Paterson Public Schools

Vice Principal/Assistant Principal Performance Rubric

1. Leadership

A1. ESTABLISHES AND MAINTAINS A SHARED VISION OF SUCCESS
- ❖ **Reinforces Core Beliefs (2x)**
- ❖ **Guides staff to a shared vision**
- ❖ **Establishes goals and clarifies purpose**

A2. LEADS CHANGE
- ❖ **Leads Change (2x)**

A3. MAXIMIZES HUMAN POTENTIAL
- ❖ **Maximizes potential**
- ❖ **Inspires staff**
  State Rubric for Evaluation Leadership correlation: 1B- Provides effective, collaborative leadership to ScIP

A4. DEMONSTRATES OTHER LEADERSHIP SKILLS
- ❖ **Communicates well and practices making sense (2x)**
- ❖ **Makes effective decisions**
- ❖ **Demonstrates broad perspective**

2. The Instructional Program

B1. MAINTAINS A COMPREHENSIVE PROGRAM OF INSTRUCTION
- ❖ **Establishes a standards-based and aligned curriculum (2x)**
- ❖ **Helps staff understand and learn what great looks like**
- ❖ **Develops a program of instruction that meets the needs of all students**

B2. IMPROVES THE QUALITY OF INSTRUCTION
- ❖ **Provides effective instructional feedback (2x)**
  State Rubric for Leadership correlation 2B (Guarantees that observation reports and the annual performance report provide thorough, personalized feedback aligned to the components of the evaluation rubric)
- ❖ **Improves the quality of instruction (3x)**
- ❖ **Conducts effective formal observations and evaluations (2x)**
  State Rubric for Leadership correlation: 2A in entirety

B3. PROVIDES FOR ASSESSMENT OF INSTRUCTION
- ❖ **Ensures student proficiency is progress-monitored and accurately assessed**

3. Staff Development

C1. DEVELOPS STAFF
- ❖ **Provides effective professional development**
  State Rubric for Leadership correlation: 1A (Provides ongoing opportunities to increase teachers' knowledge of evaluation instrument and shared understandings of effective teaching)
- ❖ **Develops leadership capacity (2x)**

C2. FACILITATES INDIVIDUAL GROWTH
- ❖ **Monitor individual growth of teachers as evidenced by data from walkthroughs, observations and summative evaluations**
  State Rubric for Leadership correlation: 2B (Provides differentiated coaching formal or informal- that identifies strengths and weaknesses and includes tailored suggestions for improving instructions. Tracks trends and individual and aggregate data to guide targeted professional development planning)

C3. HIRES QUALITY STAFF
- ❖ **Recruits and hires effective teachers (2x)**
- ❖ **Retains proficient teachers**

4. Effective Management

D1. MANAGES RESOURCES EFFECTIVELY
- ❖ **Manages personnel and material resources**
- ❖ **Aligns budget with instructional program and professional development (2x)**

D2. TIME MANAGEMENT
- ❖ **Develops effective school and class schedules**
- ❖ **Manages his/her individual time well**

D3. SCHOOL CLIMATE
- ❖ **Maintains a safe and orderly learning environment (2x)**

5. Professional Responsibilities

E1. MAINTAINS POSITIVE RELATIONS WITH DISTRICT (AND COMMUNITY)
- ❖ **Maintains positive relations with District personnel**
- ❖ **Builds positive relations with parents and school stakeholders (2x)**

E2. BEHAVES PROFESSIONALLY
- ❖ **Acts and communicates professionally (2x)**

E3. GROWS PROFESSIONALLY
- ❖ **Maintains personal professional development**
- ❖ **Contributes to the profession**
- ❖ State Rubric for Leadership correlation: 2C **(**Leads calibration activities such as on-going training, viewing classroom video with other observers and discussing shared understandings of effective classroom instruction)

A. LEADERSHIP

Performance criteria	Possible sources or evidence of performance
A1. ESTABLISHES AND MAINTAINS A SHARED VISION OF SUCCESS ❖ **Reinforces Core Beliefs (2x)** ❖ **Guides staff to a shared vision** ❖ **Establishes goals and clarifies purpose**	• School Action Plan, including actions that reinforce philosophy or Core Beliefs • Evidence of frequently and continuously monitoring School Action Plan. • Staff responses on the climate survey, especially those related to "congruence" and Core Beliefs • Staff comments during performance review, systems review, or other venues • Activities or exercises during staff meetings or professional development • Vision or mission statement • Actionable picture of success • Staff actions that demonstrate adherence to priorities and Core Beliefs • Interview with Assistant/Vice Principal • Notes in newsletters, emails, bulletins, and other documents read by staff • Public display of vision (hallway, memos, etc.)
A2. LEADS CHANGE • **Leads Change (2x)**	• Needs assessment that includes data to face the "brutal facts" • Challenging goals and priorities • Staff responses on the climate survey • Presentation to staff on change theory and change model • School Improvement Plan • Administrative Walk Through Data • Formative Achievement Data • Activities to get input from the staff

A3. MAXIMIZES HUMAN POTENTIAL
    ❖ **Maximizes potential**
    ❖ **Inspires staff**
       State Rubric for Evaluation Leadership correlation:
       1B- Provides effective, collaborative leadership to
       ScIP
	• Individual goal rubric for staff members
	• Teacher and staff evaluations
	  Staff comments during performance review
	• Use student assessment data to help develop Professional Development Plan (PDP)
	• Assistant/Vice Principal's actions at staff meetings or assemblies
	• Assistant/Vice Principal's demeanor
	• Personnel concerns or actions
	• Develops teachers into teacher leaders and maintains professional growth via the Professional Development Plan (PDP)
	• School Improvement Panel (ScIP) meeting agendas

A4. DEMONSTRATES OTHER LEADERSHIP SKILLS
    ❖ **Communicates well and practices making sense (2x)**
    ❖ **Makes effective decisions**
    ❖ **Demonstrates broad perspective**
	• Assistant/Vice Principal's conduct and information provided at staff meetings and other venues
	• Staff comments on the climate survey
	• Interviews with staff members
	• Assistant/Vice Principal's decisions, including teacher evaluations and personnel actions
	• Master class schedule
	• Interview of the Assistant/Vice Principal
	• Personnel issues or concerns
	• Analysis of decisions to achieve performance indicators
	• Interactions with Central Office staff
	• Assistant/Vice Principal's handling of parent issues before referring to central office
	• Student and Staff Handbook
	• Make sure that all students will have an accurate schedule on the first day of school

A1. ESTABLISHES AND MAINTAINS A SHARED VISION OF SUCCESS

	Unsatisfactory	Progressing	Proficient	Exemplary
Reinforces Core Beliefs	The assistant/vice principal fails to establish school Core Beliefs or adherence to the Beliefs is perfunctory. The assistant/vice principal fails to reinforce District Beliefs. Staff behavior is inconsistent with the school or District Core Beliefs.	With input from staff, the assistant/vice principal establishes school Core Beliefs; *expands understanding of and adherence to* Core Beliefs. However, reinforcement of Core Beliefs is not purposeful or regular. Some actions of leaders or staff are inconsistent with Core Beliefs.	With input from staff, the assistant/vice principal establishes school Core Beliefs that *complement or reinforce* District Core Beliefs*; purposefully and frequently* reinforces Core Beliefs; shares examples of staff actions that exemplify the Beliefs; expands understanding of and adherence to Core Beliefs. Actions of the staff are consistent with the Core Beliefs.	With input from staff, the assistant/vice principal establishes school Core Beliefs that *complement or reinforce* District Core Beliefs; *purposefully and frequently* reinforces Core Beliefs in multiple ways and in different venues; conducts exercises or activities to expand understanding of them; shares examples of staff actions that exemplify the Beliefs; tracks staff understanding and adherence to Core Beliefs. Actions of the staff are consistent with the Core Beliefs.
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Guides staff to a shared vision	The assistant/vice principal cannot articulate a vision for the school. The assistant/vice principal's plan for the school is not directed toward a picture of success or purposeful end. Discussions around the future of the school are not purposeful and do not lead to school improvement. Staff members *do not feel that they have direction* to accomplish challenging work. There is a sense of *being adrift*.	The assistant/vice principal has a vision, but that vision is *not translated into meaningful guidance* for the school. Discussions around the future of the school are not purposeful and do not lead to school improvement. The school creates a mission statement that has meaning for some members of the staff, but the words are largely *empty* as they do not guide the staff's actions.	The assistant/vice principal has a vision of what the school is about and where it is going. That vision is articulated in a way that *provides meaning* to staff and community. The assistant/vice principal and staff create or validate a *"mission statement"* that holds meaning for most members of the school and stakeholders.	The assistant/vice principal *engages* the staff in creating a shared vision of what the school is about and where it is going. The vision is articulated in a way that provides meaning to staff and community. The assistant/vice principal develops an *"actionable picture of success"* and staff members understand what success looks like. The assistant/vice principal develops a strategic plan that looks beyond the present horizon and *takes steps* to secure the long-term success of the school.

A1. ESTABLISHES AND MAINTAINS A SHARED VISION OF SUCCESS

	Unsatisfactory	Progressing	Proficient	Exemplary
Establishes goals and clarifies purpose	Goals are *vague* or developed as a paperwork drill. The assistant/vice principal *does not establish measurable indicators* of success or indicators that make a difference with regard to quality instruction and student achievement. There is a *lack of focus and clarity* about the work of the school.	The assistant/vice principal develops goals that are focused on school improvement, but may not be measurable. The *rationale* for some goals may not be clear to everyone on the staff. The assistant/vice principal and staff refer to the goals, but the goals *do not guide* their efforts.	The assistant/vice principal develops *measurable* goals that will improve the school. The assistant/vice principal *provides focus* and clarity to the goals through *indicators of success*. Staff members understand the goals and *use the goals and indicators* to guide their efforts. There is strong congruence between what the school's priorities are and what the staff believes they should be.	The assistant/vice principal *engages* the staff in developing measurable goals that will improve the school. The goals are clear and reinforce the school's vision. The goals provide *focus and prioritized actions*. The assistant/vice principal outlines specific actions and *indicators of success*. The staff uses the goals and indicators to guide their efforts. There is strong congruence between what the school's priorities are and what the staff believes they should be. Priorities are followed.

A2. LEADS CHANGE

	Unsatisfactory	Progressing	Proficient	Exemplary
Leads Change	The assistant/vice principal is *resistant to change*, being satisfied with the status quo. The assistant/vice principal does not help the staff understand change or new initiatives, *blaming higher authority for the change*. The assistant/vice principal is reactive and provides little direction for staff members. The assistant/vice principal seems overwhelmed by changes. The staff is resistant and does not move beyond the first stages of the change process (resistance and denial).	The assistant/vice principal looks for ways to improve the school and is receptive to new ideas. The assistant/vice principal tries to build acceptance to change, but fails to communicate clear rationale or *garner support*. Change is often implemented without a clear idea of how it will support school goals. The assistant/vice principal does not prepare the staff to accept new ideas, nor builds acceptance for positive change.	The assistant/vice principal continually looks for ways to improve the school. The assistant/vice principal is *receptive* to new ideas and change. The assistant/vice principal is a responsible *change agent*, building acceptance to changes in proper stages. Sound rationale for change is articulated and the change is implemented in ways that minimize resistance and garners support. Staff is trained on *change theory* and uses a change model.	The assistant/vice principal is not satisfied with the status quo. The assistant/vice principal *challenges* the way things have always been done, seeking more effective ways to accomplish goals and improve the school. The assistant/vice principal explains the rationale for change and *connects the change* to the district's goals, the schools' goals and student achievement. The assistant/vice principal *effects change* in ways that secure staff cooperation and advance the goals of the school. The staff views change as a necessary element of dynamic schools.

A3. MAXIMIZES HUMAN POTENTIAL

	Unsatisfactory	Progressing	Proficient	Exemplary
Maximizes Potential	The assistant/vice principal removes most decision-making from the classroom. Rules and requirements *stifle creativity*. *Expectations for performance are low* and staff members demonstrate little growth in key aspects of their jobs.	The assistant/vice principal allows workers some control over their work activities. However, employees feel that they have to get *permission* to do anything out of the ordinary. Some rules and requirements *stifle creativity*. *Expectations for performance are low* or staff members do not feel challenged.	The assistant/vice principal creates an environment in which workers are able to *exert influence* and have reasonable control over work events. The assistant/vice principal provides clear direction and sets *parameters*, but staff members have wide latitude to accomplish operational objectives. The assistant/vice principal provides *opportunities for growth* and sets expectations to maximize effectiveness.	The assistant/vice principal creates an environment in which workers are able to *exert influence* and have reasonable control over work events. The right people are put in the right places in the organization. *Opportunities for growth* are provided by the assistant/vice principal and *expectations* set to maximize effectiveness. Staff members challenge themselves, are not afraid to *take risks*, and take advantage of growth opportunities.
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Inspires staff	The assistant/vice principal has a negative attitude or is *pessimistic* about the work of the school. The assistant/vice principal does not know how to rally the staff and *employees feel disconnected* from the school. *Morale in the school is low* and commitment to the goals of the school or success of the students is low.	The assistant/vice principal shows a positive attitude and belief that the organization can be successful. While the assistant/vice principal models having a positive attitude, *few deliberate steps* are taken to motivate the staff and rally them to reach shared aspirations.	The assistant/vice principal takes *deliberate actions* to motivate the staff and rallies them to reach shared aspirations. The assistant/vice principal demonstrates *personal conviction* toward the success of students and employees of the organization. The assistant/vice principal shows enthusiasm for what the school is doing and is a *cheerleader*. The assistant/vice principal *recognizes others* for good performance and leadership.	The assistant/vice principal continually motivates the staff to reach higher goals and is able to secure the *staff's commitment*. Staff members feel supported and challenged and strive to do their best work. As a leader, the assistant/vice principal models the way and demonstrates *personal conviction* toward the success of the employees and the school. The assistant/vice principal shows enthusiasm for what the school is doing and is a *cheerleader.* The assistant/vice principal helps people realize their best hopes and moves them away from their worst fears.

A4. DEMONSTRATES OTHER LEADERSHIP SKILLS

	Unsatisfactory	Progressing	Proficient	Exemplary
Communicates well and practices sense-making	The assistant/vice principal does not keep the staff informed of important decisions or actions. Communications are not clear or timely. The assistant/vice principal *does not provide rationale* for decisions or actions. The assistant/vice principal *does not make sense* of school or District policies or practices for the staff.	The assistant/vice principal provides reasons and explains actions and policies. However, the rationale is not convincing. Information is provided, *but there is little sense-making.* There are few opportunities for input and feedback.	The assistant/vice principal provides *convincing rationale* for actions. Staff is kept informed. Communications are clear and well-timed, *actions are transparent*. There are opportunities provided for input and feedback. The assistant/vice principal *practices sense-making*, helping staff understand the policies and practices of both the school and the District.	The assistant/vice principal provides *convincing rationale* for actions. Multiple forms of communications keep the staff informed and build support for key actions. Communications are clear and well-timed, *actions are transparent*. There is expanded *access to information* and opportunities provided for input and feedback. The assistant/vice principal *practices sense-making*, helping staff understand the policies and practices of both the school and the District.

	Unsatisfactory	Progressing	Proficient	Exemplary
Makes effective decisions	Some of the assistant/vice principal's decisions are not made in the best interests of students. The assistant/vice principal makes excuses or does not accept responsibility for the decisions. The assistant/vice principal *delegates key decisions* that should be made by the building leader or is unwilling to make the tough decisions.	The assistant/vice principal's decisions are made in the best interests of students. However they are *not effective* or do not advance the goals and priorities of the school. The assistant/vice principal *delegates key decisions* that should be made by the building leader or is unwilling to make the tough decisions.	The assistant/vice principal's decisions are made in the *best interests of students* and effectively advance school and District goals and priorities. The assistant/vice principal accepts responsibility for his decisions. The assistant/vice principal is able to *make the tough decisions* to accomplish the school's mission. Decisions demonstrate *consistency of word and deed.*	The assistant/vice principal understands the difference between leadership and decision-making. The assistant/vice principal makes the right type of decision *(D1 – D5*)* at the right time. These decisions are made in the *best interests of students* and effectively advance school and District goals and priorities. The assistant/vice principal accepts responsibility for decisions, and is able to *make the tough decisions* to accomplish the school's mission. Decisions demonstrate *consistency of word and deed.*

*D1= decisions made unilaterally by the leader, D2=decisions made by the leader with input (at the principal level it could be input from central office, staff, teachers, etc.), D3= decisions made collaboratively or with consensus, D4 = decisions made by staff with input from the leader, D5=decisions made by the staff without input from the leader.

A4. DEMONSTRATES OTHER LEADERSHIP SKILLS

	Unsatisfactory	Progressing	Proficient	Exemplary
Demonstrates broad perspective	The assistant/vice principal has a *narrow view* of the role of the building leader and lacks understanding of the roles others play in the organization. The assistant/vice principal's understanding of the goals of the District is limited or narrow. As a result, others in the building are not given help to broaden their perspective. The assistant/vice principal moves too quickly to conclusion or *overreacts* when presented with rumor or partial information. The assistant/vice principal is *easily discouraged* by things out of his/her control.	The assistant/vice principal attempts to broaden his/her perspective, but does not seek out the voices of the *loyal opposition*. The assistant/vice principal *understands the goals and priorities* of the school and District. The assistant/vice principal may not help others understand the role each member plays in serving the school. The assistant/vice principal moves too quickly to conclusion or *overreacts* when presented with rumor or partial information. The assistant/vice principal is *easily discouraged* by things out of his/her control.	The assistant/vice principal attempts to broaden his/her perspective, and seeks out the voices of the *loyal opposition*. The assistant/vice principal *understands the goals and priorities* of the school and District. The assistant/vice principal understands the role others play in serving the school. When faced with partial information, the assistant/vice principal *reserves judgment*, and helps others reserve judgment. The assistant/vice principal is *comfortable with ambiguity*, is adaptable, and not discouraged by things out of his/her control.	The assistant/vice principal attempts to broaden his/her perspective. He/she actively attempts to get *others' points of view* and understand their interests. The voices of the *loyal opposition are sought out*. The assistant/vice principal *understands the goals and priorities* of the school and District. The assistant/vice principal understands the role others play in serving the school. The assistant/vice principal *understands the decision-making structure* and knows which decisions are his/hers to make and which decisions belong to others. When faced with partial information, the assistant/vice principal *reserves judgment*, and helps others reserve judgment. The assistant/vice principal is *comfortable with ambiguity*, is adaptable, and not discouraged by things out of his/her control.

Leadership—school administrator establishes a shared vision of success, leads change, maximizes human potential, and demonstrates leadership skills

A. LEADERSHIP

	Points	1	2	3	4
A1. ESTABLISHES AND MAINTAINS A SHARED VISION OF SUCCESS	Wt.	U	Prog	Prof	E
• **Reinforces and maintains core beliefs**	**2x**				
• **Guides staff to a shared vision**	1x				
• **Establishes goals and clarifies purpose**	1x				
A2. LEADS CHANGE	Wt.	U	Prog	Prof	E
• **Leads change**	**2x**				
A3. MAXIMIZES HUMAN POTENTIAL	Wt.	U	Prog	Prof	E
• **Maximizes potential**	1x				
• **Inspires staff**	1x				
A4. DEMONSTRATES OTHER LEADERSHIP SKILLS	Wt.	U	Prog	Prof	E
• **Communicates well and practices sense-making**	**2x**				
• **Makes effective decisions**	1x				
• **Demonstrates broad perspective**	1x				
SUB-TOTAL		0	0	0	0
GRAND TOTAL		0			

A. LEADERSHIP

Unsatisfactory 12-23	Progressing I 24-28	Progressing II 29-33	Proficient I 34-36	Proficient II 37-40	Exemplary 41-48
1 – Ineffective ☐	2 - Partially Effective ☐		3 – Effective ☐		4 - Highly Effective ☐

Metric: Action Plan Development and Review, Goals Development and Review, use student assessment data to develop and implement priorities

B. THE INSTRUCTIONAL PROGRAM

Performance criteria	Possible sources or evidence of performance
B1. MAINTAINS A COMPREHENSIVE PROGRAM OF INSTRUCTION ❖ **Establishes a standards-based and aligned curriculum (2x)** ❖ **Helps staff understand and learn what great looks like** ❖ **Develops a program of instruction that meets the needs of all students**	• Walkthrough feedback • Superintendent and Central Office staff walkthroughs • Performance review • Models and exemplars provided to teachers • Lessons aligned to common core • Professional development on "good, first instruction" • Professional development on what highly effective teaching looks like • Professional development on teacher evaluation instrument • AchieveNJ • TeachNJ • Walkthrough document • Calibration of walkthrough data among multiple observers • Curriculum Guide • Lesson Plans • Formative Assessments • Student surveys and interviews • I and RS data • Data from social worker and guidance staff • Schedule of intervention periods • Collect Substitute Plans • Evidence of parent participation in parent conferences, goal setting, etc. • Ensure all IEPs and 504 plans are complete so that special education students are appropriately placed

B2. IMPROVES THE QUALITY OF INSTRUCTION	
B2. IMPROVES THE QUALITY OF INSTRUCTION ❖ **Provides effective instructional feedback (2x) State Rubric for Leadership correlation 2B (Guarantees that observation reports and the annual performance report provide thorough, personalized feedback aligned to the components of the evaluation rubric)** ❖ **Improves the quality of instruction (3x)** ❖ **Conducts effective formal observations and evaluations (2x) State Rubric for Leadership correlation: 2A in entirety**	• Walkthrough feedback • Superintendent and Central Office staff walkthroughs • Performance review • Models and exemplars provided to teachers • Overall teacher effectiveness score • Teacher performance in relation to student achievement • Review of a sample of teacher evaluations • Climate survey of staff • Examples of strong objectives and DOL • Observation reports • Aggregate observation data • List of professional development activities • Schedule of observations (including pre-conference and post-conference) • Schedule of walkthroughs • Sample of observation reports (i.e. McREL walkthrough, "praise and polish" reports) • The analysis of formative assessments • The analysis of common assessments • Review grading for specialists procedures

| **B3. PROVIDES FOR ASSESSMENT OF INSTRUCTION**
    • **Ensures student proficiency is progress- monitored and accurately assessed** | • Performance review
• Use of data from PLCs (i.e. vertical and horizontal articulation, data meetings)
• Establish flexible intervention groups
• Grade level team decisions and actions
• Set milestones
• Develop school-wide action plan priorities (School Improvement and Action Plans)
• SGO development, benchmark progress monitoring
• Data boards
• Review of DOLs
• The analysis of formative assessments
• The analysis of common assessments
• Data team meeting agendas and minutes
• Master schedule
• Sample data presented to staff
• All vacancies filled
• All Vacancies filled |

B1. MAINTAINS A COMPREHENSIVE PROGRAM OF INSTRUCTION

	Unsatisfactory	Progressing	Proficient	Exemplary
Establishes a standards-based and aligned curriculum	The school has adopted academic standards. However, instruction is not standards-based or purposeful. The assistant/vice principal does not understand or *does not monitor curricular alignment*. Teachers are textbook- bound or continually plan activities or exercises that are *not tied to specific concepts* or objectives students have to know. There is only loose alignment among standards, assessments, and instruction.	The assistant/vice principal provides professional development and resources to align the curriculum. Teachers use current *curriculum* provided by the District. Teachers and students know what they have to know and be able to do and lesson objectives are posted. However, students are not required to *demonstrate* what they have learned except on quizzes and exams. The instruction is sometimes loosely tied to the standards or is *not purposeful*. Curricular alignment is *monitored infrequently* and there is no regular and consistent focus on it.	The assistant/vice principal maintains an aligned curriculum, *ensuring teachers teach the guaranteed and viable curriculum*. Teachers use current curriculum provided by the District. The assistant/vice principal has a process for ensuring *close alignment* of standards, assessments, and instruction. *Instruction is purposeful*, teachers and students know what they have to know and be able to do, and students *demonstrate* what they have learned almost daily. Curriculum alignment is *monitored* effectively.	The assistant/vice principal establishes and maintains an aligned curriculum, *ensuring teachers teach the guaranteed and viable curriculum*. Teachers use current curriculum provided by the District. The assistant/vice principal has a process for ensuring *close alignment* of standards, assessments, and instruction. *Instruction is purposeful*, teachers and students know what they have to know and be able to do, and students *demonstrate* what they have learned almost daily. Curriculum alignment is *monitored* effectively. The assistant/vice principal trains others to strengthen curriculum alignment.
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Helps staff understand and learn what great looks	Helping staff *visualize* what great instruction looks like is not purposeful or is an afterthought. The assistant/vice principal neither trains staff to recognize "good, first instruction" *nor sets high expectations* for teaching and learning.	The assistant/vice principal trains staff to recognize *"good, first instruction,"* and uses the teacher evaluation instrument to help explain what highly effective teaching looks like. However, the assistant/vice principal does *not help teachers visualize great instruction nor provides models and exemplars*. He/she does not set high expectations or the picture of success is not rigorous.	The assistant/vice principal ensures students receive *"good, first instruction"* and trains staff to recognize and teach it. In multiple ways, the assistant/vice principal helps staff understand what highly effective or distinguished teaching looks like. *Models and exemplars* are provided for teachers. *High expectations* for teaching and learning are established.	The assistant/vice principal ensures students receive *"good, first instruction"* and trains staff to recognize and teach it. In multiple ways, staff is helped to *visualize great instruction* and what highly effective or distinguished teaching looks like. *Models and exemplars* are provided for teachers. *High expectations* are established and steps are outlined for staff members to reach the vision of a great school.

16

B1. MAINTAINS A COMPREHENSIVE PROGRAM OF INSTRUCTION

	Unsatisfactory	Progressing	Proficient	Exemplary
Develops a program of instruction that meets the needs of all students	The assistant/vice principal pays little attention to students with special needs, focusing on "regular ed" students. Legal requirements are met *perfunctorily*. Students with special needs are not provided sufficient opportunity to meet relevant academic standards or demonstrate academic progress.	The curriculum meets legal requirements for students with special needs, but in a *perfunctory* way. *Standards* for some students with special needs (at risk students, special ed) are low or non-existent. Gifted and talented students have few opportunities to reach their potential.	The curriculum meets *legal requirements* for students with special needs. The curriculum enables all students – including those with special needs – to *demonstrate academic progress*. The assistant/vice principal ensures that the curriculum provides every student sufficient opportunity to meet or exceed established academic standards.	The curriculum enables all students – including those with special needs (special ed, gifted and talented, at-risk students) – to *realize their academic and human potential*. Staff members believe the school can help every student progress academically. The classrooms reflect *differentiated instruction* that addresses the various needs of students and provides every student sufficient opportunity to meet and exceed standards.

B2. IMPROVES THE QUALITY OF INSTRUCTION

	Unsatisfactory	Progressing	Proficient	Exemplary
Provides effective instructional feedback	The assistant/vice principal does not provide sufficient feedback on instruction to staff members. The feedback is *infrequent or vague.* The assistant/vice principal does not follow up on feedback that is provided or does not have conversations with the employee about the feedback.	The assistant/vice principal provides *regular and consistent* instructional feedback, conducting the requisite number of walkthroughs. However, feedback is *perfunctory or provided in a way that does not foster improvement.* The assistant/vice principal does not follow up on feedback that is provided or does not have conversations with the employee about the feedback.	The assistant/vice principal provides *regular and consistent* instructional feedback, conducting the requisite number of walkthroughs. Feedback is provided in *multiple ways* -- informally, through observations, in writing, etc. Written feedback includes comments that *validate good practices, invite reflection, and provide helpful suggestions*. The feedback *generates important conversations* around instruction. The assistant/vice principal follows through and coaches in a way that *fosters development* or improvement.	The assistant/vice principal provides *regular and consistent* instructional feedback, conducting the requisite number of walkthroughs. Feedback is provided in *multiple ways* -- informally, through observations, in writing, etc. Written feedback includes comments that *validate good practices, invite reflection, and provide helpful suggestions*. The feedback *generates important conversations* around instruction. The assistant/vice principal follows through and coaches in a way that *fosters development* or improvement. The assistant/vice principal builds a culture of feedback in which teachers take it upon themselves to provide instructional feedback to each other.

17

B2. IMPROVES THE QUALITY OF INSTRUCTION

	Unsatisfactory	Progressing	Proficient	Exemplary
Improves the quality of instruction	The assistant/vice principal is able to *identify strengths and weaknesses* of classroom instruction, however, is *unable to suggest strategies or resources* to help improve instruction. There is *little follow through* and instructional behavior changes little. The quality of instruction needs considerable improvement, as evidenced in data from walkthroughs, observations and summative evaluations	The assistant/vice principal is able to *identify strengths and weaknesses* of classroom instruction, and is able to *suggest strategies or resources* to help improve instruction for each teacher. However, there is *little follow through* and instructional behavior changes little. The quality of instruction needs considerable improvement, as evidenced in data from walkthroughs, observations and summative evaluations	The assistant/vice principal is able to *identify strengths and weaknesses* of classroom instruction, and is able to *suggest strategies or resources* to help improve instruction for each teacher. The assistant/vice principal *follows through and ensures instructional behavior changes and the quality of instruction improves*. There is discernible improvement in the quality of instruction, as evidenced in data from walkthroughs, observations and summative evaluations	The assistant/vice principal is able to *identify strengths and weaknesses* of classroom instruction, and is able to *suggest strategies or resources* to help improve instruction for each teacher. The assistant/vice principal *follows through and ensures instructional behavior changes and the quality of instruction improves*. The quality of instruction continuously improves. The quality of instruction is excellent, as evidenced in data from walkthroughs, observations and summative evaluations
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Conducts effective formal observations and evaluations	The assistant/vice principal does not conduct formal observations or evaluations according to the District guidelines or the performance evaluation system. Evaluations or formal observations are done *perfunctorily* and do not provide constructive feedback. *Evaluations are not differentiated and do not accurately assess teacher effectiveness.* There is weak congruence between walkthroughs, observations and summative evaluations and actual performance.	The assistant/vice principal conducts formal observations or evaluations according to the District guidelines and performance evaluation system. The assistant/vice principal conducts pre- and post-evaluation conferences. However, the evaluations are *vague* or the assistant/vice principal does not use specific criteria or evidence to assess performance. *Evaluations are not differentiated and do not accurately assess teacher effectiveness.* There is weak congruence between walkthroughs, observations, and summative evaluations and actual performance.	The assistant/vice principal conducts formal observations or evaluations according to the District guidelines and performance evaluation system. The assistant/vice principal conducts pre and post-evaluation conferences. The assistant/vice principal follows *specific criteria* and gathers evidence, assessing performance accurately and maintaining *high standards* for proficiency. *Evaluations are differentiated and accurately assess teacher effectiveness.* There is *strong congruence* between walkthroughs, observations and summative evaluations and performance; especially the quality of instruction and student achievement data.	The assistant/vice principal uses the formal observation and evaluation process to *improve instruction* and for staff development. The assistant/vice principal collaborates with the person being observed and *inspires personal responsibility for improvement.* Pre- and post-evaluation conferences are conducted and adhere to the performance evaluation system. The assistant/vice principal follows *specific criteria* and gathers evidence, assessing performance accurately and maintaining *high standards* for proficiency. *Evaluations are differentiated and accurately assess teacher effectiveness.* There is *strong congruence* between walkthroughs, observations and summative evaluations and performance; especially the quality of instruction and student achievement data.

18

B3. PROVIDES FOR ASSESSMENT OF INSTRUCTION

	Unsatisfactory	Progressing	Proficient	Exemplary
Ensures student proficiency is progress- monitored and accurately assessed	The assistant/vice principal ***does not check*** classroom assessments of student proficiency. The assessments are ***neither rigorous nor standards- based***. ***Progress-monitoring data are not used*** to improve instruction. The assistant/vice principal has little idea whether student proficiency is being accurately assessed at the school or classroom level.	Progress of student academic proficiency at the school is monitored, but ***data are not used*** to improve instruction. The assistant/vice principal reviews classroom assessments to ensure they are ***tied to standards***. However, the assessments are ***not rigorous*** or do not accurately assess what students have learned.	Progress of student academic proficiency at the school is ***monitored continuously*** and accurately. Progress monitoring data are recorded and displayed. They are ***accessible to leaders and teachers and are used at different types of PLCs*** (i.e. vertical and horizontal articulation, data meetings) to improve instruction and develop interventions. The assistant/vice principal ensures classroom assessments and DOLs are ***directly tied*** to aligned objectives.	Progress of student academic proficiency at the school is ***monitored continuously*** and accurately. Progress monitoring data are recorded and displayed. They are ***accessible to leaders and teachers*** and are ***used at different types of PLCs*** (i.e. vertical and horizontal articulation, data meetings) to improve instruction and develop interventions. The assistant/vice principal ensures classroom assessments and DOLs are ***directly tied*** to aligned objectives. The assistant/vice principal provides professional development on the use of data and the design of assessments that require students to ***think critically*** and engage real-world scenarios.

Instructional Program—school administrator maintains a comprehensive program

B. THE INSTRUCTIONAL PROGRAM

	Points	1	2	3	4
B1. MAINTAINS A COMPREHENSIVE PROGRAM OF INSTR.	Wt.	U	Prog	Prof	E
· Establishes a standards-based and aligned curriculum	2x				
· Helps staff understand and learn what great looks like	1x				
· Develops a program of instruction that meets the needs of all students	1x				
B2. IMPROVES THE QUALITY OF INSTRUCTION	Wt.	U	Prog	Prof	E
· Provides effective instructional feedback	2x				
· Improves the quality of instruction	3x				
· Conducts effective formal observations and evaluations	2x				
B3. PROVIDES FOR ASSESSMENT OF INSTRUCTION	Wt.	U	Prog	Prof	E
· Ensure student proficiency is progress-monitored and accurately assessed	1x				
	SUB-TOTAL	0	0	0	0
	GRAND TOTAL	0			

B. THE INSTRUCTIONAL PROGRAM

Unsatisfactory 12-23	Progressing I 24-28	Progressing II 29-33	Proficient I 34-36	Proficient II 37-40	Exemplary 41-48
1 – Ineffective ☐	2 - Partially Effective ☐		3 – Effective ☐		4 - Highly Effective ☐

Metric : Walkthrough Data – Praise/Polish (Instructional Feedback)
Observation Data – Alignment to Teacher Evaluation Standards – Praise/Polish (Instructional Feedback)

C. STAFF DEVELOPMENT

Performance criteria	Possible sources or evidence of performance
C1. DEVELOPS STAFF ❖ **Provides effective professional development State Rubric for Leadership correlation: 1A (Provides ongoing opportunities to increase teachers' knowledge of evaluation instrument and shared understandings of effective teaching)** ❖ **Develops leadership capacity (2x)**	• Professional development provided for staff • School Improvement Panel Information (ScIPs) • Professional Development Plan • Teacher surveys following training • Written communication to teachers and school community • Faculty meeting agendas • Data team meeting agendas and minutes • PLCs (i.e. vertical and horizontal articulation, data meetings) Agendas and minutes • Horizontal and vertical articulation meetings and agendas • Climate survey • Agenda and minutes of school focus group(s) • Professional Development surveys of presenters and workshops • Review new district initiatives and plan appropriate presentations for staff • Teachers selected for leadership academies
C2. FACILITATES INDIVIDUAL GROWTH ❖ **Monitor individual growth of teachers as evidenced by data from walkthroughs, observations and summative evaluations State Rubric for Leadership correlation: 2B (Provides differentiated coaching formal or informal- that identifies strengths and weaknesses and includes tailored suggestions for improving instructions. Tracks trends and individual and aggregate data to guide targeted professional development planning)**	• Growth of overall teacher performance evaluation • Teacher performance in relation to student achievement • Develop teachers into teacher leaders and maintain professional growth via the Professional Development Plan (PDP) • Assistant/vice principals lead exemplary practice as noted by the standards and indicators of the Teacher Evaluation Rubric • Schedule a Mentoring meeting with staff • Review the school's grading policy and determine if there will be any modification to how teachers determine student grades • Promote the establishment of SMART goals along with SMART actions to ensure that the goals are carried out

C3. HIRES QUALITY STAFF	• Performance interviews
❖ **Recruits and hires effective teachers (2x)** ❖ **Retains proficient teachers**	• Growth of overall teacher effectiveness score • Teacher performance in relation to student achievement • Retention rate of proficient teachers • Evidence of Assistant/vice principal's role in hiring and recruiting • Staffing assignments • Disseminate teacher responsibilities

C1. DEVELOPS STAFF

	Unsatisfactory	Progressing	Proficient	Exemplary
Provides effective professional development	Teachers find the staff development program a ***waste of time***. The assistant/vice principal designs a program that is disjointed and ***lacks a strong connection*** to the school's goals and improvement plan.	The assistant/vice principal creates a staff development program based on the latest pedagogical findings or current issues in education. The program, however, ***may not be tightly aligned with the school's goals or areas of improvement***. Much of the staff development program is not engaging.	Staff development is ***purposeful***. The assistant/vice principal identifies and addresses areas for improvement. He creates a staff development program that ***supports the school's goals and action plan***. The program is ***engaging***. The assistant/vice principal takes advantage of ***the staff's strengths*** and also uses outside resources to provide professional development.	Staff development is ***continual*** and ***purposeful***. The assistant/vice principal identifies and addresses areas for improvement. Staff development is ***focused and is tied to the school's goals and action plan***. Staff development is ***engaging*** and allows the staff to exert some influence over it. The assistant/vice principal takes advantage of ***staff's strengths*** and also uses outside resources to provide professional development. Staff development includes ***significant job-embedded coaching***.

23

	Unsatisfactory	Progressing	Proficient	Exemplary
Develops leadership capacity	The assistant/vice principal assesses the leadership capacity of the staff in a general way, but ***does not have a plan to build leadership density***, nor does he/she understand what steps should be taken to build capacity. There is a reliance on other departments or other leaders to build leadership capacity in the school. Staff members do not accept leadership responsibilities and have very little organizational perspective.	The assistant/vice principal assesses the leadership capacity of the staff in a general way, and provides some professional development for individuals or sends some staff members to workshops to develop leadership capacity. There are ***leadership opportunities provided*** for selected staff members. While the assistant/vice principal is interested in building capacity, there is not a specific plan to develop such capacity among the entire staff.	The assistant/vice principal assesses the leadership capacity of the staff, using a leadership framework or rubric, and takes purposeful steps to expand ***leadership density***, investing in leadership training and development. The assistant/vice principal works with individuals to establish leadership goals and helps them maximize their potential. ***Leadership opportunities are provided***. Building leadership density is part of the building action plan.	The assistant/vice principal assesses the leadership capacity of the staff, using a leadership framework or rubric, and takes purposeful steps to expand ***leadership density***, investing in leadership training and development. The assistant/vice principal works with individuals to establish leadership goals and helps them maximize their potential. ***Leadership opportunities are provided***. The assistant/vice principal is a student of leadership and seeks specific strategies to build leadership capacity. Staff leadership density expands under the assistant/vice principal's guidance and leadership. Staff members at all levels willingly take on leadership responsibilities.

C2. FACILITATES INDIVIDUAL GROWTH

	Unsatisfactory	Progressing	Proficient	Exemplary
Monitor individual growth of teachers as evidenced by data from walkthroughs, observations and summative evaluations.	The assistant/vice principal *discourages* staff from leaving the building for reasonable professional development opportunities and does not provide sufficient *release time* for professional activities.	The assistant/vice principal allocates an appropriate amount of financial resources to allow for *release time* for professional activities, but is *otherwise disinterested* in professional development activities, leaving it to the individual teachers to address on their own.	The assistant/vice principal provides *opportunities* for and encourages staff members to grow professionally – attend workshops, speak at conferences, contribute to staff development training, etc. The assistant/vice principal then allocates an appropriate amount of financial resources to allow for *release time* for professional activities.	The assistant/vice principal works with individual staff members to *set improvement goals,* and provides opportunities for staff members to improve instructionally, providing aligned professional development and *establishing effective PLCs* (i.e. vertical and horizontal articulation, data meetings). The actions of the assistant/vice principal *help teachers grow professionally* – attend workshops, speak at conferences, etc. An appropriate amount of financial resources to allow for release time for professional activities are provided. The assistant/vice principal *harnesses the unique skills* and leadership abilities of individuals and *offers responsibilities* and assigns tasks commensurate with those abilities and in ways that will promote the individual's sense of worth.

25

C3. HIRES QUALITY STAFF				
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Recruits and hires effective teachers	The assistant/vice principal is continually *caught off-guard* by personnel actions. Hiring quality people receives *low priority*. Performance interviews or base selection on objective criteria are not part of the process. Nothing is done to attempt to recruit candidates or anticipate personnel needs.	The selection process includes a *performance interview* and is based on solid criteria. However, the process is *not rigorous* or is not carried out with fidelity. Some new hires do not show promise or *have to be removed or non- renewed*. The assistant/vice principal includes staff members in the interview process, but he/she does not make the final determination.	The selection process includes a *performance interview* and is designed to get the most qualified candidate. The hiring process ensures continual improvement of the staff. The *criteria for selection* are clear, objective, and based on the needs of the students. The process includes staff members in the interview process and considers their input, however, *the final determination is made by the assistant/vice principal*. New hires progress and show potential.	The assistant/vice principal is *proactive* in recruiting and hiring staff. The assistant/vice principal *anticipates* human resource needs and encourages quality candidates to apply. The selection process includes a *performance interview* and is designed to get the most qualified candidate. The hiring process ensures continual improvement of the staff. The *criteria for selection* are clear, objective, and based on the needs of the students. The assistant/vice principal considers s*kills, talents, and leadership abilities* that are likely to contribute to the success of the school. Staff members are included in the interview process and their input is considered. *The assistant/vice principal makes the final determination*. New hires progress and show potential.

	Unsatisfactory	Progressing	Proficient	Exemplary
Retains proficient teachers	The climate in the school is not one in which people want to work. The assistant/vice principal has a hard time retaining effective teachers, and ***does not do enough to remediate or remove ineffective teachers.*** The number of proficient teachers in the school does not grow over time or the ***overall "teacher proficiency score"*** declines.	The assistant/vice principal fosters a positive climate in which people want to work, and works to retain proficient teachers, but ***does not do enough to remediate or remove ineffective teachers.*** The number of proficient teachers in the school does not grow over time or the ***overall "teacher proficiency score"*** does not improve.	The assistant/vice principal works purposefully to retain proficient teachers and remove ineffective teachers. The number of proficient teachers in the school grows over time, and the ***overall "teacher proficiency score" improves***. The assistant/vice principal ***"develops, trains, remediates, or removes"*** less than proficient teachers. The assistant/vice principal fosters a positive climate in which people want to work.	The assistant/vice principal works purposefully to retain proficient teachers and remove ineffective teachers. The number of proficient teachers in the school grows over time, and the ***overall "teacher proficiency score" improves significantly***. The assistant/vice principal ***"develops, trains, remediates, or removes"*** less than proficient teachers. The assistant/vice principal fosters a positive climate in which people want to work, and works individually with each teacher in order to grow the teacher and improve chances of retention.

Staff Development—school administrator provides effective professional development, facilitates individual growth, and hires quality staff

C. STAFF DEVELOPMENT

	Points	1	2	3	4
C1. DEVELOPS STAFF	**Wt.**	**U**	**Prog**	**Prof**	**E**
· Provides effective professional development	**1x**				
· Develops leadership capacity	**2x**				
C2. FACILITATES INDIVIDUAL GROWTH	**Wt.**	**U**	**Prog**	**Prof**	**E**
· Facilitates individual growth of teachers	**1x**				
C3. HIRES QUALITY STAFF	**Wt.**	**U**	**Prog**	**Prof**	**E**
· Recruits and hires effective teachers	**2x**				
· Retains proficient teachers	**1x**				
	SUB-TOTAL	**0**	**0**	**0**	**0**
	GRAND TOTAL	**0**			

C. STAFF DEVELOPMENT					
Unsatisfactory 7-13	Progressing I 14-15	Progressing II 16-18	Proficient I 19-21	Proficient II 22-24	Exemplary 25-28
1 – Ineffective ☐	2 - Partially Effective ☐		3 – Effective ☐		4 - Highly Effective ☐

Metric: School Improvement Panel Process and Implementation, Grade level Agendas, **Growth of overall Teacher performance Evaluation**, Fulfilling Requirements of the Evaluation System

D.   EFFECTIVE MANAGEMENT

Performance criteria	Possible sources or evidence of performance

D1. MANAGES RESOURCES EFFECTIVELY
   ❖ **Manages personnel and material resources**
   ❖ **Aligns budget with instructional program and professional development (2x)**
	• School budget
	• Professional development plan
	• PC review sheets
	• Action Plan
	• School Improvement Plan (SIP) plan
	• School Improvement Panel (ScIP) recommendations
	• RAC review
	• Climate survey
	• Documentation of Personnel concerns or issues
	• Documentation of programming and purchasing alignment
	• Update course rosters (weekly)
	• Review grading for specialists procedures
	• Review student registration and attendance
	• All vacancies filled

D2. TIME MANAGEMENT
   ❖ **Develops effective school and class schedules**
   ❖ **Manages his/her individual time well**
	• School and class schedules
	• Evidence of meeting deadlines and accomplishing assigned tasks
	• Responses to emails and other communications
	• Evidence of completing observations and evaluations according to district and state schedules and regulations
	• Complete personnel information form for office use for all staff

D3. SCHOOL CLIMATE • **Maintains a safe and orderly learning environment (2x)**	• Referrals and student suspensions • Climate surveys • Interviews with teachers • Yearly parent involvement programming • Community outreach for outside stakeholders • Maintain security personnel • Anti-bullying; HIB reporting • Increased attendance goals • Student, Parent and Staff Handbooks • A calendar/list of family/community engagement activities and attendance • A list of external resources for students and families • Disaggregated discipline data • Student Code of Conduct/ Dress Code • Attendance records • Facility Inspection reports • School Safety Plan • Nurse Reports • Parent survey • Job descriptions of family community engagement staff • Student surveys and interviews • List of eligible students for support services • Attendance of students receiving support services

D1. MANAGES RESOURCES EFFECTIVELY				
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Manages personnel and material resources	The assistant/vice principal manages resources in a ***slip-shod*** manner. Some resources are ***wasted***. The assistant/vice principal fails to allocate resources to adequately support the academic and extracurricular program. The assistant/vice principal is ***not creative*** in finding needed material and human resources to accomplish school goals.	The assistant/vice principal provides resources to support the academic and extracurricular program. Teachers and sponsors have sufficient resources to do their jobs. However resources are not allocated according to building priorities. The budget process fails to identify and ***channel resources*** to building priorities.	The assistant/vice principal provides resources to support the academic and extracurricular program. Teachers and sponsors have sufficient resources to do their jobs. Resources are ***channeled*** to building priorities. ***Personnel resources are used efficiently***.	The assistant/vice principal provides resources to support the academic and extracurricular program. Teachers and sponsors ***have sufficient resources*** to do their jobs. The assistant/vice principal is ***creative in using available human and material resources*** or finding resources to accomplish the school's goals. ***Personnel resources are used efficiently*** and people are in positions that help maximize organizational effectiveness.
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Aligns budget with instructional program and professional development	The assistant/vice principal does not meet established District and ***legal budget requirements***. The budget is ***not aligned*** with building priorities or the professional development plan. There is no attempt to assess the effectiveness of budget expenditures.	The assistant/vice principal meets established District and ***legal budget requirements***. The budget is only ***loosely aligned*** with building priorities or the professional development plan. There is no attempt to assess the effectiveness of budget expenditures.	The assistant/vice principal meets established District and ***legal budget requirements***. The budget process is designed to identify and ***channel resources*** to building priorities. The budget ***supports the professional development plan***, which is focused on key actions.	The assistant/vice principal meets established District and ***legal budget requirements***. The budget process is designed to identify and ***channel resources*** to building priorities. The budget ***supports the professional development plan***, which is focused on key actions. The assistant/vice principal assesses the effectiveness of budget expenditures. The assistant/vice principal finds ways to ***fund investments*** while cutting expenditures that do not help produce results or accomplish school goals.

D2. TIME MANAGEMENT				
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Develops effective school and class schedules	The assistant/vice principal does not manage time use in the building. Time is *wasted.* Teachers are not shielded from *distractions* that decrease the amount of productive time in the classroom.	The assistant/vice principal develops a school and class schedule that allows students to receive instruction. However, the schedule *does not maximize instructional time* nor optimize teacher-student contact time.	The assistant/vice principal analyzes *the use of time* in the building and arranges the school day and activities in ways that optimize teacher-student engagement or *productive time* in the classroom.	The assistant/vice principal analyzes *the use of time* in the building and arranges the school day and activities in ways that optimize teacher-student engagement or *productive time* in the classroom. The assistant/vice principal *protects teachers' time* from events and circumstances that detract from building priorities and goals.
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Manages his/her individual time well	The assistant/vice principal *does not prioritize* his/her use of time. Time for observing and monitoring the academic program is not sufficient to do the work well. *Less important issues are allowed to consume the time.*	The assistant/vice principal makes time to observe instruction. *Tasks and authority are delegated* where feasible. However, the assistant/vice principal does not attend to priorities, *allowing less important issues to consume the time.*	The assistant/vice principal does firsts things first – *prioritizes* the goals and allocates time accordingly. Time is allocated to keep instruction the main thing. *Tasks and authority are delegated* where feasible to concentrate on building priorities. Deadlines are met and tasks accomplished on time.	The assistant/vice principal does firsts things first – *prioritizes* the goals and allocates his time accordingly. Time is allocated to keep instruction the main thing. *Tasks and authority are delegated* where feasible to concentrate on building priorities. Deadlines are met and tasks accomplished on time. Although efficient, but the time spent is adequate to get the job done. Time is managed in a way that enables others to work effectively and to manage their time well.

D3. SCHOOL CLIMATE

	Unsatisfactory	Progressing	Proficient	Exemplary
Maintains a safe and orderly learning environment	***Student behavior creates unsafe conditions for other students or students do not feel safe at school.*** Teachers feel they are not respected. The number of referrals and suspensions negatively impact student achievement and an orderly environment.	The assistant/vice principal establishes discipline policies to maintain safety and order. However, ***discipline and safety are not internalized***. There is not a purposeful attempt to influence student character or habits of mind. The number of referrals and suspensions negatively impact student achievement and an orderly environment.	The assistant/vice principal creates the conditions for maximal learning, establishing ***discipline policies*** to maintain safety and order. Students and staff are helped to develop ***habits of mind*** that promote learning and a positive climate. The number of referrals and suspensions do not significantly and negatively impact student achievement. Teachers feel ***respected by students and parents***. The assistant/vice principal insists on professional behavior from parents.	The assistant/vice principal creates the conditions for maximal learning, establishing ***discipline policies*** to maintain safety and order. Students and staff are helped to develop ***habits of mind*** that promote learning and a positive climate. The number of referrals and suspensions do not significantly and negatively impact student achievement. Teachers feel ***respected by students and parents***. The assistant/vice principal insists on professional behavior from parents. Teachers take the initiative to improve the learning environment and students take responsibility for improving the school climate.

Effective Management—school administrator manages resources, time, and school climate effectively

D. EFFECTIVE MANAGEMENT

	Points	1	2	3	4
D1. MANAGES RESOURCES EFFECTIVELY	**Wt.**	**U**	**Prog**	**Prof**	**E**
· Manages personnel and material resources	1x				
· Aligns budget with instructional program and professional development	**2x**				
D2. TIME MANAGEMENT	**Wt.**	**U**	**Prog**	**Prof**	**E**
· Develops effective school and class schedules	1x				
· Manages his individual time well	1x				
D3. SCHOOL CLIMATE					
· Maintains a safe and orderly learning environment	**2x**				
SUB-TOTAL		0	0	0	0
GRAND TOTAL		0			

D. EFFECTIVE MANAGEMENT

Unsatisfactory 7-13	Progressing I 14-15	Progressing II 16-18	Proficient I 19-21	Proficient II 22-24	Exemplary 25-28
1 – Ineffective ☐	2 - Partially Effective ☐		3 – Effective ☐		4 - Highly Effective ☐

Metric: Budget alignment to action plan priorities, RAC Review, Update course rosters, School and Class schedules, Evidence of meeting deadlines and completing observations, climate surveys, referrals and student suspensions, increased attendance

E. PROFESSIONAL RESPONSIBILITIES

Performance criteria	Possible sources or evidence of performance
E1. MAINTAINS POSITIVE RELATIONS WITH DISTRICT (AND COMMUNITY) ❖ **Maintains positive relations with District personnel** ❖ **Builds positive relations with parents and school stakeholders (2x)**	• Agendas and minutes from stakeholder meetings • Responses to District requests • Discussions with Central Office staff • School-based advisory board meeting/minutes/agendas • Evidence of voluntary attendance at board meetings • HSC or PTO agendas and sign-in sheets • Evidence of authoring and administering a grant
E2. BEHAVES PROFESSIONALLY • **Acts and communicates professionally (2x)**	• Interactions with others • Response to email and other communications • Behavior in staff meetings or District meetings • Dress and appearance
E3. GROWS PROFESSIONALLY ❖ **Maintains personal professional development** ❖ **Contributes to the profession** ❖ **State Rubric for Leadership correlation: 2C** (Leads calibration activities such as on-going training, viewing classroom video with other observers and discussing shared understandings of effective classroom instruction)	❖　　Assistant/vice principal's administrator goals • Evidence of participation in leadership group activities ❖　　Assistant/vice principal evidence portfolio • Evidence of participation in mini workshops ❖　　Leads calibration activities such as on-going training, viewing classroom video with other observers and discussing shared understandings of effective classroom instruction ❖　　Training agendas and rosters ❖　　Schedule of observations and co-observations

E1. MAINTAINS POSITIVE RELATIONS WITH DISTRICT AND COMMUNITY

	Unsatisfactory	Progressing	Proficient	Exemplary
Maintains positive relations with District and Community	The assistant/vice principal's cooperation is given **begrudgingly**. Little concern is shown for the overall success of the District. The assistant/vice principal **does little to help other schools** and is not a team player.	The assistant/vice principal **works collaboratively** with colleagues, but does not demonstrate a commitment to their success. The assistant/vice principal effectively communicates the school's needs to the District. The assistant/vice principal **fulfills District requirements**, but does not exert any energy in the overall success of the District. The assistant/vice principal is **not a District team player.**	The assistant/vice principal **works collaboratively** with colleagues and is committed to their success. His/her relationships are professional. The assistant/vice principal effectively **communicates and coordinates with** Central Office staff, supports the District's goals and **contributes to the overall success** of the District. The assistant/vice principal is a team player.	The assistant/vice principal **works collaboratively** with colleagues and is committed to their success. His/her relationships are professional. The assistant/vice principal **communicates and coordinates with** Central Office staff, supports the District's goals and **contributes to the overall success** of the District. The assistant/vice principal is a team player who understands Board, local, and state educational policies and political dynamics and uses that understanding to help the school and District achieve its goals.
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Builds positive relations with parents and school stakeholders	The assistant/vice principal provides information to parents about school activities and events. The school **does not welcome** visitors nor does it seek involvement by parents or stakeholders. The community has an **overall negative impression** of the assistant/vice principal and the work of the school.	The assistant/vice principal provides information to parents about school activities and events. The school is **inviting** to parents and stakeholders. However, **involvement by parents or stakeholders is not actively sought**. The assistant/vice principal addresses most complaints from parents and concerned citizens.	The assistant/vice principal assumes the initiative in communication with parents and other stakeholders. There are numerous **opportunities for stakeholders to be involved** with the school and its activities. The school is inviting to parents and stakeholders. The assistant/vice principal **defuses** potentially explosive situations and takes proper actions to resolve conflicts and handle complaints.	The assistant/vice principal knows the community and **anticipates** possible implications for the school. The assistant/vice principal assumes the initiative in communication with parents and other stakeholders. There are numerous **opportunities for stakeholders to be involved** with the school and its activities. The assistant/vice principal takes action to form partnerships and **build community** with local organizations and stakeholders. The assistant/vice principal **defuses** potentially explosive situations and takes proper actions to resolve conflicts and handle complaints.

E2. BEHAVES PROFESSIONALLY				
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Acts and communicates professionally	The assistant/vice principal abides by accepted ***norms and ethics*** of similar organizations. His/her dress and manner are sometimes inappropriate for the venue or situation. The assistant/vice principal may be glib or not appropriately serious. The assistant/vice principal's behavior is ***immature, or is overly dramatic***. The assistant/vice principal sometimes acts before thinking and does not consider the feelings or perceptions of others who are party to or observing the same situation. The assistant/vice principal ***violates confidentiality*** or sometimes cannot determine the appropriate level of confidentiality a particular piece of information should have. School and district affairs are not kept in house. The assistant/vice principal ***gossips***, speaks poorly of the organization, and talks bad about the leaders of the organization.	The assistant/vice principal abides by accepted ***norms and ethics*** of a high- functioning, professional organization. His/her dress and manner are appropriate for the venue. The assistant/vice principal's behavior is mature, but he/she sometimes overreacts. The assistant/vice principal sometimes acts before thinking and does not consider the feelings or perceptions of others who are party to or observing the same situation. The assistant/vice principal may be glib or not appropriately serious. The assistant/vice principal ***maintains confidentiality*** when asked, but sometimes cannot determine the appropriate level of confidentiality a particular piece of information should have. School and district affairs are kept in house. The assistant/vice principal does not intentionally tarnish the image of the organization or of those that lead the organization.	The assistant/vice principal adopts and abides by accepted ***norms and ethics*** of a high-functioning, professional organization. His/her dress and manner reflect competence and is appropriate for the venue. The assistant/vice principal's behavior is mature and ***non-dramatic***; he/she does not overreact nor panic. The assistant/vice principal's behavior is ***thoughtful and considerate of the feeling and perceptions of others***. Concerns and questions are raised in order to help the school or district. The assistant/vice principal ***avoids gossip*** and is reserved in the amount and type of personal information provided to others. There is a "professional distance" maintained from subordinates. ***Confidentiality is maintained***. Information is handled with appropriate sensitivity. School and district affairs are kept in house. The assistant/vice principal does not tarnish the image of the organization or of those that lead the organization.	The assistant/vice principal adopts and abides by accepted ***norms and ethics*** of a high-functioning, professional organization. His/her dress and manner reflect competence and is appropriate for the venue. The assistant/vice principal ***sets an example*** for others to emulate with regard to integrity and ethical behavior. The assistant/vice principal's behavior is mature and ***non-dramatic***; he/she does not overreact nor panics. The assistant/vice principal's behavior is ***thoughtful and considerate of the feeling and perceptions of others***. The assistant/vice principal helps others behave professionally, pointing out unprofessional behavior and communications. Concerns and questions are raised in order to help the school or district. The assistant/vice principal ***avoids gossip*** and is reserved in the amount and type of personal information provided to others. There is a "professional distance" maintained from subordinates. ***Confidentiality is maintained***. Information is handled with appropriate sensitivity. School and district affairs are kept in house. The assistant/vice principal does not tarnish the image of the organization or of those that lead the organization.

30

E3. GROWS PROFESSIONALLY

	Unsatisfactory	Progressing	Proficient	Exemplary
Maintains personal professional development	The assistant/vice principal ***does not attempt to keep pedagogical skills current***. The assistant/vice principal does not try to improve his/her ability to lead or manage. The assistant/vice principal's expectations for his/her own performance are low. ***A critical assessment of personal performance is shunned.***	The assistant/vice principal tries to improve his/her knowledge of education and ***takes advantage of professional development opportunities.*** However, the assistant/vice principal ***does not reflect*** on his/her practice to improve his/her performance. Assessment of personal performance is not done on a regular basis.	The assistant/vice principal is ***reflective*** and challenges him/herself to grow professionally. The assistant/vice principal ***models life-long learning.*** He/she tries to improve overall knowledge of education and takes advantage of professional development opportunities. The assistant/vice principal remains ***current in the field***, staying abreast of education research.	The assistant/vice principal is ***reflective*** and challenges him/herself to grow professionally. The assistant/vice principal sees work as a "***craft***," continually trying to improve knowledge of education and while taking advantage of professional development opportunities. ***Invites feedback*** from those who work for and around him. The assistant/vice principal remains ***current in the field***, staying abreast of legislation, policy changes, and current education research.
	Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
Contributes to the profession	The assistant/vice principal meets with colleagues or serves on committees, however, does not share ideas or materials. The assistant/vice principal is ***focused on his/her own school, but contributes little*** to the success of any other school or person.	The assistant/vice principal ***shares work and ideas*** with colleagues. The assistant/vice principal collaborates with colleagues or serves on committees. However, contributions have minimal impact with regard to improving educational practices or policies.	The assistant/vice principal ***shares work and ideas*** with colleagues. He/she helps to advance the goals of the District. The assistant/vice principal ***contributes to the professional development and growth*** of others in the District or State. Formally teaches other professionals in the District or State (i.e., presents at workshops, provides professional development at other schools, etc.).	The assistant/vice principal ***collaborates with others*** to improve or influence educational practices or policies that have an impact beyond the school or district. He/she helps to ***develop materials or resources*** that help others improve teaching or expand capacity. The assistant/vice principal ***shares ideas and materials*** or teaches other professionals outside of the school or District. The assistant/vice principal initiates important activities or programs to solve a significant problem or to ***improve professional practice*** among teachers.

Professional Responsibility—Maintains positive relations with district and community and shows professional growth

E. PROFESSIONAL RESPONSIBILITIES

	Points	1	2	3	4
E1. MAINTAINS POSITIVE RELATIONS w/ DIST. AND COMMUNITY	**Wt.**	**U**	**Prog**	**Prof**	**E**
• **Maintains positive relations with District personnel**	1x				
• **Builds positive relations with parents and school stakeholders**	**2x**				
E2. BEHAVES PROFESSIONALLY	**Wt.**	**U**	**Prog**	**Prof**	**E**
• **Acts and communicates professionally**	**2x**				
E2. GROWS PROFESSIONALLY	**Wt.**	**U**	**Prog**	**Prof**	**E**
• **Maintains personal professional development**	1x				
• **Contributes to the profession**	1x				
SUB-TOTAL		**0**	**0**	**0**	**0**
GRAND TOTAL		**0**			

E. Professional Responsibilities

Unsatisfactory 7-13	Progressing I 14-15	Progressing II 16-18	Proficient I 19-21	Proficient II 22-24	Exemplary 25-28
1 – Ineffective ☐	2 - Partially Effective ☐		3 – Effective ☐		4 - Highly Effective ☐

Metric: Administrator's Goals and Accomplishments , Evidence of participation in leadership group activities, Principal Evidence Portfolio, PTO Agendas, School-based parent meetings

PERFORMANCE SUMMARY

For each performance category assign the following points:

Unsat	Prog I	Prog II	Prof I	Prof II	Exemplary
0	2	4	6	8	10

Criteria	Weight	Rubric Pts.	Total
Leadership	3x		/30
Instructional Program	3x		/30
Staff Development	2x		/20
Effective Management	1x		/10
Professional Responsibilities	1x		/10
GRAND TOTAL			

PERFORMANCE SUMMARY					
Unsatisfactory 1-19	Progressing I 20-39	Progressing II 40-59	Proficient I 60-71	Proficient II 72-84	Exemplary 85-100
1 – Ineffective ☐	2 - Partially Effective ☐		3 – Effective ☐		4 - Highly Effective ☐

Comments: