



# The Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals

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**Matthew Clifford, Ph.D.**

**Tammie Knights**

**Adrienne Freed**

## **Acknowledgments**

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## Why We Wrote This Framework for Assistant Principals

Assistant principals contribute to school culture, administrative effectiveness, and teaching improvement. For many, becoming an assistant principal fulfills a career ambition, and others view the position as an apprenticeship to becoming a principal or other school-level leader. Whatever their ambitions, assistant principals play essential roles in leading schools by overseeing school wide programs, supervising teachers, leading change efforts, and participating on school leadership teams.

Efforts to improve school leadership have focused on developing a leadership pipeline that includes assistant principals and other school leaders. Strengthening leadership pipelines requires a comprehensive approach to talent management to provide resources and support for growing educator talent. Managing educator talent requires coherence among systems that wrap around and support school leaders and coordination of services among district, state, university, and other organizations. American Institutes for Research's (AIR's) Educator Talent Management framework recognizes six connected state- and district-level processes for managing educator talent, including the following:

- **Preparation** of school-level leaders by universities, colleges, and other programs
- **Recruitment and hiring** of principals and other leaders by districts
- **Induction and mentoring** of leaders by coaches and other staff
- **Evaluation and professional learning**, which are interconnected and mutually informed
- **Compensation and incentives** for performance, which may be formal or informal
- **Educator environment**, which makes the teaching and learning environment safe and supportive

A framework for school leadership is the backbone of any talent management system because it clarifies what school-level leaders, including assistant principals, do and how well they do it in observable and measurable terms. Frameworks support the design of evaluation systems, professional development, and preparation. When a well-written framework is used, school leaders can better understand their strengths and challenges because frameworks allow their supervisors<sup>1</sup> and coaches to collect just the right evidence and give targeted feedback to principals, assistant principals and other school leaders. Other district-level staff can use school leadership frameworks to inform professional development design, induction and mentoring, preparation programs, hiring processes, and other aspects of the talent management system.

This version of the Five Essential Practices of School Leadership framework is written for the evaluation and support of assistant principals and thus provides a starting point for important conversations about assistant principal performance expectations and talent management

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<sup>1</sup> In this document, *supervisor* refers to any individual who oversees assistant principals' development and evaluation. In the U.S. Virgin Islands, assistant principals are evaluated by principals.

systems design. The original Five Essential Practices of School Leadership Framework addressed principal evaluation because it focused on whole-school and beyond-the-school actions. *The Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* (AP Framework) is tailored to the work of assistant principals. The AP Framework is built from a strong research base and reflects educator perspectives on leading schools.

The AP Framework aligns with selected measures for assistant principal performance evaluation and coaching. Using multiple measures, assistant principals and principals can get a holistic picture of assistant principal performance, which is essential for growth and development.

## Design Drivers

The AP Framework reflects a set of design principles informed by our work with educators. These design principles help to ensure that the AP Framework is a useful tool for providing assistant principals feedback and is applicable across diverse school contexts and job responsibilities.

- **Design Driver 1. Differentiate performance.** Assistant principal responsibilities differ from those of principals, and their work is no less important. Similar to principals, assistant principals are often responsible for enacting organization wide initiatives and also may be accountable for daily oversight of programs or policies that affect a portion of the school. For instance, some high school assistant principals may oversee a grade level or several departments, while others are responsible for school wide programs or policies for special education or student behavior. No evaluation system can, or should, account for every assistant principal’s work responsibility. This framework has been informed by research on assistant principals’ work.
- **Design Driver 2. Created by and for assistant principals.** The National Association of Elementary School Principals and the National Association of Secondary School Principals *Rethinking Principal Evaluation* (2012) highlighted the importance of school leaders’ voice in the design and implementation of evaluation and professional development programs. The AP Framework has been developed with input from assistant principals and principals, and the accompanying evaluation process supports critical conversations between assistant principals and their principals about evaluation and career trajectory.
- **Design Driver 3. Useful for improving practice.** The AP Framework provides feedback on practice for all assistant principals, regardless of experience level or career trajectory. Principals can use the framework to give much-needed focus to their support of assistant principals.

