

# ARKANSAS LEADS 2.0 ASSISTANT PRINCIPAL RUBRIC

## Domain 1: School Organization & Management

<b>1A. Organizational Focus</b> – 1) Unique to the school’s identity; 2) Seen in the school and community; 3) Is monitored for continuous improvement			
Ineffective	Progressing	Effective	Highly Effective
There is no focus. Or The focus is not aligned to the work of the school.	Understands and communicates the importance of an organizational focus. Supports the work of collaboratively creating an organizational focus. Promotes alignment between an existing school focus and daily activities.	Supports a collaborative focus [e.g. vision, mission & core values statements], which may be seen or referenced in daily activity. Monitoring for continuous improvement is guided by the focus.	Seeks collective agreement on what matters & what should be done. Self-correction in what is said and done occurs and team adjustments are related to supporting the focus.
<b>1B. School Plan</b> – 1) Student-focused; 2) Collaborative and strategic; 3) Regular data collection, review and updates			
Ineffective	Progressing	Effective	Highly Effective
A current school plan is not available. Or Responsibility for knowing about the school plan is not seen.	Describes the importance of a school plan, and takes action to support the plan as an active guide for the school and/or stakeholders. Or Actively participates in the work to update an existing plan.	Encourages a student-focused school plan. Responds to stakeholders input for a collaborative and strategic plan. Models the daily work of giving life to the school plan. [e.g., documentation, revision, celebration of success]	Identifies areas for improvement in the school plan and has leadership in the work. Leadership promotes continued positive perceptions of school planning and results.
<b>1C. Time Management</b> – 1) Strategies & tools; 2) Master schedule			
Ineffective	Progressing	Effective	Highly Effective
Poor personal or organizational time management exists. Or Does not show awareness of the master schedule.	Knows the importance of time management, and is working to improve the current situation. Or Accurately targets existing issues with the master schedule and has found guidance to remedy issues quickly.	Effectively organizes and manages personal and organizational time. Assists in managing a student-focused master schedule. [Ex., content knowledge, social learning environment] The master schedule includes the school’s teaming structure.	Maintains a regular daily schedule (with few exceptions).Is realistic for what s/he can do, what others, should do, and what really doesn’t need to be scheduled. Effectively delegates and asks for help when needed.
<b>1D. School Resource Management</b> – 1) Efficient & effective use of resources; 2) Equitable consideration & distribution of school resources			

Ineffective	Progressing	Effective	Highly Effective
Does not accept responsibility for supporting the handling of school resources. Or Allows others to do this work without direction or accountability.	Understands the need for effective resource management and is working to establish a system that is aligned to the work of the school. Is an active learner in effective resource management.	Encourages a systemic plan for using existing resources. Coordinates equitable allocation of discretionary resources As needed, additional resources.	Understands and addresses developmentally appropriate instructional needs. considers both classroom needs and the overall health and well-being of the school. is proactive in communicating needs and seeking additional resources.
<i>1E. Shared Leadership &amp; Responsibility</i> – 1) Efficacious; 2) Open to learning; 3) Leadership development; 4) Shared responsibility for issues & resolutions.			
Ineffective	Progressing	Effective	Highly Effective
Practices with sole authority for leading the school. Or Does not increase the leadership capacity of others. Or Assigns accountability and/or errors to others.	Has learned about an exemplary system of sharing leadership and responsibility in another school, and dedicates time in learning how to set up and run the process. Or A collaborative effort is beginning to implement shared leadership and responsibility.	Assumes responsibility for establishing and maintaining a system of distributed leadership. uses existing expertise to share responsibilities with faculty and staff in order to improve student learning and growth. As needed, leadership skills are developed. Issues are addressed collaboratively.	School teams are productive and work smoothly. Positive rapport and support promotes maximizing each educator's expertise. Training and job-embedded learning guide improvement. Teams are proactive in contributing to resolution of issues, sharing what works, and being accountable.

