ASSISTANT PRINCIPAL RUBRIC

Domain 1: School Organization & Management

A. Organizational Focus

Unsatisfactory	Progressing	Effective	Highly Effective
There is no focus. The focus is not aligned to the work of the school.	Understands the need to support the development of a collaborative vision, mission & core values statements. References the organizational focus occasionally. The collective focus sometimes serves as a tool for monitoring, celebrating and/or supporting the revision for continuous improvement.	Supports the development of a collaborative focus including vision, mission & core values statements. References the organizational focus often. The collective focus serves as a tool for monitoring, celebrating and/or supporting the revision for continuous improvement.	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. School Plan

Unsatisfactory	Progressing	Effective	Highly Effective
A current school plan is not available. 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. Actively participates in the work to update an existing plan. Making plans to monitor measures of success.	Supports the implementation of a collaboratively developed logical & strategic school plan with procedures aligned to district policies. Supports the plan to give direction for increasing student growth. Helps monitor the measures of success.	Identifies areas for improvement in the school plan and has leadership in the work. Promotes continued positive perceptions of school planning and results.

C. Time Management

Unsatisfactory	Progressing	Effective	Highly Effective
Poor personal or organizational time management exists.	Knows the importance of time management and is working to improve the current situation. Identifies existing issues with the	Organizes and manages personal and organizational time. Assists in creating/managing a master	Is realistic about what s/he can do, what should be done by others, and what really doesn't need to be scheduled. Delegates and asks for help when needed.

| Does not show awareness of the master schedule. | master schedule and seeks guidance to remedy issues.

Understands the importance of a schedule to include time for team meetings. | schedule based on student learning needs, not on building or adult convenience.

Helps create/support a schedule that includes the school's teaming structure. | |

D. School Resource Management

Unsatisfactory	Progressing	Effective	Highly Effective
Does not accept responsibility for supporting the handling of school resources. 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. Helps coordinate equitable allocation of discretionary 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.

E. Shared Leadership and Responsibility

Unsatisfactory	Progressing	Effective	Highly Effective
Practices with sole authority for leading the school. Does not increase the leadership capacity of others. Assigns accountability and/or errors to others.	Has learned about an exemplary system of sharing leadership and responsibility and dedicates time in learning how to set up and run the process. Efforts are being made to implement shared leadership and responsibility. Understands the importance of collaboration.	Assumes responsibility for supporting a system of distributed leadership. Uses existing expertise to share responsibilities with faculty and staff in order to improve student learning and growth. Issues are addressed collaboratively.	Promotes and supports maximizing each educator's expertise. Training and job-embedded learning guide improvement. Supports teams that are proactive in contributing to resolution of issues, sharing what works, and being accountable.

Domain 2: School Culture & Climate

A. Safe & Orderly

Unsatisfactory	Progressing	Effective	Highly Effective
Is unaware of the safety & security protocols. Does not adhere to the school emergency plans. Does not contribute to the perception of the community/school as being a safe/orderly place.	Understands the importance of a safe & orderly school environment and works to improve existing facilities. Works to help update the student handbook, including the Crisis Management Plan. Contributes to the perception of the community/school as being a generally safe/orderly place.	Actively supports physical facilities, which are clean and in good repair. Encourages and supports the implementation of the student handbook, including Crisis Management Plan. Collaborates with school and local community members to ensure confidence in a safe and orderly environment.	Stays current on best practices for school safety. School & community positively collaborate on crisis interventions, responses and recovery.

B. Change Leadership

Unsatisfactory	Progressing	Effective	Highly Effective
Does not see change as necessary. Believes others are improving instruction. Is insensitive to the process or effects of needed instructional change.	Realizes change needs to happen based on evidence. Seeks guidance in supporting change in the school. Is an active learner and welcomes direction from feedback in this process.	Helps identify and communicate the need for change based on evidence. Helps create an actionable plan for change implementation that is collaboratively created and clearly communicated with expectations. Success is shared and leads to established practice and culture of change.	Personal connections to current practices and practitioners establish confidence in changing deliberate practice and realizing sustained implementation. A collective imperative for improvement exists which allows collaboration and competition to improve.

C. School Discipline System

Unsatisfactory	Progressing	Effective	Highly Effective
Is unaware of a building-level plan for student discipline. Students who need help with behavior issues are taken out of the classroom, placed in public areas. They may also be directed to activities which could be considered rewards.	Understands the importance of an established school school-wide discipline system that considers the needs of all students. Researching resources to positively support students. Some of the time, behavior consequences take students aways	Positive support is in place for students. Behavior expectations & responses to behavior are fair & consistent. Most of the time, behavior consequences do not take students away from learning.	Discipline supports & includes, not removes & isolates. Students are taught behavioral expectations and what success looks like.

	from learning.		

D. Family & Community Engagement

Unsatisfactory	Progressing	Effective	Highly Effective
No awareness of the importance of family & community engagement. Is responsible for disrespect or negative relationship with families or community.	Recognizes what an appropriate plan and implementation could do for the school. Seeks ways to improve the family & community partnerships.	Contributes to the Parental Involvement Plan containing all the required content that supports responsible parenting, learning, and partnerships. Actively contributes to family & community 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.

E. Collaborative Teaming

Unsatisfactory	Progressing	Effective	Highly Effective
Does not value proper collaborative teaming. 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. Planning ways to monitor and ensure teams are focused and accountable. Seeking ways to identify individual strengths of the staff to support student learning needs.	Supports a successful teaming structure. Encourages a positive collaborative climate of working together. Helps to monitor and ensure teams are focused and accountable. Acknowledges and uses individual strengths to respond to student learning needs.	Teams evidence more progress together than has been made individually. Collective decisions and collaboration produce databased results.

Domain 3: Teaching & Learning

A. Curriculum

Unsatisfactory	Progressing	Effective	Highly Effective
The curriculum is not a priority. Ignores responsibility for what should be taught by teachers. Is unaware if the school curriculum is inappropriate.	Recognizes the importance of instructional leadership. Setting goals to ensure appropriate curriculum is provided for all learners and realistic for teachers. Understands the importance of essential standards.	Works collaboratively to ensure effective delivery of the required curriculum. Supports teachers in understanding the curriculum and learning standards due to school supports and instructional implementation. Knows and supports essential standards.	Supports an appropriate and available curriculum for all classes. Contributes to monitoring and assessing the curriculum.

B. Instruction

Unsatisfactory	Progressing	Effective	Highly Effective
Believes that instructional implementation is a responsibility of teachers or teacher leaders. Reflection on student learning data is not practiced. Instructional time is not protected from disturbances.	Is learning how instructional coaching is effective in meeting student needs. Seeking ways to monitor instruction and collect data to make informed decisions on how to address student needs. Some instructional time is lost due to disruptions. Understands the importance of aligning instructional materials and state academic standards.	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. Contributes to the alignment of instructional materials and state academic standards with evidence-based strategies.	Supports current best practices to allow flexible instruction. Professional conversations are reflective of student learning to influence teacher practice and student growth.

C. Observation & Ratings

Unsatisfactory	Progressing	Effective	Highly Effective
An organized system of instructional observations is not established or maintained. Observations are punitive or not beneficial.	An organized system of teacher evaluation is communicated to some teachers. Some classroom visits result in specific and actionable feedback. Has plans to participate in training or is currently training for how to use evidence	An organized system of teacher evaluation is clearly communicated to teachers. Regular classroom observations result in conversation based with specific & actionable feedback with ratings.	Is involved in student learning. Listening and collaboration for improvement occurs. A growth mindset is encouraged through focused reflection and professional learning.

There are no attempts to provide aligned professional learning for instructional improvement.	from classroom observations to drive professional development.	Alignment between classroom work, curriculum, and student needs are the target.	Learning walks follow established effective protocols. Peer learning is encouraged.

D. Appropriate Instructional Support for all Students

Unsatisfactory	Progressing	Effective	Highly Effective
Additional instructional supports are inconsistent, inappropriate or non- existent for students. Does not assume responsibility for these student services.	Acknowledges the importance of proper learning interventions to meet the needs of some students. Is learning how to support students who learn differently through data informed instructional support. Is working on responding to students' academic needs in a timely manner. Seeking guidance on how school plans and activities meet the state's program requirements.	Works collaboratively to assess student-learning needs to support classroom strategies & pedagogical methods. Supports all students who learn differently through data informed instructional support. Follows a system to respond to students' academic needs in a timely manner. Contributes to the school's plan and activities to 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.

E. Monitoring Student Learning

Unsatisfactory	Progressing	Effective	Highly Effective
Has data but does not utilize in decision making. Does not know where to find student data. A system for monitoring student data does not exist.	Working with teacher teams towards analyzing timely formative, district, and state assessments to make informed decisions about student learning. Is supportive in developing a plan for improving student results. Is developing a system for monitoring student data.	Works collaboratively with the principal and teachers in analyzing timely formative, district, and state assessments to make informed decisions about student learning. Supports the principal in leading teams to discuss strategies and develops a plan for improving student results. Utilizes a system for monitoring student data.	Supports teacher teams to develop and monitor a plan for improving student learning based on multiple data sets. Uses a system with teachers for monitoring individual student data leading to intervention or extension.

Domain 4: Human Capital Management

A. Personal Professional Practice

Unsatisfactory	Progressing	Effective	Highly Effective
Unethical in leadership practices. No awareness of a lack of skill in communicating or learning.	Understands the importance of personal professional practices and welcomes feedback in this area. Realizes the importance of appropriate communication. Displays leadership by seeking best practices personally and reflects on the learning for appropriate applications.	Models ethical and professional behavior. Appropriate communication occurs depending on audience, format, and message. Models effective practice through continuous learning and improving from a research orientation.	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.

B. Personnel Management

Unsatisfactory	Progressing	Effective	Highly Effective
Ignores the responsibility of managing personnel. Does not promote staff success, or professional opportunities for growth. Does not accept responsibility for effective conflict resolution.	Cares about improving student learning and recognizes the urgency of seeking qualified faculty and staff, as well as dealing with disagreements and conflicts. Seeks professional development on how to handle conflict resolution between individuals.	Fosters effective personnel management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. Facilitates conflict resolution by empowering others to settle differences and maintaining consistent follow-up.	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.

C. Educator Professional Capital

Unsatisfactory	Progressing	Effective	Highly Effective

Does not place importance on increasing educator skills and capacity. Has not evidenced effective interpersonal skills and is unsuccessful in establishing motivation and commitment to increasing educator capital.	Understands the importance of improving educator skills and capacity and is researching effective practices. Is learning from other professionals who are experienced in leading in a school with the same demographics.	Supports educators in learning best practices to improve instruction. Uses fair and consistent practices to support and retain the most effective teachers.	Works through issues to translate the vision and mission into daily school practice. Influences positive accomplishments and promotes commitment to working together to accomplish intended goals.

D. School Advocacy

Unsatisfactory	Progressing	Effective	Highly Effective
Is not aware of existing school and community issues, which could be improved through school advocacy. Is not effective in establishing partnerships to benefit students, families, or the community.	Knows the benefits of school advocacy and is working to learn about issues in the school and community. Learning about district approved social media formats to communicate with stakeholders.	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.	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.

E. Contributions to the Profession

Unsatisfactory	Progressing	Effective	Highly Effective
Does not feel responsible for helping to improve educational practices locally or otherwise. Assumes helping new educators is being done by the career teachers.	Believes in contributing to the profession beyond the local community and is beginning that process. Time is spent seeking guidance for how to work with new educators.	Understands and takes advantage of the benefits from existing professional associations. Makes time to guide or mentor beginning educators.	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.