## Framework Overview and Standards Alignment

The AP Framework is informed by research on school leadership, assistant principals' work, school culture, and student learning. The Five Essential Practices for assistant principals are as follows:

1. **Build shared purpose.** The leader develops a compelling, shared organizational vision and ensures the vision is “lived” in the daily work of educators.
2. **Focus on learning.** The leader engages in instructional leadership to develop and maintain student access to appropriate, ambitious, and strong instructional programs focused on academic excellence and social and emotional development.
3. **Manage organizational resources.** The leader acts strategically and systematically to create teaching and learning conditions that are safe and supportive by aligning financial resources, human capital, data, and other resources.
4. **Collaborate with community.** The leader ensures that parents and community organizations are engaged with the school.
5. **Lead with integrity.** The leader models professionalism by acting with integrity and making his or her learning visible.

These practices also describe the work of principals, but the AP Framework is substantively different from the framework used for principal evaluation and reflection. For assistant principals, the AP Framework communicates performance expectations and promotes self-reflection.

The framework is **standards-based** because it aligns with the Interstate School Leaders Licensure Consortium (ISLLC) standards (Council of Chief State School Officers, 2008), which are policy standards adopted by a majority of states and territories to support the talent development of educational leaders. Exhibit 1 displays the alignment between the AP Framework and the ISLLC standards. In Exhibit 1, blue shaded boxes represent where ISLLC standards are addressed by the AP Framework. Note that the sixth ISLLC standard is represented in all of the Five Essential Practices at the *distinguished* level of performance.

Table 1.

*Alignment between the ISLLC National Principal Standards and the Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals*

ISLLC Standards	Five Essential Practices of School Leadership				
	Build shared purpose	Focus on learning	Manage organizational systems	Collaborate with community	Lead with integrity
Setting a shared vision for learning					
Developing a school culture and instructional programs					
Ensuring effective management of the organization					
Collaborating with faculty and community					
Acting with integrity and fairness and in an ethical manner					
Understanding, responding to, and influencing cultural contexts					

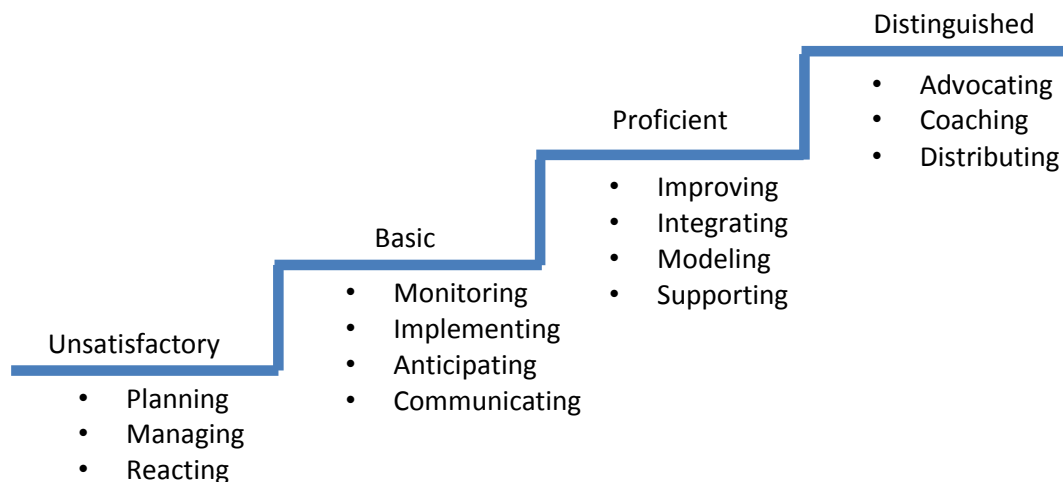
The framework’s content is organized into “practices, elements, and indicators” across four performance levels. The following provides definitions of these terms.

**Practices, Elements, and Indicators**

The Five Essential Practices and Indicators focus on assistant principal actions, rather than on beliefs or knowledge, in order to be observable and measurable. The AP Framework is organized to facilitate practice assessment and feedback. Each of the five essential practices includes more fine-grained descriptors called *indicators* and *elements*. A practice is described by one or more ***indicators***, which are the important components of the practice. Each indicator is further described by one or more ***elements***, which are the important components of the indicator.

**Levels of Performance**

The AP Framework describes assistant principal practice along a continuum of four distinct performance levels: *Unsatisfactory*, *Basic*, *Proficient*, and *Distinguished*. ***An assistant principal cannot be considered “distinguished” in a given indicator unless he or she meets all criteria at the lower levels.*** Exhibit 2 provides a general overview of the behaviors, practices, and skills that characterize each performance level. The actual performance-level descriptions in the AP Framework are tailored specifically for each leadership practice and quality indicator.



*Figure 1.* Performance Levels. This figure displays the Behaviors, Practices, and Skills That Characterize Each Performance Level

Principal and assistant principal practices differ in several ways. These differences are reflected in the *indicators*, which are the observable and measurable practices represented in the AP Framework. The differences between the principal and assistant principal frameworks are as follows:

- **Scope.** Principals are responsible for whole-school activities, while assistant principals’ work is generally more specialized, affecting a smaller number of teachers and students.
- **Role.** Principals are ultimately responsible for setting direction in a school and ensuring that the school continues to improve, and assistant principals tend to be responsible for providing input on school direction and ensuring that the school is meeting its mission and benchmarks through program<sup>2</sup> implementation.
- **Venues.** Principals work within and beyond the school to leverage resources and advocate for better programming, and assistant principals tend to work within schools to create better conditions for teaching and learning.
- When evaluating assistant principal performance, the principal must take assistant principals’ job responsibilities into account. The principal and assistant principal should review the entire framework and discuss job responsibilities and priorities.

<sup>2</sup> Throughout this document, the word *program* is used to describe a course of action or improvement. A program includes a grade level, department, or other group of people overseen by the assistant principal that aims to achieve some important aspect of school leadership or organizational change.

## Five Essential Practices of School Leadership Framework

### Leadership Practice 1: Build Shared Purpose

#### Indicator 1.1: Support School Mission

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> <li>Rarely references and ensures that others reference the school mission and improvement plan when making decisions.</li> <li>Shows some evidence of enacting the school objectives by engaging with other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers input from a diverse set of stakeholders, including the principal and school leadership team, when creating or implementing program<sup>3</sup> plans.</li> <li>Monitors program progress toward attaining goals, particularly with respect to the educational attainment of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the development and/or enacts procedures for public reflection and collective action to improve program performance and school conditions.</li> <li>Collaborates and/or facilitates adjustments to programs to better contribute to the attainment of the school mission.</li> <li>Collaborates and/or facilitates attainment annual and quarterly objectives in the school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches teachers, teacher leaders, and/or other assistant principals on developing, enacting, and monitoring the program or school improvement plan.</li> </ul>

<sup>3</sup> Throughout this document, the term *program* is used to describe a specific academic program, grade-level curriculum, content area, or other program that is supervised by the assistant principal.



## Leadership Practice 2: Focus on Learning

### Indicator 2.1: Improve the Instructional Program

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
<b>A.</b>	<ul style="list-style-type: none"> <li>▪ With others, contributes to program plans that include benchmarks and measures.</li> <li>▪ Is not consistent in using a common language for discussing instructional practice with supervised teachers and staff that reflects the district’s instructional framework.</li> <li>▪ Informs teachers about developing instructional plans that reflect rigorous standards for learning for the programs and personnel he or she supervises.</li> <li>▪ Ensures that all personnel implement programs that he or she supervises.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Connects teachers with resources on research-based instructional practices.</li> <li>▪ Monitors instructional plans or other aspects of the program to ensure that instructional priorities are met, including implementation of rigorous learning standards.</li> <li>▪ Monitors individualized and other learning programs to ensure that they are implemented as planned.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Connects individual teachers with professional learning experiences to address student-performance trend data, teacher performance on the instructional framework, and research or policy changes.</li> <li>▪ Facilitates collaborative and coordinated adjustments to individual and other learning plans for students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leads development of school-level procedures to ensure that all students have equal access to effective curricula and instruction.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>▪ Coaches teachers, teacher leaders, or other assistant principals to support instructional effectiveness among teachers.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>▪ Collects but does not properly manage student learning data (e.g., formative and summative assessment, student work, teacher judgment).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensures that instructional choices and programs are informed by student or school performance data.</li> <li>▪ Supports and, as needed, leads data discussions among</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supports teachers’ accurate and appropriate use of data through assessment and professional development.</li> <li>▪ Models the use of data when making programmatic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaches teachers, teacher leaders, or other assistant principals on data analysis and use, including identification of strategies for improving student learning. OR</li> </ul>

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
		<p>teachers to analyze and disaggregate student learning data, modify instruction, identify root causes, and provide access to support services for all students.</p> <ul style="list-style-type: none"> <li>Assists the school leadership team to monitor program performance through the use of performance data.</li> </ul>	<p>decisions about instructional programs.</p> <ul style="list-style-type: none"> <li>Contributes to the school leadership team’s accurate and appropriate use of data for school wide decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Leads or co-leads program review presentations at the district level, which draw on student data as a rationale for program decisions.</li> </ul>
C.	<ul style="list-style-type: none"> <li>Highlights for teachers and staff the importance of students learning about different cultures and interacting with students who have different backgrounds, experiences, and preferences for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Within programs that the assistant principal oversees, ensures that teachers provide opportunities for students to learn about different cultures and interact with students of different races and ethnicities through curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Within programs that the assistant principal oversees, establishes processes to discuss and change conditions related to students’ race, ethnicity, cultures, and other sources of difference that may produce discrimination, ineffective practice, or interpersonal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Within programs that the assistant principal oversees, leads school wide activities to discuss and address issues related to students’ race, ethnicity, cultures, and other sources of difference that may produce discrimination, ineffective practice, or interpersonal conflict.</li> </ul>
D.	<ul style="list-style-type: none"> <li>Ensures that the staff members that he or she supervises set attainable and measurable academic learning and student behavior (e.g., social and emotional skills) goals for students, for the people or programs that he or she supervises.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses teachers’ progress on student academic learning and student behavior (e.g., social and emotional skills) goals by using disaggregated data from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that student learning plans align with academic, cultural, and student behavior standards, and other standards as adopted.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches teachers, teacher leaders, and other assistant principals in developing, monitoring, and adjusting the school’s academic and behavior goals for students.</li> </ul>

## Indicator 2.2: Support Teacher’s Development of a Positive Classroom Climate

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> <li>▪ Gives teachers written information about what they should do to create a positive classroom climate that promotes the social, emotional, and academic skills of students without any dialogue or follow -up.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitors progress in developing a positive classroom climate where students’ social, emotional, and academic skills are developed.</li> <li>▪ Monitors school climate, as experienced by teachers, staff, and students within programs that he or she oversees.</li> <li>▪ Guides teachers with relevant research-based strategies on creating positive learning environments or selects programs that focus on social and emotional learning or positive behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborates with teachers and staff to revise programs or practices for improving the school and classroom climate to support students’ academic, social, and emotional development.</li> <li>▪ Coaches teachers to communicate with students, professionals, and other stakeholders respectfully and professionally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actively works with the school leadership team to improve the school wide climate for all students to regularly experience a positive classroom climate that promotes their social and emotional learning.</li> <li>▪ Works with the school leadership team to provide, directly or through the work of others, staff with access to professional learning opportunities and resources promoting a positive school and classroom climate and social and emotional learning.</li> <li>▪ Coaches others to work with teachers, staff, and students.</li> </ul>

## Leadership Practice 3: Manage Organizational Systems

### Indicator 3.1: Manage the Organizational Systems

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> <li>▪ Complies with some pertinent laws and policies regarding school safety.</li> <li>▪ Adheres to the school safety plan for programs that he or she supervises, which addresses potential physical and emotional threats.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leads all, or aspects of, the school safety plan and student discipline.</li> <li>▪ Monitors the performance of the school safety, crisis management, equity, and student discipline plans for programs that he or she supervises by conducting school walk-throughs, analyzing data, or other means of monitoring.</li> <li>▪ Assists in the development of the school safety and crisis management plans.</li> <li>▪ Contributes to school leadership team assessments of school safety and crisis management plan implementation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engages faculty, staff, and students in identifying concerns or threats to school safety, crisis management, student access to services, and equity issues for the programs that he or she supervises. Acts on information.</li> <li>▪ Engages faculty, staff, and students in identifying and utilizing effective disciplinary practices, procedures, and policies that remove students from learning opportunities only as a last resort.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaches teachers, teacher leaders, and other assistant principals on effective practices, procedures, or policies to support school safety and student service equity.</li> <li>▪ Recommends improvements to the school safety and crisis management plans, as appropriate.</li> </ul>
B.	<ul style="list-style-type: none"> <li>▪ Drafts agendas and operational procedures within some programs for approval by the principal.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supports school wide initiatives through regular communication with staff.</li> <li>▪ Raises staff awareness of programs and services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborates with staff to create and adjust school schedules to ensure the maximum amount of time for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaches teachers, teacher leaders, or other assistant principals on staff management issues.</li> </ul>

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
	<ul style="list-style-type: none"> <li>Allocates program tasks to appropriate formal and informal leaders for the programs that he or she oversees.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a strategy for managing educator talent by coordinating human resources supports.</li> <li>Develops and communicates the program calendar that is aligned with plans, for the programs and staff that he or she oversees.</li> </ul>	<ul style="list-style-type: none"> <li>Supports staff to set priorities and manage time and other resources.</li> <li>Evaluates talent distribution within programs, identifies areas for improvement, and recommends staff reallocations, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches teachers, teacher leaders, or other assistant principals on planning processes.</li> </ul>

### Indicator 3.2: Lead and Develop Personnel

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> <li>Ensures that teachers and other staff whom he or she supervises knows about the teacher professional development plans (TPGP) but does not ensure that the teacher completes it successfully in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors teacher and staff progress toward completion of professional growth goals.</li> <li>Leads and facilitates reflective conversations with teachers about their professional growth and career paths.</li> <li>Connects teachers with the resources and supports necessary to achieve their professional development goals.</li> </ul>	<ul style="list-style-type: none"> <li>Creates structured opportunities for teachers and other staff to lead learning for colleagues in the school.</li> <li>Mentors or coaches new teachers, or arranges mentoring and coaching for new teachers and teachers in need of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Leads or supports school wide efforts for the provision of professional development.</li> <li>Coaches teacher leaders or other assistant principals in best practices for developing professional growth plans with staff.</li> </ul>

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
<b>B.</b>	<ul style="list-style-type: none"> <li>▪ Conducts teacher observations without feedback.</li> <li>▪ Reviews teacher performance ratings with the principal for approval.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completes teacher observations and provides teachers feedback, per procedures.</li> <li>▪ Uses questioning techniques that require higher order thinking and critical self-reflection on practice when providing feedback to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implements all assigned evaluation procedures with fidelity.</li> <li>▪ Ensures that all performance feedback is grounded in evidence and encourages expression of teacher perspectives as part of the feedback process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaches other assistant principals to be strong teacher evaluators. OR</li> <li>▪ Coaches teachers or teacher leaders to observe instructional practice for formative feedback.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>▪ Inconsistently provides teacher teams and professional learning communities with meeting times and material resources.</li> <li>▪ Meets with teachers and other staff in professional community activities without a focus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordinates with others to enact professional learning community activities.</li> <li>▪ Employs consistent communications to keep staff informed about policies, procedures, and other news.</li> <li>▪ Monitors the professional culture within programs and the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mobilizes cross-organizational teams within the school.</li> <li>▪ Raises questions about professional activities and instructional practices in order to disrupt biases that affect students.</li> <li>▪ Maintains professional traditions and practices in the school that celebrate accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaches teachers, teacher leaders, and other assistant principals to lead professional learning communities and strong grade-level or content-area teams.</li> </ul>

### Indicator 3.3: Manage Resources

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> <li>▪ Manages available personnel and material resources.</li> <li>▪ Communicates a management structure and without explaining its relationship to staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collects and analyzes data from a variety of sources—including feedback from stakeholders—in evaluating allocations of personnel, materials, and other resources, at the discretion of the principal.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Modifies programs and procedures, with input from the school leadership team, to increase efficiency while achieving the school mission.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advocates for and contributes to school wide efforts to improve the effective and efficient use of resources.</li> <li>▪ Coaches teacher leaders and other assistant principals to manage school resources effectively and equitably.</li> </ul>
B.	<ul style="list-style-type: none"> <li>▪ Assists with the strategic management of planning and instructional time for the instructional staff that he or she supervises.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluates how instructional time is used by teachers; identifies more effective use of time, as necessary.</li> <li>▪ Protects collaborative teacher planning time (e.g., data teams).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborates with teacher leaders to improve use of instructional time.</li> <li>▪ Facilitates substantive conversations about instruction and student learning during teachers' collaborative planning time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaches teacher leaders and other assistant principals to improve instruction and the use of instructional time.</li> </ul>

## Leadership Practice 4: Collaborate With Community

### Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> <li>Identifies opportunities to collaborate with the community served by the school.</li> <li>Responds to family and/or community needs through the principal or school leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>Supports school wide programs to communicate with families about their child’s specific social, emotional, and academic learning needs.</li> <li>Monitors staff efforts to communicate directly with families about school matters in a timely and reasonable manner.</li> </ul>	<ul style="list-style-type: none"> <li>With the school leadership team, adjusts programs or processes supporting collaboration among educators, parents, and community members.</li> <li>Coordinates community engagements and communications to support the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches teacher leaders and other assistant principals in effective strategies for responding to family and community needs.</li> </ul>
B.	<ul style="list-style-type: none"> <li>Exercises minimal involvement in the partnerships with families and community organizations to provide supports to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Implements family and community programs and actions to support programs, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with teachers and support staff to expand or adjust the use of community resources to accomplish the school mission.</li> <li>Coordinates community involvement programs with the school improvement team.</li> <li>Analyzes data on economic, social, and other issues to monitor and adjust school plans.</li> </ul>	<ul style="list-style-type: none"> <li>Works with the school leadership team to leverage community assets to enhance the school.</li> </ul>



## Leadership Practice 5: Lead with Integrity

### Indicator 5.1: Demonstrate Personal and Professional Responsibility

Element	Unsatisfactory The assistant principal performing at the <i>unsatisfactory</i> level...	Basic The assistant principal performing at the <i>basic</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
<b>A.</b>	<ul style="list-style-type: none"> <li>▪ Inconsistent adherence to federal and local guidelines, contracts, and departmental procedures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adheres to federal and local guidelines, contracts, and departmental procedures.</li> <li>▪ Receives feedback, creates professional improvement plans, and adjusts practice.</li> <li>▪ Demonstrates respect for others, honors confidentiality, and engages in honest interactions that reflect ethical and legal principles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflects on decisions and behaviors, and makes adjustments in the best interest of the school.</li> <li>▪ Acknowledges mistakes and takes personal responsibility for improving practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaches teachers, teacher leaders, and other assistant principals on ethical decision making and consistent professional actions.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>▪ Does not complete the professional growth plan in a timely manner.</li> <li>▪ Sets professional goals that are not aligned to district and school needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completes the professional growth plan in a timely manner.</li> <li>▪ Sets and meets professional goals that are aligned to district and school needs.</li> <li>▪ Pursues professional development and training to support and lead key programs and efforts in the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborates with colleagues within the school and beyond it to continuously improve leadership skills.</li> <li>▪ Applies learning gained from the professional growth plan to change personal practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contributes to district efforts to improve assistant principal professional development.</li> <li>▪ Coaches other school leaders in growing as a professional to better meet school, teacher, and student needs.</li> </ul>

## References

- Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008* (as adopted by the National Policy Board for Educational Administration). Washington, DC: Author. Retrieved from [http://www.ccsso.org/Documents/2008/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf)
- National Association of Elementary School Principals and National Association of Secondary School Principals. (2012). *Rethinking principal evaluation*. Washington, DC: Authors.



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