**Domain 2: School Culture & Climate**

**2A. Safe & Orderly** – 1) Physical Facilities; 2) Stakeholder communication; 3) Crisis management plans; 4) Perceptions

Ineffective	Progressing	Effective	Highly Effective
Safety & security are not addressed. Or appropriate plans for emergencies do not exist. Or the school and/or community do not perceive the school as safe and/or orderly.	Understands the importance of a safe & orderly school environment and works to improve existing facilities. Or works to update the student handbook, including the crisis management plan. Or the community/school are getting to know the assistant principal and perceive the school as generally safe.	Actively supports physical facilities, which are clean and in good repair. Assists as needed with communication through student handbooks. Encourages a Crisis Management Plan that is currently practiced and documented. The school and local community members are confident the school is 'safe and orderly'.	Leadership stays current on best practices for school safety [e.g., trauma-informed practice]. School & community positively collaborate on crisis interventions, responses and recovery. The school & community believe strongly that the school is safe and orderly.

**2B. Equitable & Culturally Responsive** – 1) Welcoming; 2) Culturally competent; 3) Supporting programs or initiatives

Ineffective	Progressing	Effective	Highly Effective
Not concerned with the diversity of the school. Or Disrespectful or offensive in the treatment of others, or allows others to behave this way.	Understands the importance of having an equitable & culturally responsive school. provides and participates in professional training on cultural competence. There is a plan to review school programs and initiatives with a culturally responsive perspective.	Acknowledges diversity that exists and values the unique contribution of cultures and races. Promotes a welcoming environment. Positive relationships and learning activities result from the leadership of the Assistant Principal.	Clear connection between culture and successful instructional practices. The use of cross-cultural communication. Shares these practices with professional peers proudly.

**2C. School Discipline System** – 1) Positive & unbiased; 2) Growth-path orientation; 3) Protected learning participation

Ineffective	Progressing	Effective	Highly Effective
There is not a building-level plan for student discipline. Or Students who need help with behavior issues are taken out of the learning environment. Or Consequences are not consistent	Understands the importance of an established school system of maintaining a positive learning environment, but currently a system with issues exists. is researching solutions and has created apriority for collaboratively designing and implementing an effective system.	The school-wide discipline system is proactive, fair and clear. Supports are in place for ALL students, including those who may have severe and persistent behavioral needs. Positive behavior choices are encouraged. Most of the time, behavior consequences do not take student away from learning.	Discipline is age appropriate. Behavior expectations and responses to behavior are fair and consistent. The discipline system defines the roles & responsibilities of teachers and administration. Discipline supports instruction, and does not remove & isolate students.

**2D. Family & Community Engagement** – 1) Communication; 2) Meaningful family involvement; 3) Strategic community partnerships

Ineffective	Progressing	Effective	Highly Effective
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No awareness of the importance of family & community engagement. Or Is responsible for disrespect or negative relationship with families or community.	Recognizes what an appropriate plan and implementation could do for the school, and seeks to improve the situation. Or A parent involvement plan is being created or revised.	Actively contributes to family & community partnerships (e.g., families & community members are welcomed and valued in the school). The Parental Involvement Plan contains all required content. It supports responsible parenting, learning, and partnerships.	Regular, two-way meaningful communication exists. Families are productively involved in learning (for students & themselves). Family and community engagement is monitored and adjusted as needed. Partnerships have collaborative goals and are helped with specific strategies.
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**2E. Collaborative Teaming** – 1) Systemic support; 2) Teaming skillset; 3) Individual & team accountability

Ineffective	Progressing	Effective	Highly Effective
Does not value proper collaborative teaming. Or Does not participate in the collaborative teaming structure.	Knows of an existing teaming structure, which is ineffective and needs change. Actively working to collaborate with school leaders and teachers to restructure the school system with best practices.	Supports a successful teaming structure. A positive, caring climate of working together is encouraged. Teams have the same goal. They acknowledge and use individual strengths to see the 'win' for students. Teams are monitored to ensure focus and accountability.	Teams evidence more progress together than has been made individually. Team skills of communication, compromise, tolerance and being a reliable team player are evident. Collective decisions and collaboration produces databased results. A foundation for a practice-changing culture to benefit student learning exists.

