Capital Management</b>				



1.2.1	<b>Observes professional practice</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented</li> <li>– Differentiates the number of observations based on observed levels of teacher effectiveness</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Examines prior performance and student achievement data to inform observations and walkthroughs</li> <li>– Accurately categorizes observed instructional practice</li> <li>– Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Frequently categorizes instructional practice inaccurately</li> <li>– Conducts the minimum number of required observations, despite observed deficiencies in professional practice</li> <li>– Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Fails to conduct an adequate number of observations</li> <li>– Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers</li> </ul>
1.2.2	<b>Provides actionable feedback</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Models desired actions or schedules opportunities for the teacher to learn from other teachers</li> <li>– Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Develops bite-sized action plans focused on the highest leverage teacher actions</li> <li>– Provides a clear directions for how to do the most important tasks well</li> <li>– Frequently follows up to ensure feedback is implemented with fidelity</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions</li> <li>– Leaves implementation of feedback to chance by failing to consistently follow-up</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether</li> <li>– Fails to develop action plans with teachers</li> </ul>
1.2.3	<b>Monitors student performance</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Develop teachers' collective ability to positively impact student learning</li> <li>– Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps</li> <li>– Collaboratively develops concrete action steps aligned with student and teacher needs</li> <li>– Frequently follows up to ensure action plans are implemented with fidelity</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers</li> <li>– Allows teachers to establish action steps that lack clarity or alignment to performance data</li> <li>– Fails to frequently follow up to ensure proper implementation</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Primarily analyzes data only after statewide achievement tests are complete</li> <li>– Fails to identify action steps that are aligned with interim or classroom assessment data</li> </ul>
1.2.4	<b>Demonstrates commitment to improve teacher performance</b>	<b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"> <li>– Identifies and facilitates opportunities for teachers to share best practices</li> <li>– Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>– Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>– Provides individual assistant/coaching that is infrequent</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Disregards the need for individualized assistance/coaching</li> <li>– Provides limited opportunities for teachers to engage in professional learning</li> </ul>



Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Talent Review</b>					
1.3.1	<b>Assists the principal with the evaluation of teachers</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Ensures all evaluation processes and expectations are transparent and clear</li> <li>– Allocates necessary time and resources to complete thorough, accurate and defensible evaluations</li> <li>– Demonstrates the ability to identify individual teacher strengths and weaknesses</li> <li>– Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated</li> <li>– Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation</li> <li>– Incorporates limited student data and evidence of teacher practice in evaluation ratings</li> </ul>



## Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Professional Leadership					
2.1.1	Effectively communicates	<b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"><li>– Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals</li><li>– Maintains high visibility, accessibility, and establishes strong lines of communication</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns</li><li>– Uses appropriate communication methods and media</li><li>– Maintains appropriate visibility and accessibility to staff</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness</li><li>– Responds in an inconsistent manner to resolve expressed concerns</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Fails to keep appropriate audiences informed</li><li>– Uses methods of communication that ineffective or inappropriate for the circumstance/audience</li></ul>
2.1.2	Reflects on practice and continually learns	<b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"><li>– Promotes a culture of self-reflection and continuous improvement</li><li>– Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Expresses willingness to learn and openly acknowledges areas for growth</li><li>– Learns from personal experiences and the actions/insights of others</li><li>– Establishes priorities and achieves action plans focused on high-leverage leadership competencies</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Expresses willingness to learn from others, but is reluctant to admit own short-comings</li><li>– Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Resists changes to personal or leadership behaviors</li><li>– Fails to consistently achieve professional growth goals as outlined in professional growth plan</li></ul>
2.1.3	Demonstrates resiliency and persistence	<b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"><li>– Engages staff and self in a continuous pursuit of professional growth and school improvement</li><li>– Anticipates problems and Confronts and solves problems that had yet to be successfully addressed</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals</li><li>– Identifies action steps and leverages available resources to confront difficult problems</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Reacts with visible frustration to challenging problems or setbacks</li><li>– Easily loses focus on improving student achievement</li></ul>
2.1.4	Monitors time and task management	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Prioritizes being an instructional leader above all else</li><li>– Is a model of punctuality and timeliness in discharging his/her professional responsibilities</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Consistently allocates the time and resources necessary to achieve ambitious goals</li><li>– Spends time on high leverage activities</li><li>– Delegates applicable responsibilities to other staff and helps them achieve success in these activities</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions</li><li>– Delegates applicable responsibilities to other staff, but doesn’t consistently provide the support necessary for them to achieve success in these activities.</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Rarely protects time for instructional leadership priorities</li><li>– Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school’s goals</li></ul>





Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 School Leadership					
2.2.1	<b>Maintains a culture of excellence</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Instills the daily habits necessary to create a culture of excellence</li> <li>Is unwavering in maintaining high expectations for everyone</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning</li> <li>Provides students and staff the support, time, and structures necessary to be successful</li> <li>Celebrates the accomplishments of others and proactively resolves performance issues</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture</li> <li>Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to take the initiative to identify and recognize the accomplishments of others</li> <li>Consistently ignores staff or student performance issues</li> </ul>
2.2.2	<b>Enhances teacher collaboration</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school</li> <li>Holds collaborating teams accountable for achieving desired results</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to provide teacher teams the support and/or resources necessary for to achieve desired results</li> <li>Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving</li> </ul>
2.2.3	<b>Supports a universal code of conduct</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Coaches a culture of excellence through repeated practice and modeling of desired behaviors</li> <li>Consistently and fairly applies positive and negative consequences for behavior</li> <li>Promotes a predictable, safe learning environment through consistency of actions</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Supports the maintenance of routines, procedures, and policies; but is primarily reactive</li> <li>Fails to consistently apply either positive and/or negative consequences for behavior</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Sends inconsistent messages about school policy</li> <li>Tolerates discipline violations and allows positive student and staff behavior to go unrecognized</li> </ul>
2.2.4	<b>Engage families and the community in student learning</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fosters partnerships with families, community agencies and/or the corporate sector</li> <li>Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs</li> <li>Assists the principal in securing cooperation from family and community members to support school improvement initiatives</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning</li> <li>Inconsistently engages established parents</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts</li> </ul>



## Optional Competencies



### **Optional Competencies: Professional Development, Instructional Leadership & School Culture**

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1 Professional Development</b>					
1.1	<b>Oversees school-wide professional development</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Leverages teacher leaders to provide differentiated professional development opportunities based on individual need</li> <li>– Facilitates differentiated professional development that</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Uses student performance data and teacher evaluation results to develop a systemic plan for professional development</li> <li>– Assists the principal in providing teachers and administrative team members differentiated</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results</li> <li>– Fails to effectively monitor the</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Fails to provide regular professional development opportunities aligned to the staff's learning needs</li> </ul>



		consistently promote improvements in observed teacher practice and/or student achievement	professional development opportunities – Monitors the impact of professional development on student learning and teacher effectiveness	impact of professional development on student learning and/or teacher effectiveness	
1.2	<b>Builds productive professional learning communities</b>	<b>In addition to Level 3, the assistant principal:</b> – Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement	<b>The assistant principal:</b> – Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations – Assists teams in establishing priorities and developing ambitious and measurable goals – Provides each team with the resources/support necessary for them to achieve their goals	<b>The assistant principal:</b> – Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations – Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability – Provides inconsistent support to teams	<b>The assistant principal:</b> – Places little emphasis on team composition – Fails to hold teams accountable for establishing clear goals – Provides little or no support to teams

1.3	<b>Addresses teachers rated ineffective or improvement necessary</b>	<b>In addition to Level 3, the assistant principal</b> – Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan	<b>The assistant principal:</b> – Assists the principal with the development of a remediation plan for teachers that o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance – Provides tools and the assistance/coaching necessary to improve performance	<b>The assistant principal:</b> – Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance – Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions	<b>The assistant principal:</b> – Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy
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			<ul style="list-style-type: none"> <li>Where appropriate, recommends termination of underperforming teachers using performance-based evidence</li> </ul>		
1.4	<b>Assists the principal with talent &amp; leadership development</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers</li> <li>Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles</li> <li>Provides meaningful support to emerging leaders in new teacher leadership roles</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Bases talent management decisions on personal preference rather than available data or demonstrated ability</li> <li>Fails to provide meaningful support to emerging leaders</li> </ul>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2 Curriculum and Instructional Leadership					
2.1	<b>Oversees aligned curricula, instruction and assessments</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Uses common interim assessments to define the rigor of the academic program</li><li>– Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas</li><li>– Facilitates inter grade level meetings to ensure vertical articulation of the curriculum</li><li>– Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects</li><li>– Utilizes some available interim assessments, but fails to implement interim assessments in all courses</li><li>– Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process</li></ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments</li><li>– Resists revisions to the curriculum even when supported by student learning outcomes</li></ul>



2.2	<b>Supports the development and implementation of rigorous student learning objectives</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards</li> <li>Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity.</li> <li>Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards</li> </ul>
2.3	<b>Uses data to drive instruction</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Develops teacher leaders' capacity to drive data-driven instruction and decision-making</li> <li>Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Ensures the availability of clear and intuitive data reports for teacher analysis</li> <li>Orchestrates frequent and timely teacher team collaboration for data analysis</li> <li>Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Limits analysis of data to year-end autopsies</li> <li>Inadequately supports staff's use of data to guide instruction</li> </ul>
2.4	<b>Implements appropriate academic interventions</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Implements interventions that have a proven ability to increase student performance</li> <li>Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals</li> <li>Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress</li> <li>Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Ensures school-level and classroom-level programs are in place to help most students meet their academic goals</li> <li>Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress</li> <li>Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress</li> <li>Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program</li> </ul>
2.5	<b>Implements and monitors instructional technology</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Successfully promotes the use of instructional technology that drives greater levels of student achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Identifies and implements the most effective instructional technology</li> <li>Develops teachers' ability to utilize instructional technologies to support student learning</li> <li>Regularly monitors and reports the impact of instructional technology on student learning</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Develops most, but not all, teachers' abilities to implement available instructional technology</li> <li>Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design</li> </ul>



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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3. Student Culture, Management, and Support Services</b>					
3.1	<b>Implements effective school policies</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Institutes operational procedures designed and managed to maximize opportunities for successful student learning</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner</li> <li>– Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem</li> <li>– Develops all stakeholders' understanding of school policies and their consequences</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Establishes and implements school policies, processes, and routines, but enforcement is inconsistent</li> <li>– Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance</li> <li>– Develops student and staff understanding of school policies and their consequences</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Inadequately develops stakeholders understanding of school policies and/or consequences</li> <li>– Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school</li> <li>– Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner</li> </ul>
3.2	<b>Monitors school culture</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions</li> <li>– Uses the data to engage stakeholders in a process of continuous improvement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Rarely uses data to evaluate effectiveness of interventions</li> </ul>
3.3	<b>Enhances a positive school culture</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy</li> <li>– Demonstrates the ability to positively impact student achievement and culture</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times</li> <li>– Challenges low expectations and holds all persons accountable for observing agreed upon procedures</li> <li>– Assists teachers with the implementation of effective classroom management plans</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Consistently applies positive and negative consequences for behavior</li> <li>– Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Inconsistently implements the student code of conduct</li> <li>– Allows irresponsible student behavior</li> </ul>



3.4	<b>Provides effective supervision</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Volunteers to assist at school events and or functions to which he/she is not directly assigned</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Rarely engages with students, parents, and or community members</li> <li>Fails to maintain high visibility at supervisory functions</li> </ul>
3.5	<b>Supports student services</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Ensures all students have access to educational opportunities/services that meet their learning needs</li> <li>Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met</li> <li>Collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner</li> <li>Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met</li> <li>Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc)</li> <li>Fails to ensure the social, emotional, academic, and behavioral needs of each student are met</li> <li>Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul>