

NJ LoTi Assistant Principal Observation Instrument 2016-17 School Year

DOMAIN I: LEARNING VISION

I-A: Implementing the Campus Vision for Student Learning

Ineffective Look-For:

Assistant principal does not execute and/or monitor any assigned portion of the implementation plan nor leverage existing resources to impact learning

Ineffective Description:

The assistant principal does not execute and/or monitor any assigned portion of the campus implementation plan nor leverage any existing resources to ensure its intended impact on student learning.

Partially Effective Look-For:

Assistant principal executes and monitors some assigned portions of the implementation plan, but does not leverage existing resources to impact learning

Partially Effective Description:

The assistant principal sporadically executes and monitors some assigned portions of the implementation plan aligned to a campus vision for student learning, but does not leverage existing resources to ensure its intended impact on student learning.

Effective Look-For:

Assistant principal executes and monitors most assigned portions of the implementation plan and leverages existing resources to impact learning

Effective Description:

The assistant principal effectively executes and monitors most assigned portions of the implementation plan aligned to a campus vision for student learning and leverages existing resources to ensure its intended impact on student learning outcomes.

Highly Effective Look-For:

Assistant principal executes and monitors all assigned portions of the implementation plan and leverages new and existing resources to impact learning

Highly Effective Description:

The assistant principal effectively executes and monitors all assigned portions of the implementation plan aligned to a campus vision for student learning and leverages new and existing resources to ensure its intended impact on student learning outcomes.

I-B: Making Data-Driven Decisions

Ineffective Look-For:

Assistant principal does not use any data sources to assess organizational effectiveness nor to recommended adjustments

Ineffective Description:

The assistant principal does not use any data sources to assess organizational effectiveness nor recommend adjustments/changes to any assigned portion of the campus implementation plan. No data is shared with stakeholders.

Partially Effective Look-For:

Assistant principal uses limited data sources to assess organizational effectiveness; data is not used efficiently to adjust instructional nor non-instructional goals and practices

Partially Effective Description:

The assistant principal uses limited data sources to assess organizational effectiveness and/or recommend adjustments/changes aligned to a few assigned portions of the campus implementation plan. Data reported to stakeholders is either not clearly articulated or not used efficiently to adjust instructional and/or non-instructional goals and practices.

Effective Look-For:

Assistant principal uses specific data sources to assess organizational effectiveness; data is sometimes used to adjust instructional and/or non-instructional goals and practices

Effective Description:

The assistant principal uses specific data sources to assess organizational effectiveness and recommend adjustments/changes aligned to most assigned portions of the campus implementation plan. Data reported to stakeholders are clearly articulated and are used to adjust instructional and/or non-instructional goals and practices.

Highly Effective Look-For:

Assistant principal uses a variety of data sources to assess organizational effectiveness; data is consistently used to adjust instructional and/or non-instructional goals and practices

Highly Effective Description:

The assistant principal uses a variety of data sources to assess organizational effectiveness and recommend adjustments/changes aligned to all assigned portions of the campus implementation plan. Data reported to stakeholders are clearly articulated and are consistently used to adjust instructional and/or non-instructional goals and practices.

I-C: Sustaining Continuous Improvement

Ineffective Look-For:

Assistant principal does not plan for or recommend staff development; feedback is not constructive or supportive of teachers' personal goals

Ineffective Description:

The assistant principal does not plan for any professional development nor does he use collected data to design or recommend any follow-up interventions for staff. Feedback, if any, relating to instructional practices is not constructive nor supportive of teachers' personal goals.

Partially Effective Look-For:

Assistant principal uses data from limited sources to recommend staff development; few teachers receive constructive feedback and/or the assistant principal monitors assigned teachers' personal goals

Partially Effective Description:

The assistant principal uses data from limited sources to recommend staff development interventions that address the pedagogical needs of teachers. Few teachers receive constructive feedback about their instructional practices and/or the assistant principal monitors all assigned teachers' personal goals.

Effective Look-For:

Assistant principal uses data from conventional sources to design staff development and promote continuous improvement; teachers receive constructive feedback and/or self-monitor personal goals

Effective Description:

The assistant principal uses general data collected from conventional sources to design staff development interventions that address the pedagogical needs of most teachers and promote a cycle of continuous improvement. Teachers receive constructive feedback about their instructional practices and/or are involved in developing self-assessment strategies to monitor personal goals.

Highly Effective Look-For:

Assistant principal uses data from a variety of sources to design staff development and promote continuous improvement; all teachers receive constructive feedback and self-monitor personal goals; some teachers set their own staff development goals based on feedback

Highly Effective Description:

The assistant principal uses comprehensive data collected from a variety of data sources to design or recommend staff development interventions that address the pedagogical needs of teachers and promote a cycle of continuous improvement. All teachers receive constructive feedback about their instructional practices and are involved in developing self-assessment strategies to monitor personal goals; some teachers set their own staff development goals based on administrative and/or collegial feedback.

I-D: Assessing Organizational Progress

Ineffective Look-For:

Assistant principal does not provide teacher feedback or the feedback is counterproductive

Ineffective Description:

The assistant principal either does not provide any teacher feedback or the feedback is counterproductive. The assistant principal does not use any process to gauge organizational progress aligned to the school improvement plan and campus vision for student learning.

Partially Effective Look-For:

Assistant principal provides teacher feedback consistent with the campus vision for student learning, but it is ill-timed or not constructive

Partially Effective Description:

The assistant principal provides teacher feedback consistent with the campus vision for student learning, but it is frequently ill-timed or not constructive. The assistant principal's use of conventional inputs to gauge organizational progress is inconsistent with the school improvement plan.

Effective Look-For:

Assistant principal provides constructive teacher feedback consistent with the campus vision for student learning

Effective Description:

The assistant principal provides constructive teacher feedback consistent with the campus vision for student learning. The assistant principal's use of conventional inputs to gauge organizational progress is consistent with the school improvement plan.

Highly Effective Look-For:

Assistant principal provides timely and constructive teacher feedback consistent with the campus vision for student learning

Highly Effective Description:

The assistant principal provides timely and constructive teacher feedback consistent with the campus vision for student learning. The assistant principal's use of a variety of formal and informal inputs to gauge organizational progress is consistent with the school improvement plan.

DOMAIN II: CULTURE OF LEARNING

II-A: Cultivating High Expectations

Ineffective Look-For:

Assistant principal maintains little or no expectations for academic progress/success and does not support the use of developmentally-appropriate learning activities or traditional assessments

Ineffective Description:

The assistant principal maintains little or no expectations for student achievement levels. The use of traditional assessments is either not supported or is inconsistent with the developmental needs of the students. Classroom learning environments do not provide a viable way for students to achieve academic success, and develop self-confidence and subject-matter competence.

Partially Effective Look-For:

Assistant principal communicates few expectations for academic progress/success and encourages some assigned staff through a single channel to use conventional assessments and learning activities

Partially Effective Description:

The assistant principal communicates few expectations for instructional delivery and student academic progress. The assistant principal encourages some assigned staff through a single channel to use conventional assessments and learning activities aligned to the standards to achieve academic success, and develop subject-matter competence.

Effective Look-For:

Assistant principal promotes reasonable expectations for academic progress/success and encourages most assigned staff through multiple channels to use conventional assessments and developmentally-appropriate learning activities

Effective Description:

The assistant principal promotes reasonable expectations for instructional delivery and student academic progress. The assistant principal encourages most assigned staff through multiple channels to use conventional assessments and developmentally-appropriate learning activities to achieve academic success, and develop self-confidence and subject-matter competence.

Highly Effective Look-For:

Assistant principal promotes high expectations for academic progress/success and encourages all assigned staff through multiple channels to use a variety of assessments and rigorous, developmentally-appropriate learning activities

Highly Effective Description:

The assistant principal promotes high expectations for instructional delivery and student academic progress. The assistant principal encourages all assigned staff through multiple channels to use a variety of assessments and rigorous, developmentally-appropriate learning activities adjusted to individual learning profiles to achieve academic success, and develop self-confidence and subject-matter competence.

II-B: Executing Systematic Instruction

Ineffective Look-For:

Assistant principal does not support a standards-based approach nor recommend resources/strategies to support exclusively teacher-directed learning

Ineffective Description:

The assistant principal does not support a standards-based instructional approach and makes no reference to its use or to helping students acquire grade level appropriate content and skills. No resources are recommended to teachers that support learning that is exclusively teacher-directed involving the content, process, and/or product of instruction.

Partially Effective Look-For:

Assistant principal communicates with staff to use a standards-based approach, but recommends only minimal resources/strategies to support exclusively teacher-directed learning

Partially Effective Description:

The assistant principal communicates with staff to use a standards-based instructional approach that develops students' understanding of grade level-appropriate content and skills. Minimal resources and strategies are recommended to teachers to support learning that is exclusively teacher-directed involving the content, process, and/or product of instruction.

Effective Look-For:

Assistant principal communicates with staff to use a standards-based approach and recommends multiple resources/strategies to support primarily teacher-directed learning

Effective Description:

The assistant principal communicates with staff to use a standards-based instructional approach that develops students' understanding of how grade level-appropriate content and skills and/or multiple perspectives help them communicate, reason, make decisions, and/or solve problems. Multiple resources and strategies are recommended to teachers to support learning that is primarily teacher-directed involving the content, process, and/or product of instruction.

Highly Effective Look-For:

Assistant principal encourages staff through multiple channels to use a rigorous standards-based approach and recommends multiple resources/strategies to support student-directed learning

Highly Effective Description:

The assistant principal encourages staff through multiple channels to use a rigorous standards-based instructional approach that develops students' comprehensive understanding of how grade level-appropriate content and skills and/or multiple perspectives help them communicate, reason, make decisions, and/or solve problems in the real world. Multiple resources and strategies are recommended to teachers to support learning that is student-directed involving the content, process, and/or product of instruction.

II-C: Accommodating Diverse Learners

Ineffective Look-For:

Assistant principal makes no reference to either horizontal or vertical differentiation strategies

Ineffective Description:

The assistant principal does not demonstrate an understanding of the educability of individual learners. The assistant principal makes no reference to either horizontal or vertical differentiation strategies relating to students' readiness levels, language proficiency levels, and/or cultural heritage.

Partially Effective Look-For:

Assistant principal recommends limited resources or offers little feedback to staff that supports either horizontal or vertical differentiation strategies

Partially Effective Description:

The assistant principal demonstrates a limited understanding of the educability of individual learners. The assistant principal recommends limited resources or offers little feedback to staff that supports either horizontal or vertical differentiation strategies consistent with the students' readiness levels, language proficiency levels, and/or cultural heritage.

Effective Look-For:

Assistant principal recommends resources or provides feedback to staff that supports either horizontal or vertical differentiation strategies

Effective Description:

The assistant principal demonstrates a general understanding of the educability of individual learners. The assistant principal recommends resources or provides feedback to staff that supports either horizontal or vertical differentiation strategies consistent with the students' readiness levels, language proficiency levels, and/or cultural heritage.

Highly Effective Look-For:

Assistant principal recommends resources and provides feedback to staff that supports both horizontal and vertical differentiation strategies

Highly Effective Description:

The assistant principal demonstrates a thorough understanding of the educability of individual learners. The assistant principal recommends resources and provides feedback to staff that support both horizontal and vertical differentiation strategies consistent with the students' readiness levels, language proficiency levels, and cultural heritage.

II-D: Promoting a Supportive Learning Environment

Ineffective Look-For:

Open communication does not exist; assistant principal/teacher/student and student/student interactions are disrespectful, negative, or counter-productive

Ineffective Description:

The educational environment does not promote open communication between the assistant principal, teachers, and students, nor between the students and their peers. Assistant principal/teacher/student and student/student interactions are disrespectful, negative, and/or counter-productive.

Partially Effective Look-For:

Limited communication exists between the assistant principal, teacher, and students, but not among the students and their peers; student/student interactions can be disrespectful, negative, or counterproductive

Partially Effective Description:

The educational environment provides limited communication between the assistant principal, teachers, and students, but not among the students and their peers. Assistant principal/teacher/student interactions are somewhat democratic, positive, and respectful, but student/student interactions can be disrespectful, negative, and/or counter-productive.

Effective Look-For:

Open communication exists between the assistant principal, teacher, and students, and among students and their peers; most interactions are democratic, positive, respectful, and sensitive to cultural/social differences

Effective Description:

The educational environment promotes open communication between the assistant principal, teachers, and students as well as among the students and their peers in the classroom and/or throughout the school. Most interactions and relationships within the school are democratic, positive, respectful, and sensitive to cultural/social differences.

Highly Effective Look-For:

A high level of esprit de corps exists between the assistant principal, teacher, and students, and among students and their peers; all interactions are democratic, positive, respectful, and sensitive to cultural/social differences

Highly Effective Description:

The educational environment creates a high level of esprit de corps between the assistant principal, teachers, and students as well as among the students and their peers both in the classroom and throughout the school. All interactions and relationships within the school are democratic, positive, respectful, and sensitive to cultural/social differences.

II-E: Maintaining Student Accountability Systems

Ineffective Look-For:

Assistant principal does not support standards-based learning experiences and/or assessments

Ineffective Description:

The assistant principal does not support standards-based learning experiences and/or formative/summative assessments. Teachers do not share plans for follow-up interventions/new learning experiences that reflect any use of students' prior knowledge, personal feedback, and/or current academic progress.

Partially Effective Look-For:

Assistant principal communicates with some staff to facilitate standards-based learning experiences or assessments, but they do not target students' developmental and learning style needs

Partially Effective Description:

The assistant principal communicates with some staff to facilitate standards-based learning experiences or formative/summative assessments, but they do not target the developmental and learning style needs of most learners. Some teachers share plans for follow-up interventions/new learning experiences that reflect a limited use of students' prior knowledge, personal feedback, and/or current academic progress.

Effective Look-For:

Assistant principal communicates with staff to facilitate standards-based learning experiences or assessments that target students' developmental and learning style needs

Effective Description:

The assistant principal communicates with staff to facilitate standards-based learning experiences or formative/summative assessments that target the developmental and learning style needs of learners. Most teachers share plans for follow-up interventions/new learning experiences that reflect a general use of students' prior knowledge, personal feedback, and/or current academic progress.

Highly Effective Look-For:

Assistant principal encourages staff to facilitate standards-based learning experiences and assessments that are authentic and target students' developmental and learning style needs

Highly Effective Description:

The assistant principal encourages staff to facilitate standards-based learning experiences and formative/summative assessments that are authentic and target the developmental and learning style needs of learners. Teachers share plans for follow-up interventions/new learning experiences that reflect a comprehensive use of students' prior knowledge, personal feedback, and current academic progress.

II-F: Cultivating Instructional Innovation

Ineffective Look-For:

Assistant principal does not support, explore, implement, or evaluate innovative instruction; staff sharing or collaboration is not evident

Ineffective Description:

The assistant principal does not support, explore, implement, or evaluate innovative instructional practices that promote any collaborative problem-solving. The work environment is void of any type of collaboration among staff that addresses student success in the classroom.

Partially Effective Look-For:

Assistant principal provides little encouragement for staff to explore, implement, and/or evaluate innovative instruction; the use of ready-made activities is supported

Partially Effective Description:

The assistant principal provides little encouragement for staff to explore, implement, and/or evaluate innovative instructional practices that promote collaborative problem-solving in the classroom. The work environment supports the use of ready-made activities for staff to promote student success in the classroom.

Effective Look-For:

Assistant principal encourages staff to explore, implement, and/or evaluate innovative instruction; sharing among staff is encouraged

Effective Description:

The assistant principal encourages staff to explore, implement, and/or evaluate innovative instructional practices that promote collaborative problem-solving applied to the real world. The work environment encourages sharing among staff to promote student success in the classroom.

Highly Effective Look-For:

Assistant principal encourages staff to explore, implement, and evaluate innovative instruction; risk-taking, innovation, and staff collaboration are encouraged

Highly Effective Description:

The assistant principal encourages staff to explore, implement, and evaluate innovative instructional practices that promote collaborative problem-solving and student-directed learning applied to the real world. The work environment encourages risk-taking, innovation, and collaboration for staff to maximize student success in the classroom.

II-G: Promoting Effective Technology Use

Ineffective Look-For:

Assistant principal does not recommend digital, environmental, and/or curriculum resources to support student inquiry nor real world connections in the classroom

Ineffective Description:

The assistant principal does not recommend digital, environmental, and/or curriculum resources to support methods of inquiry in the classroom. Classroom teachers' lack of understanding and use of the available resources results in students that are unable to make connections between the content and any real world situation or context.

Partially Effective Look-For:

Assistant principal recommends limited digital, environmental, and/or curriculum resources to support student inquiry and few real world connections in the classroom

Partially Effective Description:

The assistant principal recommends limited digital, environmental, and/or curriculum resources to support methods of inquiry in the classroom. Classroom teachers' understanding and use of the available resources provides few opportunities for students to make connections to a real world situation or context.

Effective Look-For:

Assistant principal recommends general digital, environmental, and/or curriculum resources to support student inquiry and promote opportunities for real world connections within each discipline

Effective Description:

The assistant principal recommends general digital, environmental, and/or curriculum resources to support methods of inquiry within each discipline. Classroom teachers' understanding and use of the available resources promotes opportunities for students to make connections to a real world situation or context.

Highly Effective Look-For:

Assistant principal recommends comprehensive digital, environmental, and curriculum resources to support effective student inquiry and real world problem solving within and beyond each discipline

Highly Effective Description:

The assistant principal recommends comprehensive digital, environmental, and curriculum resources to support effective methods of inquiry within and beyond each discipline. Classroom teachers' understanding and use of the available resources promotes collaborative learning opportunities for students to apply their learning to a real world situation.

II-H: Impacting the Instructional Program

Ineffective Look-For:

Assistant principal does not communicate with staff to ensure the instructional program is effective or successful in meeting targeted campus goals

Ineffective Description:

The assistant principal is not involved in monitoring, evaluating, or revising the instructional program to meet organizational goals for progress or student academic achievement. The assistant principal does not communicate with staff to ensure the impact of the instructional program is effective or successful in meeting targeted campus goals and practices.

Partially Effective Look-For:

Assistant principal communicates with some staff to ensure the instructional program is somewhat effective or successful in meeting targeted campus goals

Partially Effective Description:

The assistant principal is minimally involved in monitoring, evaluating, and/or revising the instructional program to meet organizational goals for progress and/or student academic achievement. The assistant principal communicates with some staff to ensure the impact of the instructional program is somewhat effective or successful in meeting targeted campus goals and practices.

Effective Look-For:

Assistant principal communicates with most staff to ensure the instructional program is effective and successful in meeting targeted campus goals

Effective Description:

The assistant principal is involved in monitoring, evaluating, and/or revising the instructional program to meet organizational goals for progress and student academic achievement. The assistant principal communicates with most staff to ensure the impact of the instructional program is effective and successful in meeting targeted campus goals and practices.

Highly Effective Look-For:

Assistant principal collaborates extensively with staff through a variety of channels to ensure the instructional program is effective and successful in exceeding targeted campus goals

Highly Effective Description:

The assistant principal is directly involved in monitoring, evaluating, and/or revising the instructional program to exceed organizational goals for progress and student academic achievement. The assistant principal collaborates extensively with staff through a variety of channels to ensure the impact of the instructional program is effective and successful in exceeding targeted campus goals and practices.

DOMAIN III: ORGANIZATIONAL & RESOURCE MANAGEMENT

III-A: Assessing Management & Operational Systems

Ineffective Look-For:

Assistant principal does not use research or feedback strategies to assess assigned operational systems; no adjustments are considered

Ineffective Description:

The assistant principal does not use research or feedback strategies to monitor, evaluate, and/or improve assigned management or operational systems. No adjustments are considered that could improve management or operational systems.

Partially Effective Look-For:

Assistant principal applies minimal research and/or feedback strategies to assess assigned operational systems; few follow-up adjustments are adopted or considered for the upcoming school year

Partially Effective Description:

The assistant principal applies minimal research and/or feedback strategies to monitor, evaluate, and/or improve assigned management and operational systems. Few follow-up adjustments to managerial and operational processes are adopted or considered for implementation in the upcoming school year.

Effective Look-For:

Assistant principal applies selected research and feedback strategies to assess assigned operational systems; some follow-up adjustments are adopted immediately and others are considered for the upcoming school year

Effective Description:

The assistant principal applies selected research and feedback strategies to monitor, evaluate, and/or improve assigned management and operational systems. Some follow-up adjustments to managerial and operational processes are adopted immediately and others are considered for implementation in the upcoming school year.

Highly Effective Look-For:

Assistant principal applies a variety of research and feedback strategies to assess assigned operational systems; follow-up adjustments are targeted, immediate, and accurate

Highly Effective Description:

The assistant principal applies a variety of research and feedback strategies to monitor, evaluate, and/or improve assigned management and operational systems. Follow-up adjustments to managerial and operational processes are targeted, immediate, and accurate.

III-B: Promoting Safety, Respect, & Responsibility

Ineffective Look-For:

Assistant principal neglects to establish guidelines for the personal responsibility of students; a process to address violations, if any, is neither communicated nor enforced

Ineffective Description:

The assistant principal neglects to establish expectations, guidelines, or procedures for the safety, respect, and/or personal responsibility of students. There is either no written or verbal process to address misconduct, or a process exists but it is neither communicated nor enforced. Neither the assistant principal nor staff members take ownership for sustaining a school climate that is socially, emotionally, or physically safe.

Partially Effective Look-For:

Assistant principal has established minimal guidelines for students to self-monitor their own behavior; a process to address violations is communicated, but loosely monitored or enforced

Partially Effective Description:

The assistant principal has established minimal guidelines for safety, respect, and/or responsibility including limited procedures for students to self-monitor their own behavior on campus. A written or verbal process to address violations of the guidelines/procedures is communicated, but is loosely monitored or enforced. Few staff members and students take ownership for sustaining a school climate that is socially, emotionally, and/or physically safe.

Effective Look-For:

Assistant principal enforces general guidelines for students to self-monitor their own behavior; response to violations is immediate

Effective Description:

The assistant principal enforces general guidelines for safety, respect, and/or responsibility including general procedures for students to self-monitor their own behavior on campus. Responses to violations of the guidelines/procedures are immediate. Most staff members and students take ownership for sustaining a school climate that is socially, emotionally, and physically safe.

Highly Effective Look-For:

Assistant principal enforces well-established, specific guidelines for students to self-monitor their own behavior; response to violations is immediate and uniform

Highly Effective Description:

The assistant principal enforces well-established guidelines for safety, respect, and responsibility including specific procedures for students to self-monitor their own behavior on campus. Responses to violations of the guidelines/procedures are immediate and uniform. All staff members and students take ownership for sustaining a school climate that is socially, emotionally, and physically safe.

III-C: Focusing on Quality Teaching & Learning

Ineffective Look-For:

Assistant principal's expectations and/or support for instructional priorities are reflected by teachers/students who are disengaged and disinterested in the learning process

Ineffective Description:

The assistant principal does not support any staff development interventions and/or suggest curriculum resources leaving teachers unable to facilitate digital age teaching and learning. The assistant principal's lack of expectations and/or support for instructional priorities are reflected by teachers and students who are frequently disengaged and disinterested in the learning process.

Partially Effective Look-For:

Assistant principal's expectations and/or support for instructional priorities are reflected by traditional learning experiences with minimal sharing among colleagues

Partially Effective Description:

The assistant principal supports limited staff development interventions and/or suggests curriculum resources that minimally prepare teachers to facilitate digital age teaching and learning. The assistant principal's expectations and/or support for instructional priorities are reflected by traditional learning activities with minimal sharing among colleagues.

Effective Look-For:

Assistant principal's expectations and/or support for instructional priorities are reflected by mutually cooperative sharing among colleagues

Effective Description:

The assistant principal supports selected staff development interventions and/or suggests curriculum resources that generally prepare teachers to facilitate digital age teaching and learning. The assistant principal's expectations and/or support for instructional priorities are reflected by mutually cooperative sharing among colleagues.

Highly Effective Look-For:

Assistant principal's high expectations and proactive support for instructional priorities are reflected by the perpetuation of a collaborative learning community

Highly Effective Description:

The assistant principal supports a variety of staff development interventions and suggests curriculum resources that prepare teachers to maximize the effectiveness of digital age teaching and learning. The assistant principal's high expectations and proactive support for instructional priorities are reflected by the perpetuation of a collaborative learning community.

DOMAIN IV: COLLABORATION & PARTNERSHIPS

IV-A: Understanding Cultural Needs

Ineffective Look-For:

Assistant principal's interactions with most teachers, students, and/or families are confrontational, counter-productive, and do not reflect an understanding of learning needs

Ineffective Description:

The assistant principal does not exhibit an awareness of cultural differences and the supports for/barriers to maintaining an effective learning environment. Most interactions with teachers, students, and/or families are confrontational and counter-productive, and do not reflect an understanding of the learning needs specific to the student, their family, and/or their cultural community.

Partially Effective Look-For:

Assistant principal's interactions with most teachers, students, and/or families are considerate but do not reflect an understanding of learning needs

Partially Effective Description:

The assistant principal exhibits a limited awareness of cultural differences and the supports for/barriers to maintaining an effective learning environment. Most interactions with teachers, students, and/or families are considerate but do not reflect an understanding of the learning needs specific to the student, their family, and/or their cultural community.

Effective Look-For:

Assistant principal's interactions with teachers, students, and families are considerate and reflect a general understanding of learning needs

Effective Description:

The assistant principal exhibits an awareness of cultural differences and the supports for/barriers to maintaining an effective learning environment. Interactions with teachers, students, and families are considerate and reflect a general understanding of the learning needs specific to the student, their family, and/or their cultural community.

Highly Effective Look-For:

Assistant principal's interactions with teachers, students, and families are proactive, considerate, and reflect a sensitive and diverse understanding of learning needs

Highly Effective Description:

The assistant principal exhibits an extensive awareness of cultural differences and the supports for/barriers to maintaining an effective learning environment. Interactions with teachers, students, and families are proactive, considerate, and reflect a sensitive and diverse understanding of the learning needs specific to the student, their family, and their cultural community.

IV-B: Collaborating with Families

Ineffective Look-For:

Assistant principal does not attempt to maintain ongoing, collaborative communication with families

Ineffective Description:

The assistant principal does not exhibit an awareness of cultural differences or the impact of families on a learner's development or overall well-being. No attempts are made to maintain ongoing, collaborative communication with families through written, verbal, and/or digital channels.

Partially Effective Look-For:

Assistant principal communications do not reflect the diverse needs of families or their greater community

Partially Effective Description:

The assistant principal exhibits a limited awareness of cultural differences and the impact of families on a learner's development and/or overall well-being. Communications do not reflect the diverse needs of families or the needs of their greater community. Limited attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

Effective Look-For:

Assistant principal communications with families reflect their diverse needs and/or the needs of their greater community

Effective Description:

The assistant principal exhibits a general awareness of cultural differences and the impact of families on a learner's development and/or overall well-being. Communications with families reflect their diverse needs and/or the needs of their greater community. Selected attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

Highly Effective Look-For:

Assistant principal communications with families are proactive, considerate, and reflect their diverse needs and the needs of their greater community

Highly Effective Description:

The assistant principal exhibits a comprehensive awareness of cultural differences and the impact of families on a learner's development and overall well-being. Communications with families are proactive, considerate, and reflect their diverse needs as well as the needs of their greater community. A variety of attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

IV-C: Utilizing Parent/Community Resources

Ineffective Look-For:

Assistant principal relations with parents, colleagues, or community members may be unprofessional or non-existent and detract from an acceptable level of professional practice

Ineffective Description:

The assistant principal does not use any parent/community resources, relationships, or partnerships to support teachers' efforts to enrich student learning. Relations with teachers, parents, colleagues, or community members are often unprofessional and detract from an acceptable level of professional practice.

Partially Effective Look-For:

Assistant principal relations with parents, colleagues, or community members are professional and cordial, but seldom elevate the level of professional practice

Partially Effective Description:

The assistant principal uses limited parent/community resources, relationships, or partnerships to support teachers' efforts to enrich student learning experiences or foster learner development. Relations with teachers, parents, colleagues, or community members are professional and cordial, but seldom elevate the level of professional practice.

Effective Look-For:

Assistant principal relations with parents, colleagues, and/or community members are professional and cordial, and elevate the level of professional practice

Effective Description:

The assistant principal uses selected parent/community resources, relationships, or partnerships to support teachers in enriching student learning experiences and/or fostering learner development. Relations with teachers, parents, colleagues, and/or community members are professional and cordial, and elevate the level of professional practice.

Highly Effective Look-For:

Assistant principal relations with parents, colleagues, and community members are professional, collegial, and synergistic, elevating the assistant principal's level of professional practice

Highly Effective Description:

The assistant principal proactively uses a variety of parent/community resources, relationships, and partnerships to support teachers in enriching student learning experiences and fostering learner development. Relations with teachers, parents, colleagues, and community members are professional, collegial, and synergistic, elevating the assistant principal's level of professional practice.

DOMAIN V: CULTURE OF ETHICS

V-A: Ensuring Student Success

Ineffective Look-For:

Assistant principal neglects learning environments that address the developmental needs of learners

Ineffective Description:

The assistant principal does not exhibit any awareness of the laws, procedures, resources, or educational strategies that best accommodate learners, including those with special needs. The assistant principal neglects learning environments that address the developmental requirements of learners.

Partially Effective Look-For:

Assistant principal endorses limited learning environments that address the developmental needs of some learners while minimizing opportunities for others

Partially Effective Description:

The assistant principal exhibits a minimal awareness of the laws, procedures, resources, or educational strategies that best accommodate most learners on campus, including those with special needs. The assistant principal endorses limited learning environments that address the developmental requirements of some learners while minimizing academic opportunities for other students.

Effective Look-For:

Assistant principal advocates for selected instructional strategies that address the developmental needs of learners ensuring most student's academic success

Effective Description:

The assistant principal exhibits a general awareness of the laws, procedures, resources, and/or educational strategies that best accommodate all learners on campus, including those with special needs. The assistant principal advocates for selected instructional strategies that address the developmental requirements of learners ensuring most student's academic success.

Highly Effective Look-For:

Assistant principal advocates for a variety of learning environments that address the developmental needs of all learners ensuring every student's academic success

Highly Effective Description:

The assistant principal exhibits a comprehensive awareness of the laws, procedures, resources, and educational strategies that best accommodate all learners on campus, including those with special needs. The assistant principal advocates for a variety of learning environments that address the developmental requirements of all learners ensuring every student's academic success.

V-B: Modeling Reflective Practice

Ineffective Look-For:

Assistant principal's daily decision-making does not reflect a need to advocate for students nor to grow professionally

Ineffective Description:

The assistant principal does not exhibit professionalism involving integrity, ethical operations, reflective practice, and professional responsibilities in daily interactions with stakeholders. Daily decision-making does not reflect a need to advocate for students nor to grow professionally.

Partially Effective Look-For:

Assistant principal's daily decision-making reflects a general need to advocate for students, but not to grow professionally

Partially Effective Description:

The assistant principal exhibits limited professionalism involving integrity, ethical operations, reflective practice, and professional responsibilities in daily interactions with some stakeholders. Daily decision-making reflects a general need to advocate for students, but not to grow professionally.

Effective Look-For:

Assistant principal's daily decision-making reflects a general need to advocate for students and to grow professionally

Effective Description:

The assistant principal exhibits professionalism involving integrity, ethical operations, reflective practice, and professional responsibilities in daily interactions with selected stakeholders. Daily decision-making reflects a general need to advocate for students and to grow professionally.

Highly Effective Look-For:

Assistant principal's daily decision-making reflects a proactive and comprehensive need to advocate for students and to grow professionally

Highly Effective Description:

The assistant principal exhibits high standards of professionalism involving integrity, ethical operations, reflective practice, and professional responsibilities in daily interactions with a variety of stakeholders. Daily decision-making reflects a proactive and comprehensive need to advocate for students and to grow professionally.

V-C: Being a Professional

Ineffective Look-For:

Assistant principal ignores outwardly prejudicial or discriminatory remarks by teachers or students in professional interactions

Ineffective Description:

No effort is made to safeguard the values of democracy, equity, or diversity among teachers, students, or families on campus. Outward prejudicial or discriminatory remarks by teachers or students are ignored without any repercussions in his/her professional relationships.

Partially Effective Look-For:

Assistant principal responds occasionally to possible prejudices and discrimination in professional interactions

Partially Effective Description:

The assistant principal uses limited strategies to safeguard the values of democracy, equity, or diversity among teachers, students, and families on campus. The assistant principal responds occasionally to possible prejudices and discrimination in his/her professional relationships.

Effective Look-For:

Assistant principal responds promptly, ethically, and professionally to possible prejudices and discrimination in professional interactions

Effective Description:

The assistant principal uses selected strategies to safeguard the values of democracy, equity, and/or diversity among teachers, students, and families on campus. The assistant principal responds promptly, ethically, and professionally to possible prejudices and discrimination in his/her professional relationships.

Highly Effective Look-For:

Assistant principal displays a proactive sensitivity to possible prejudices and discrimination, and models ethical and professional interactions

Highly Effective Description:

The assistant principal uses a variety of strategies to safeguard the values of democracy, equity, and diversity among teachers, students, and families both on campus and throughout the greater community. The assistant principal displays a proactive sensitivity to possible prejudices and discrimination, and models ethical and professional interactions in his/her professional relationships.

V-D: Understanding Specialized Learning

Ineffective Look-For:

Assistant principal ignores decisions that impact students' learning including students with special needs

Ineffective Description:

The assistant principal ignores the moral and legal consequences of making decisions that impact the learning of students, including those with special needs. The assistant principal does not oversee the execution of Individualized Educational Program (IEP) strategies as required.

Partially Effective Look-For:

Assistant principal exhibits a limited understanding of decisions that impact students' learning including students with special needs

Partially Effective Description:

The assistant principal exhibits a limited understanding of the moral and legal consequences of making decisions that impact the learning of students, including those with special needs. The assistant principal oversees the execution of some of the Individualized Educational Program (IEP) strategies, albeit reluctantly.

Effective Look-For:

Assistant principal exhibits a general understanding of decisions that impact students' learning including students with special needs

Effective Description:

The assistant principal exhibits a general understanding of the moral and legal consequences of making decisions that impact the learning of students, including those with special needs. The assistant principal oversees the execution of Individualized Educational Program (IEP) strategies as required.

Highly Effective Look-For:

Assistant principal exhibits a thorough understanding of decisions that impact all students' learning including students with special needs

Highly Effective Description:

The assistant principal exhibits a thorough understanding of the moral and legal consequences of making decisions that impact the learning of all students, including those with special needs. The assistant principal effectively oversees the execution of Individualized Educational Program (IEP) strategies as required.

V-E: Respecting Cultural Heritage

Ineffective Look-For:

Assistant principal does not support strategies for learning that consider students' cultural, social, emotional, or academic readiness needs

Ineffective Description:

The assistant principal neglects students' diverse backgrounds, cultural heritages, or other individual student needs that should be considered to promote an optimum learning environment. The assistant principal does not support strategies for learning that take students' cultural, social, emotional, or academic readiness needs into consideration.

Partially Effective Look-For:

Assistant principal minimally supports strategies for learning that consider students' cultural, social, emotional, or academic readiness needs

Partially Effective Description:

The assistant principal exhibits a limited understanding of students' diverse backgrounds, cultural heritages, or other individual student needs that should be considered to promote an optimum learning environment. The assistant principal minimally supports strategies for learning that take students' cultural, social, emotional, or academic readiness needs into consideration.

Effective Look-For:

Assistant principal generally supports strategies for learning that consider students' cultural, social, emotional, and/or academic readiness needs

Effective Description:

The assistant principal exhibits a general understanding of students' diverse backgrounds, cultural heritages, and/or other individual student needs that should be considered to promote an optimum learning environment. The assistant principal generally supports strategies for learning that take students' cultural, social, emotional, and/or academic readiness needs into consideration.

Highly Effective Look-For:

Assistant principal universally supports strategies for learning that consider students' cultural, social, emotional, and academic readiness needs

Highly Effective Description:

The assistant principal exhibits a comprehensive understanding of students' diverse backgrounds, cultural heritages, and other individual student needs that must be considered to promote an optimum learning environment. The assistant principal universally supports strategies for learning that take students' cultural, social, emotional, and academic readiness needs into consideration.

DOMAIN VI: LEADERSHIP & ADVOCACY

VI-A: Advocating for Learners

Ineffective Look-For:

Assistant principal does not participate in any student or family advocacy programs that support a quality public education for all learners

Ineffective Description:

The assistant principal does not participate in any student or family advocacy programs that support a quality public education for all learners.

Partially Effective Look-For:

Assistant principal minimally participates in student or family advocacy programs that support a quality public education for all learners

Partially Effective Description:

The assistant principal minimally participates in student or family advocacy programs that support a quality public education for all learners regardless of their cultural, economic, or social challenges.

Effective Look-For:

Assistant principal participates in student and/or family advocacy programs that support a quality public education for all learners

Effective Description:

The assistant principal participates in student and/or family advocacy programs that support a quality public education for all learners regardless of their cultural, economic, or social challenges.

Highly Effective Look-For:

Assistant principal proactively participates in student and family advocacy programs that support a quality public education for all learners

Highly Effective Description:

The assistant principal proactively participates in student and family advocacy programs that support a quality public education for all learners regardless of their cultural, economic, or social challenges.

VI-B: Innovating Professional Leadership

Ineffective Look-For:

Assistant principal neglects emerging educational trends regardless of their potential effectiveness on campus

Ineffective Description:

The assistant principal does not adapt leadership strategies to motivate teacher/students or affect continuous improvement on campus. The assistant principal neglects emerging educational trends regardless of their potential effectiveness on campus.

Partially Effective Look-For:

Assistant principal uses limited strategies to assess, analyze, and/or anticipate emerging educational trends for their potential effectiveness on campus

Partially Effective Description:

The assistant principal minimally adapts leadership strategies to motivate teacher/students or affect continuous improvement on campus. The assistant principal uses limited strategies to assess, analyze, and/or anticipate emerging educational trends for their potential effectiveness on campus.

Effective Look-For:

Assistant principal uses selected strategies to assess, analyze, and/or anticipate emerging educational trends for their potential effectiveness on campus and/or within the school system

Effective Description:

The assistant principal generally adapts leadership strategies to motivate teacher/students and/or affect continuous improvement on campus. The assistant principal uses selected strategies to assess, analyze, and/or anticipate emerging educational trends for their potential effectiveness on campus and/or within the school system.

Highly Effective Look-For:

Assistant principal uses a variety of strategies to assess, analyze, and anticipate emerging educational trends for their potential effectiveness on campus or within the school system

Highly Effective Description:

The assistant principal proactively adapts leadership strategies to motivate teacher/students and affect continuous improvement on campus. The assistant principal uses a variety of strategies to assess, analyze, and anticipate emerging educational trends for their potential effectiveness on campus or within the school system.