**Domain 3: Teaching & Learning**

<b>3A. Curriculum</b> – 1) Appropriate & available; 2) Monitored and assessed; 3) Supported collaborative planning & implementation
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Ineffective	Progressing	Effective	Highly Effective
The curriculum is not a priority. Or Ignores responsibility for what should be taught by teachers. Or The school curriculum is inappropriate.	Recognizes the importance of instructional leadership. Starting with the intended curriculum, the goal is to ensure appropriate curriculum is provided for ALL learners and realistic for teachers.	Works collaboratively to ensure effective delivery of the required curriculum. Teachers understand the curriculum and learning standards due to school supports and instructional implementation coaching.	Supports an appropriate and available curriculum for all classes. Contributes to monitoring and assessing the curriculum. Works as needed to ensure successful time for planning and collaborative teaming.

**3B. Instruction** – 1) Student-focused; 2) Reflection-driven; 3) Protected instructional time

Ineffective	Progressing	Effective	Highly Effective
Instructional implementation is a responsibility of teachers or teacher leaders. Or Reflection on student learning data is not practiced. Or Instructional time is not protected from disturbances.	The assistant principal is learning instructional coaching teachers prioritizing reflective practice. Or Practices for protecting instructional time are being improved based on proven strategies and giving teachers a voice.	Supports instructional practices that are effective in meeting student needs. Evidence from monitoring instruction and data on student progress are the basis for addressing ALL student levels of performance. School instructional time is valued and protected from disruption.	Supports current best practices to allow flexible instruction. Each student may access information, engage with content and demonstrate learning in preferred formats. Professional conversations are reflective of student learning to influence teacher practice and student growth. Always time for teaching and learning is first – no exceptions.

**3C. Observations & Ratings** – 1) Strategic observations; 2) Actionable feedback/coaching; 3) Appropriate professional learning.

Ineffective	Progressing	Effective	Highly Effective
An organized system of instructional observations is not established or maintained. Or Observations are punitive. Or Feedback is not beneficial Or There are no attempts to provide aligned professional learning for instructional improvement.	Understands the importance of having an effective teacher in every classroom. Lacks personal skills for a productive observation and rating practice, or the ability to give actionable feedback and coaching as needed. has plans to participate in training or is currently training for improvement.	An organized system of teacher evaluation is clearly communicated to teachers. Regular classroom observations result in conversation based with specific & actionable feedback with ratings. Peer learning is encouraged. Alignment between classroom work and curriculum is a target.	The assistant principal is involved in student learning. Listening and collaboration for improvement occurs. A growth mindset is encouraged through focused reflection and professional learning. Learning walks follow established effective protocols.

**3D. Appropriate Instructional Support for ALL Students** - 1) Remove educational barriers; 2) Accelerated learning for the gifted; 3) Aligned curriculum & instructional practices with feeder/connecting schools

Ineffective	Progressing	Effective	Highly Effective
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Additional instructional supports are inconsistent, inappropriate or non-existent for students. Or Does not assume responsibility for these student services.	Acknowledges the importance of proper learning interventions, learning extensions and instructional alignment with connecting schools. However, school program plans need review and revision. Guidance for establishing and maintaining effective services has been sought and there is work to remedy this situation.	Works collaboratively to assess student-learning needs so those who learn and develop differently than most due to learning, physical, or developmental disabilities have appropriate assistance. Learners who show capability for high performance in one or more areas receive data-informed instructional support. The school's plan and activities meet student services requirements.	Uses interpersonal skills to know student families and build trust for positive working relationships. makes time for being informed on current instructional support service requirements before conferences. is active in work at the district level with other building administrators to promote cohesive effective instructional support.
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**3E. *Effective Instructional Change Leadership*** - 1) Communication; 2) Evidence-based and collaborative change; 3) Change includes cultural considerations

Ineffective	Progressing	Effective	Highly Effective
Does not see change as necessary. Or Believes others are improving instruction without evidence. Or Is insensitive to the process or effects of needed instructional change	Realizes change needs to happen. seeks guidance in leading change in the school. Is an active learner and welcomes direction from feedback in this process.	Identifies needed change and makes the case for change. Communication is consistent and positive leading to a commitment to change. The professional culture encourages change based on an active connection to existing practices.	Supports effective change leadership. There are personal connections to current practices and practitioners to establish confidence in changing deliberate practice and realizing sustained implementation. A collective moral imperative for improvement exists which allows collaboration and competition to improve.

**Domain 4: Professional Responsibility**

<b>4A. <i>Personal Professional Practice</i></b> - 1) Ethical behavior; 2) Organizational & Interpersonal Skills; 3) Research orientation			
Ineffective	Progressing	Effective	Highly Effective

Unethical in leadership practices. Or No awareness of a lack of skill in communicating or learning.	Understands the importance of personal professional practices and welcomes feedback in this area. proves leadership by seeking best practices personally and reflects on the learning for appropriate applications.	Models ethical and professional behavior. Leadership first considers students, then staff. Appropriate communication occurs [audience, format, and message]. models effective practice through continuous learning and improving from a research orientation.	The assistant principal is a credible leader shown by attention to every word and action. There is a strong vision of success resulting from personal achievement, character, responsibility and accountability. Cares about maintaining morale, valuing effective instruction, and maintaining trust & respect for each other.
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**4B. Personnel Management – 1) Recruitment & hiring; 2) Induction & career pathways;3) Conflict resolution**

Ineffective	Progressing	Effective	Highly Effective
<p> Ignores the responsibility of managing personnel, if needed. Or  Does not promote staff success, or professional opportunities for growth. Or  Does not accept responsibility for effective conflict resolution..</p>	<p> Cares about improving student learning, and recognizes the urgency of seeking qualified faculty and staff, as well as dealing with disagreements and conflicts. Is dedicated to learning and improving in these areas.</p>	<p> Fosters effective personnel management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. The leader facilitates conflict resolution by empowering others to settle differences and maintaining consistent follow-up.</p>	<p> Supports a staffing plan based on student learning needs and instructional support for teachers. seeks and uses the advice of coaches, mentors, and experts in order to improve personnel capacity.</p>

**4C. Educator Professional Capital – Instructional capital; social capital; decision-making capital**

Ineffective	Progressing	Effective	Highly Effective
<p> Does not place importance on increasing educator skills and capacity. Or  Has not evidenced effective interpersonal skills and is unsuccessful in establishing motivation and commitment to increasing educator capital.</p>	<p> Understands the importance of improving educator skills and capacity, and is researching effective practices. is learning from other professional who are experienced in leading in a school with the same demographics.</p>	<p> Supports educators’ learning best practices to improve instruction. Positive relationships increase social capital. Skill is shown in supporting hesitant teachers to success. Attention to decisions made is evident.</p>	<p> Voluntarily works through issues to translate the vision and mission into daily school practice. Or  Influences positive accomplishments and promotes commitment to working together to accomplish intended goals.</p>

**4D. School Advocacy - Educates self & others on issues; Shares the story; Leverages multiple media formats**

Ineffective	Progressing	Effective	Highly Effective
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<p>Is not aware of existing school and community issues, which could be improved through school advocacy. Or Is not effective in establishing partnerships to benefit students, families or the community</p>	<p>Knows the benefits of school advocacy and is working to learn about issues in the school and community. Seeks opportunities for working together. is working to improve the use of social media for school advocacy.</p>	<p>Identifies as a member of the school community, positive communication is shared with the school and surrounding community. Promotes school successes in appropriate multiple media formats.</p>	<p>Promotes positive communication about the school and community, as a result perceptions have changed. Multiple communication formats, well planned and implemented, have proven to be a great advocacy tool.</p>
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4E. Contributions to the Profession - Professional associations & resources; Beginning educators

Ineffective	Progressing	Effective	Highly Effective
<p>Does not feel responsible for helping to improve educational practices locally or otherwise. Or Assumes helping new educators is being done by the older teachers.</p>	<p>Believes in contributing to the profession beyond the local community and is beginning that process. Or Even though the assistant principal may not be highly skilled at working with new educators. Time is spent seeking guidance for this work.</p>	<p>Understands and takes advantage of the benefits from existing professional associations. Recommends professional resources to improve instruction. Makes time to guide or mentor beginning educators. Learning Partnerships benefit all involved.</p>	<p>Is active in working to improve professional preparation or the development of educators beyond the local school and community. actively influences training for new educators, and ensures needed support is available to all beginning educators in the school.</p>