Saint Paul Public Schools Assistant Principal Development and Evaluation

Introduction

This evaluation is in compliance with State Statute 123B.147 and strongly aligned with the Minnesota State Principal Development and Evaluation Model (2017). It is designed with three rubric levels of achievement: does not meet standard, developing, and meets standard. The continuum is used to identify areas of strength and areas of growth for individual assistant principals. Assistant principals, in collaboration with their supervisor, should use this as a guide to inform their Assistant Principal Practice Growth Plan. The Assistant Principal Development and Evaluation Cycle is intended to be an ongoing conversation to support the continuous growth of the assistant principal. This evaluation can also be used for accountability purposes - providing the evidentiary basis for human resource decisions related to assistant principals.

This rubric includes foundational artifacts, other artifacts, and examples of evidence. Foundational artifacts should be in place for all assistant principals. Supervisors and assistant principals should use the other artifacts and examples of evidence as suggestions that could be used throughout the cycle of development and evaluation to help demonstrate assistant principal practices that meet standards.

Assistant Principal Development and Evaluation Cycle:

1. June-October:
   a. Complete the Assistant Principal Fall Self-Assessment. Use the self-assessment and previous evaluations to plan student outcome goals, growth plan, and identified artifacts in collaboration with your supervisor.
   b. Select your three student outcome growth goals directly aligned to each of your SCIP goals, and set the weights of goals in partnership with your supervisor. Use your universal goal or complementary goals from your SCIP. Work with your supervisor to identify the goal that is the best fit for your ongoing development and growth.
   c. Document your Assistant Principal Practice Growth and Development Plan.
      i. Growth plan roles of assistant principal and supervisor are dependent on rating:
         1. Meets Standard or Developing: Build collaboratively. Identify specific, measureable areas for growth.
         2. Below Standard: Supervisor develops improvement plan with input from assistant principal. Includes limited targeted areas of improvement and areas of growth.
   d. Identify artifacts and evidence to be collected in collaboration with the supervisor.
2. November-January:
   a. Supervisor observes and evaluates on Fall-identified areas of Assistant Principal Practice Rubric. Feedback, discussion, and plan for leaning into strengths and developing areas for growth. Document on Fall Review.
3. February-May:

    a. Supervisor observes and evaluates on Winter-identified areas of Assistant Principal Practice Rubric. Feedback, discussion, and plan for leaning into strengths and developing areas for growth. Document on Winter Review.
    b. Review Student Outcome Goals and related current progress data.
    c. Review Assistant Principal Practice Growth Plan and progress.
    d. Update and adjust action steps and support from supervisor as needed for the remainder of the year to reach goals.

4. May-June:
    a. Identify and discuss actual outcomes on student growth goals.
    b. Summative evaluation on whole Assistant Principal Evaluation completed and discussed.
    c. Begin planning for next year's cycle of development and evaluation.

Saint Paul Public Schools Assistant Principal Development and Evaluation Rubric

Assistant Principal Practice Growth Goal Plan

- What specific goal related to your area of growth and student achievement will you work to achieve? (Make sure your goal is: Specific, Measurable, Relevant, and Realistic)
- What action steps, approaches, and/or strategies will you take to achieve your goal? (Make sure your action steps are: Attainable, Actionable, Time bound)
- What support do you need from your supervisor?

Summative Evaluation

Evaluation Component	Average	Weight	Score (avg x weight)
Student Outcome Component (Score A)		35%	
Assistant Principal Professional Practice (Score B)		65%	
Final Performance Level Score (Sum)			
Final Performance Level Rating			

Ranges
2.00 = Exceeds Standard
1.34-1.99 = Meets Standard
0.68-1.33 = Developing
0-0.67 = Does Not Meet Standard

Student Outcomes Component Rating (Score A - 35%)

Student Outcome Goals	Baseline	Target Goal	Weight (Min 10%, max 50%)	Actual Outcome	Rating	Score (Rating x Weight)
1. SCIP Universal or Complementary Schoolwide Goal						
2. SCIP Universal or Complementary Mathematics Goal						
3. SCIP Universal or Complementary Literacy Goal						

Student Outcome Score Total (Sum of Goal Scores) (Score A)	
Student Outcome Performance Level Rating	

Assistant Principal Professional Practice Component Rating (Score B - 65%)

Performance Measure	Score	Weight	Weighted Score
Domain 1: Instructional Leadership for High Student Academic Performance		30%	
Domain 2: Climate, Culture, and Safety Leadership		25%	
Domain 3: Organizational Management		15%	
Domain 4: Professional Responsibilities		30%	
Assistant Principal Professional Practice Weighted Score Total (Score B)			
Assistant Principal Professional Practice Overall Rating			

Rubric At-A-Glance

Domain	Performance Measure
Domain 1: Instructional Leadership for High Student Academic Performance 30%	● Vision and Mission ● Leadership Team ● School Continuous Improvement ● Staff Teaming and Development ● Staff Supervision, Feedback, and Evaluation ● Data-Driven Student Progress ● Staff Professional Learning
Domain 2: Climate, Culture, and Safety Leadership 25%	● Cultural Competence and Equity Leadership ● Systems of Support ● Family Engagement ● School Climate and Culture ● Social Emotional Learning ● Community Engagement
Domain 3: Organizational Management 15%	● Focus of Time ● School Resources and Finances ● Security Procedures

	● School Operations
Domain 4: Professional Responsibilities 30%	● Professional Conduct ● Effective Communication ● Professional Relationships ● Reflective Practices and Professional Growth

Rubric

Domain 1: Instructional Leadership for High Student Academic Performance (30%)

Performance Measures	Does Not Meet Standard (0)	Developing (1)	Meets Standard (2)		
	Assistant Principal rarely or inconsistently:	Assistant Principal sometimes:	Assistant Principal consistently:	…and builds capacity in and empowers others to partner and lead in the following areas:	…and influences others beyond the school as a leader to peers in the following areas:
Vision and Mission (Fall Check In)	● Engages stakeholders with diverse perspectives to develop, advocate for, and enact a shared vision and mission aligned to the district vision for high student achievement and postsecondary and socioemotional success supported by a culture of high expectations for all students. ● Partners with the principal to facilitate shared ownership of this vision and mission. ● Makes decisions aligned to and in support of the vision and mission. ● Clearly articulates the vision and mission to the community.				
Leadership Team (Fall Check In)	● Active member of a high-performing instructional leadership team with a diverse skill set. ● Works with this team to lead teacher teams and oversee improvement strategies.				
School Continuous Improvement (Fall Check In)	● Works with the leadership team to identify school priorities based on examining practical evidence and current practices. ● Supports the implementation of rigorous, measurable, and aligned goals for student learning based on priorities. ● Implements the School Continuous Improvement Plan (SCIP). ● Ensures alignment of instruction and school practices to goals. ● Utilizes systems to track and analyze disaggregated data by student group to implement relevant strategies for continuous improvement.				

Staff Teaming and Development (Fall Check In)	● Develops effective teams of teachers. ● Identifies effective staff and recruits them for leadership roles within the school. ● Coaches staff to develop professional capacity to impact positive student outcomes.
Staff Supervision, Feedback, and Evaluation (Winter Check In)	● Increases teacher and staff effectiveness through timely, high-quality, formal and informal observations including data, actionable feedback, coaching, monitoring IGDP, and performance evaluations to improve instructional practices.
Data-Driven Student Progress (Winter Check In)	● Works with the leadership team and key staff in implementation of data-driven, standards-based instructional planning, student engagement, interventions, and instructional rigor aligned to career and college readiness standards. ● Leads collaborative teams in tracking and analyzing multiple forms of qualitative and quantitative student data to drive instructional and intervention strategies and to monitor the effectiveness of those strategies.
Staff Professional Learning (Winter Check In)	● Collaborates with the instructional leadership team to analyze a variety of student learning results and current research to determine staff learning priorities consistent with school priorities. ● With the principal, creates and monitors multiple structures (e.g., large group, grade level, content team) for high quality professional learning. ● Ensures high-fidelity implementation of professional learning communities and professional development structures. ● Staff feedback is used to guide implementation and content of professional learning.
Foundational Artifact (Ensure this is complete this first): ● Schoolwide Continuous Improvement Plan (SCIP) ● Leadership Team Rubric ● Completed teacher evaluations Other Artifacts: ● Written mission, vision, values and beliefs statements ● Lesson plans, unit plans, and curricular materials ● Professional development materials ● Observations	Examples of Evidence: ● School vision is clearly articulated and understood by all staff ● Staff can articulate the protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) ● Teacher leaders and the leadership team focus regular discussions on student learning outcomes ● Instructional decisions, including student grouping and selection for interventions, are based on formal and informal assessments ● Classroom activities engage students in cognitively challenging work aligned to standards ● Instructional staff effectively incorporate a broad repertoire of culturally responsive pedagogical approaches into lesson plans ● Students report that they are consistently challenged intellectually ● Students who are not yet proficient are identified and supported to ensure they make progress ● Secondary students are closely tracked to ensure that they remain "on track" to graduate ● Students receive rapid, data-driven interventions matched to current needs ● Teachers report that the principal supports them to improve and to take risks ● Teachers rated as Effective/Highly Effective are retained. Teachers identified as Below Standard/Developing receive opportunities to improve and are exited if performance does not improve in a timely fashion ● Multiple staff members serve as instructional leaders in the school

Domain 2: Climate, Culture, and Safety Leadership (25%)

Performance Measures	Does Not Meet Standard (0)	Developing (1)	Meets Standard (2)		
	Assistant Principal rarely or inconsistently:	Assistant Principal sometimes:	Assistant Principal consistently:	…and builds capacity in and empowers others to partner and lead in the following areas:	…and influences others beyond the school as a leader to peers in the following areas:
Cultural Competence and Equity Leadership (Fall Check In)	<td colspan="5"> ● Develops cultural competence in the school community, including a respectful, inclusive building climate and the ability for stakeholders to interact effectively across cultures. ● Promotes culturally responsive instruction and inclusive school practices. ● Promotes and values diversity in the school community. ● Confronts biases and intolerance. ● Initiates conversations about race, diversity, and culture as well as how they may impact student learning.</td>
Systems of Support (Fall Check In)	<td colspan="5"> ● Addresses the actions of adults and/or students that violate the agreed-upon norms. ● Implements consistent and fair behavior interventions and supports that are aligned with the PBIS Schoolwide Discipline Plan. ● Ensures staff explicitly teach expectations to students. ● At least quarterly, reviews SWIS Equity reports to identify patterns of disproportionality in discipline data, and implements relevant improvements. ● Ensures support teams (e.g., SAT, mental health support, child study, etc.) are high-functioning and aligned with district expectations.</td>
Family Engagement (Fall Check In)	<td colspan="5"> ● Intentionally engages families that are historically underserved in meaningful, reciprocal, and mutually beneficial ways. ● Builds the capacity of staff to welcome all family members into the school. ● Implements timely, professional, and linguistically and culturally sensitive strategies to engage families as learning partners to set shared goals for their children's academic achievement to use research-based strategies to support their student learning at home. ● Guides staff in developing and implementing protocols to ensure frequent communication with students and parents about student's academic progress. ● Responds to family's concerns and engages in authentic dialogue with parents. ● Participates in community events.</td>
School Climate and Culture					

(Winter Check In)	● Partners with the principal to build a sense of community where all students and adults are valued. ● Fosters a shared commitment to high expectations for student and adult behaviors. ● Demonstrates confidence in the potential of every student to achieve at high levels. ● Challenges and confronts low expectations. ● Develops, enhances, and maintains positive, trusting relationships among and between stakeholders. ● Uses data to inform continuous improvements in school climate and culture. ● In collaboration with leadership, supports systems and structures that reinforce consistent school respect and safety.
Social Emotional Learning (Winter Check In)	● Facilitates structures and systems that support staff to successfully meet the range of social emotional needs of each student. ● Helps staff embed social and emotional development and learning into the school day. ● In partnership with the principal, ensures social emotional learning curriculum is taught in morning meeting / foundations / advisory, as appropriate by level. ● Supports the principal in addressing key areas of need related to students' and staff's self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. ● Fosters staff learning and implementation of practices designed to address social emotional needs.
Community Engagement (Winter Check In)	● Includes community partners in the academic success of students. ● Builds the capacity of staff to welcome all community members into the school and to share the school's vision for high student achievement with all visitors. ● Works with the principal to support and sustain external partnerships to maximize student support and services.
Foundational Artifact (Ensure this is complete this first): ● Tiered Fidelity Inventory ● PBIS Action Plan ● Schoolwide Discipline Plan ● PBIS Matrix of Expectations Other Artifacts: ● Teaching plan for behavior expectations ● Outlines of professional development ● Family newsletters ● School website ● Student recognition documents ● New family resources ● School Climate Survey results ● Observations ● SWIS data ● BOLT data ● Team roles and responsibilities document	Examples of Evidence: ● Schoolwide Discipline Plan is consistently implemented across the school ● A system of positive behavior interventions and supports is in place and is consistent with the school values ● A schoolwide recognition system exists, and students are engaged with it ● Values and expected behaviors are reinforced in daily school structures ● Students are known well by multiple adults and report a strong sense of belonging ● Students hold one another accountable for conduct ● Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences ● Staff, student, and broader community conversations about culture, diversity, and race occur regularly ● Staff dialogue about students reflects respect for students and high student expectations ● Staff dialogue about families positive perceptions of families ● Families say they feel included and invested in the school ● Volunteer activity in the school ● Students, parents, and staff report they feel respected and safe in school ● Students, parents, and teachers report that violations of the school's code of conduct are addressed swiftly and fairly ● Retention of staff

	● Well functioning teams (e.g., SAT team, Mental Health Team, PBIS team, Child Study, Attendance Team) in place ● Staff know which students are receiving interventions		

Domain 3: Organizational Management (15%)

Performance Measures	Does Not Meet Standard (0)	Developing (1)	Meets Standard (2)		
	Assistant Principal rarely or inconsistently:	Assistant Principal sometimes:	Assistant Principal consistently:	…and builds capacity in and empowers others to partner and lead in the following areas:	…and influences others beyond the school as a leader to peers in the following areas:
Focus of Time (Fall Check In)	● Ensures that instruction is focused and time is protected to support quality student learning. ● Understands and supports the planning of the building schedule in a way that maximizes the available time for instruction and collaborative planning.				
Security Procedures (Fall Check In)	● Enacts a supervision plan that facilitates high levels of student and staff safety in collaboration with the principal. ● Clearly communicates the implementation of the Emergency Operations Plan, security and emergency procedures, and decisions.				
School Operations (Fall/Winter Check In)	● Collaborates with the principal to ensure all operational systems are maintained. ● Maintains student and staff records accurately and completely. ● Ensures compliance with federal, state and district mandates. ● Partners with the principal to align school plans and operations with district expectations.				
School Resources and Finances (Winter Check In)	● Understands and strategically supports the management of resources (e.g., time, money, technology) in alignment with high-priority goals for student learning. ● Supports the principal in hiring and staffing to meet the needs of the school.				
Foundational Artifacts (Ensure this is complete this first): ● Budget ● Building Schedule	Examples of Evidence: ● School can effectively respond to any claims of violations of rules and regulations ● Staff can articulate focus on district initiatives and how they align with school goals				

| | School Calendar
• Emergency Operations Plan
Other Artifacts:
• Observations | • Students and staff report feeling safe at school
• Situation Report process is effectively followed
• Campus records (e.g., discipline, grades, attendance, etc.) are up-to-date and accurate. |

Domain 4: Professional Responsibilities (30%)

Performance Measures	Does Not Meet Standard (0)	Developing (1)	Meets Standard (2)		
	Assistant Principal rarely or inconsistently:	Assistant Principal sometimes:	Assistant Principal consistently:	…and builds capacity in and empowers others to partner and lead in the following areas:	…and influences others beyond the school as a leader to peers in the following areas:
Professional Conduct (Fall Check In)	• Models appropriate personal, professional, and ethical behavior that is respectful and fair. • Regularly maintains sound judgment and self-control in difficult situations and is attentive to others' emotional needs. • Maintains a relentless focus on student achievement. • Identifies and employs solutions to challenges. • Embraces changes that are in the best interest of students. • Empathetically and professionally responds to staff as they raise questions, doubts, and feelings about change and as they adapt to change. • Maintains calm leadership in times of crisis. • Meets deadlines consistently.				
Effective Communication (Fall Check In)	• Demonstrates strong interpersonal, communication, and facilitation skills for multiple audiences. • Conducts and supports effective two-way written and verbal communication with all stakeholders. • Communicates clearly and effectively resulting in timely, responsible sharing of information to, from, and with school staff, parents, students, and community. • Demonstrates active listening skills. • Utilizes input and feedback from stakeholders to increase student achievement.				
Professional Relationships (Winter Check In)	• Builds positive relationships with stakeholders. • Instills a sense of trust.				

	● Collaborates effectively and respectfully. ● Demonstrates and models respect for the identities and roles of others. ● Resolves conflicts through effective problem solving. ● Regularly provides opportunities for staff members to express opinions. ● Resolves school-based problems in a fair way. ● Discusses with staff and implements solutions to address potentially discordant issues. ● Is visibly present and actively connects with others.
Reflective Practices and Professional Growth (Winter Check In)	● Sets a personal growth goal. ● Models self-awareness and reflection. ● Seeks and processes data and feedback to identify strengths and areas for growth, and adapts leadership practices. ● Plans for and engages in relevant learning opportunities aligned with student needs, and then implements learning to improve educational practices and professional growth. ● Accepts personal responsibility for mistakes.
Other Artifacts: ● Staff surveys ● Observations	Examples of Evidence: ● Meetings are characterized by open discourse and respectful behavior ● Staff report feeling able to speak their minds without fear of consequence ● Staff are supported through change processes ● Staff meetings include specific structures and protocols for encouraging multiple voices before decisions are made ● Meetings have a clear purpose and are well-run with participants demonstrating active engagement