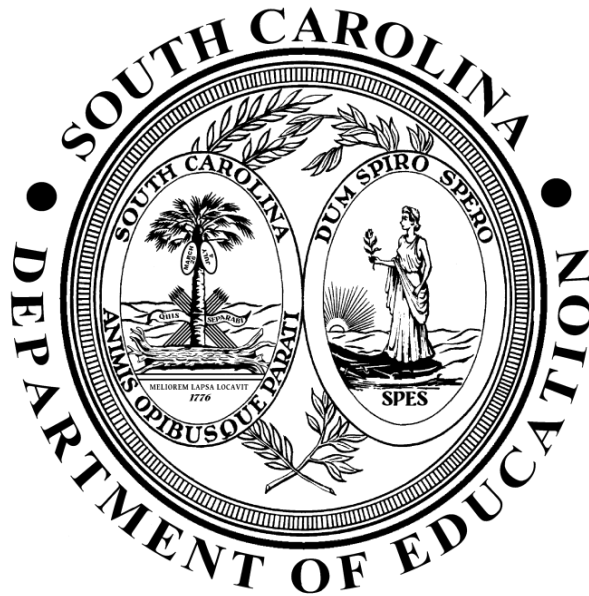


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION
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Optional Assistant Principal Evaluation Process Guidance

June 2022

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Rationale for Goals-Based Assistant Principal Evaluation

The South Carolina Department of Education (SCDE) recognizes the essential role that school leadership teams play in supporting effective instruction, creating a safe and inclusive school culture, and maintaining systems and communicating in ways that set students, families, and teachers up for success. Assistant principals (APs) are central to the day-to-day work of running a successful school. Although the SCDE does not require a specific AP evaluation tool, District Human Resources and leadership staff, principals, and assistant principals from around the state have reached out to the SCDE asked for guidance on the best ways to evaluate and support the growth of assistant principals. In particular, new principals have asked for examples of how have conversations with APs about their contribution to school goals and student growth. This guidebook provides a practical, flexible, and optional tool districts and principals can use to give real-time feedback to APs.

Effective support of APs is a way of thinking. When done well, it's a natural part of building capacity in the entire leadership team. Depending on the context and number of administrators onsite, it looks different in different schools. In districts that have strong grow-your-own development programs for aspiring principals, expectations for how principals support APs' growth may already be in place. This document provides a framework for the process of supporting the development of APs that is flexible enough to work in any setting.

Because most APs prepare for their entrance into school leadership through leadership certification programs that are focused on preparing future principals, their training doesn't always prepare them for the unique challenges of their role. The Optional AP Evaluation process supports APs to grow where they are and prepares them to be ready for a principal position while serving the needs of the school. Equally importantly, using this process will generate meaningful conversations between a school's principal and AP(s). Strong communication between an instructional leadership team creates a clarity of purpose that provides a foundation for strong feedback and collaboration to improve teaching and learning.

The principal evaluation process (PADEPP) is designed to be a cycle of continuous improvement where principals play an active, engaged role in their own professional growth and development. This model sets up a similar but more targeted process for APs. The research demonstrating the importance of the school's principal when it comes to improving student achievement is clear, but increased expectations and challenges make it difficult for the principal to act as the sole instructional leader in the building. Schools that commit to giving feedback to develop their own "principal ready" APs are equipped to increase student achievement and equitable access to effective instruction even in cases where the AP has no desire to lead their own building.

Finally, APs are in a unique role: even as they are finding their way as leaders, they are often the face of school leadership for students, families, and teachers. They are on the front lines of addressing issues of instruction, school culture, faculty collaboration, and discipline. They can be champions for equitable access to high quality curriculum and instruction or barriers to access. They can model how to create a safe, consistent, inclusive learning environment, or they can reinforce patterns of exclusionary discipline. They can create schools where parents feel welcomed and informed, or they can be sources of miscommunication. The Optional AP Evaluation tool is designed to help principals and districts set APs up as successful leaders.

How to Use This Resource

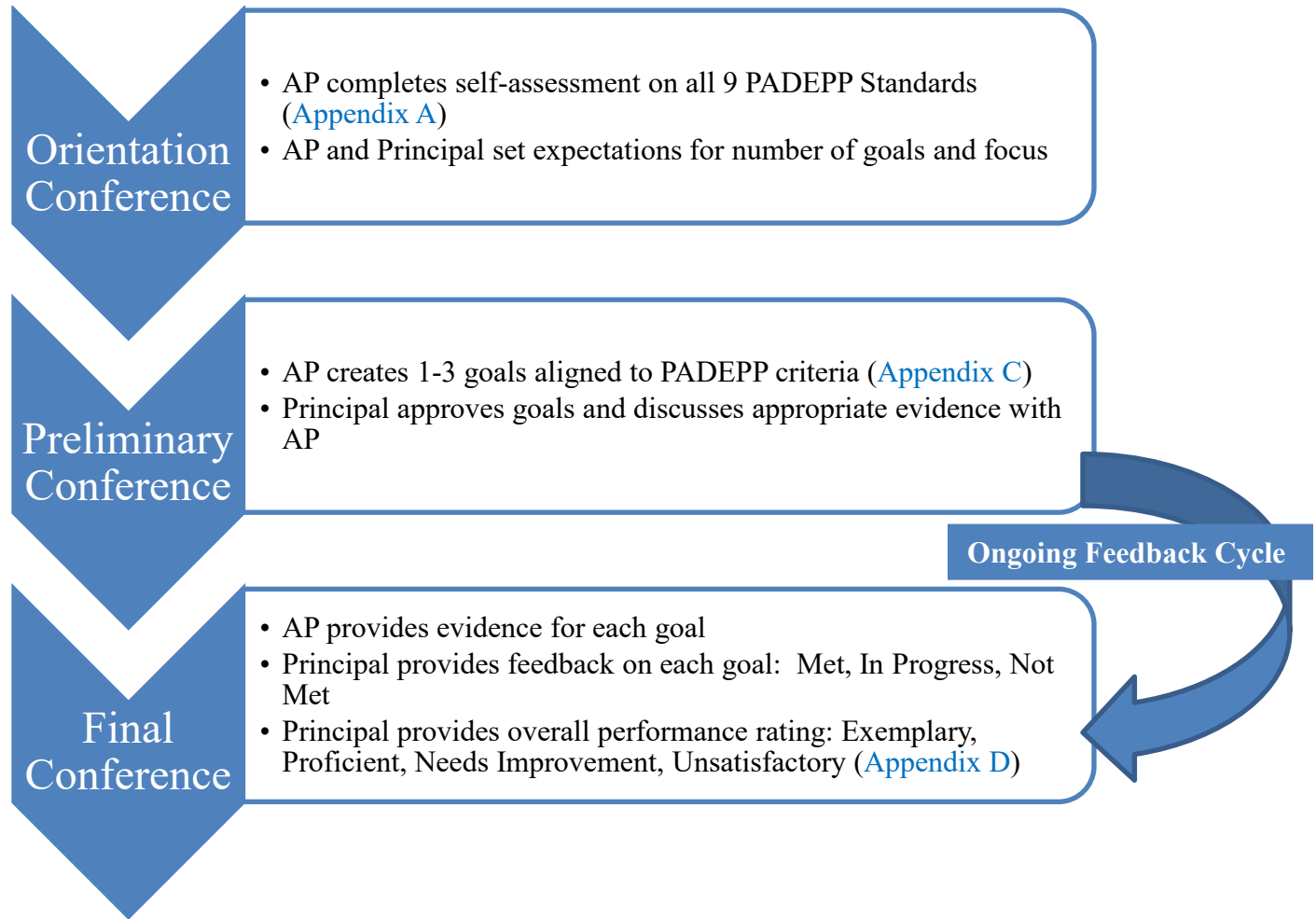
There is no required evaluation tool for APs in South Carolina statute or regulation. The role of the AP and the evaluation process varies from district to district, and even school to school.

This goals-based framework for professional growth is designed to give APs feedback based on their performance related to the principal leadership standards. The principal will review evidence of the AP's leadership practices aligned to goals and determine a performance rating using the Goals-Based Scoring Rubric (Appendix D). The process is very similar to a teacher's Professional Growth and Development plan, yet it incorporates criteria from the principal evaluation standards.

It takes a strong principal to focus on leading a great school while improving the leadership performance of an AP; therefore, it is imperative that this evaluation tool help principals do that very thing. Principals can develop their AP's capacity while cultivating collective leadership. This requires principals to have processes and systems in place to manage talent. These processes and systems allow instructional leadership teams to move in the same direction at the same time and for the same purpose.

Finally, we recognize that coaching APs take time. Our goal is to create something simple and efficient, not a tool that's so complicated and time consuming that districts and principals hesitate to get started. This goals-based evaluation process simply asks the AP to set 1-3 goals connected to related leadership criteria (Appendix E). The principal is responsible for giving meaningful, growth-focused feedback. Districts have the flexibility to set the timeline (some suggested timeframes are included), requirements, and select criteria aligned to the district and school strategic plans.

AP Evaluation Process



Self-Assessment *June–September*

Reflecting on professional practice is an important part of the growth process and it helps the AP get a broad sense of where they are and what leadership standards are most closely connected to his or her role. The self-assessment on all nine PADEPP standards ([Appendix A](#)) will be discussed at the Orientation conference to calibrate the principal and AP on the AP's professional growth strengths and areas for development.

Orientation *June–October, potentially after principal's PADEPP Orientation*

This meeting allows the principal and AP to get on the same page about the process, evaluation timeline and criteria for successfully completing the evaluation. If there are multiple APs, a single can be held for all APs at the same time. Orientation should include the APs self-assessment on all nine PADEPP standards, even though the evaluation will only focus on a few criteria.

Goal Setting

September–October

After the orientation, the AP begins drafting goals for approval. This process is similar to the professional growth and development plan for other educators. The principal can approve goals as is or make suggestions. The strength of this process is the opportunity for principals and APs to collaborate on shared responsibilities for student growth. The principal is modeling collaboration and building capacity in hopes the AP will replicate this process as they work with other teams to attain their goals. No more than three goals should be submitted for approval. One goal could be aligned to school goals, one could be aligned to the AP’s job responsibilities, and one goal could be a professional growth goal that will mutually enhance and strengthen the AP and school.

Sample goals can be found in [Appendix C](#). Sample “looks like/sounds like” AP-level criteria aligned with the PADEPP standards can be found in [Appendix E](#).

Preliminary Approval Conference

October–December

The conference confirms the APs professional growth and development goals and clarifies the PADEPP standard with which they will be aligned. Evidence and artifacts should be discussed at this time.

Feedback Cycle

November–May

The feedback cycle is not a singular event. Ongoing feedback on goals, dialogue, and professional learning opportunities will support clear expectations and the growth of the AP. These are times to engage in conversations about direction, process, and priorities such as personalized learning, collective leadership, or equitable access to effective instruction..

Final Conference

April–June

The principal and AP meet to evaluate goal attainment based on evidence collected by the AP and principal and the criteria determined during goal setting. The principal provides feedback on each goal (met, in progress, not met) and provides an overall performance rating based on a preponderance of evidence (Exemplary, Proficient, Needs Improvement, Unsatisfactory). The sample End of Year Rubric can be found in [Appendix D](#).

Guidance for APs on Goal Setting

The purpose of developing a goal is to better yourself and improve your school. Growth in self-confidence, self-awareness, your leadership skill set, and strong relationships are the byproducts of goal setting. Making progress on meaningful work and autonomy are great motivators.

Goals should be purposeful and intentional to allow you to stay focused on a big picture (area of focus) rather than getting sidetracked in the day-to-day execution of your role. In most cases, it is not appropriate to evaluate an AP on all the PADEPP Standards and Indicators. This tool suggests no more than three goals aligned with one PADEPP criteria and one or more of these categories:

1. **Professional Growth Goal:** A self-improvement goal that helps you determine where your talents lie and where you can develop further. This is similar to the goal principals set around their strengths and weaknesses in PADEPP.
2. **Job Responsibilities Goal:** A goal aligned with your specific role and special projects. This is often a place to consider the AP's role in providing equity access to effective instruction or building capacity through collective leadership of a project or initiative.
3. **School Improvement Goal:** A goal aligned to one of the principals' goals, a school goal, or a student growth goal. These goals reinforce specific ways the AP is responsible for helping the principal and contributing to school improvement.

Sample goals can be found in [Appendix C](#).

Appendix A: AP's Self-Assessment Form

AP's Name: _____ School Year: _____

School: _____ District: _____

Performance Standard	Rating (Exemplary, Proficient, Needs Improvement, or No Evidence)	Comments
Vision		
Instructional Leadership		
Effective Management		
Climate		
School/Community Relations		
Ethical Behavior		
Interpersonal Skills		
Staff Development		
AP's Professional Development		

AP Signature

Date

Principal Signature

Date

Appendix B: Template for AP Professional Growth and Development Plan

AP Professional Growth & Development Plan (PGDP)

Section I.

AP Name:	School:
Evaluator Name:	School Year:

Section II. Professional Goal (Section II can be copied and repeated for multiple goals)

Goal Name: PADEPP Standard and Criteria:
Goal: <i>Should be SMART: Specific, Measurable, Achievable, Relevant, Time-bound</i>
Goal Strategies: <i>What will I do to accomplish my goal?</i>
Goal Outcome: <i>What good will result when this goal is accomplished?</i>
Goal Evidence: <i>Evidence that the evaluator will consider in determining goal progress or accomplishment. Evidence may be added as attachments.</i>
Goal Alignment: <i>Reflect on how this goal is related to Professional Growth, Job Responsibilities, or School Improvement. Check all that apply</i> Professional Growth <input type="checkbox"/> Job Responsibilities <input type="checkbox"/> School Improvement <input type="checkbox"/>

Section III. Progress Monitoring

Comments

Conference	Date	AP Signature	Principal Signature
Orientation			
Preliminary Conference			
Final Conference			

Appendix C: Sample Assistant Principal Goals

SAMPLE GOAL #1 – ACHIEVEMENT GAP

AP Professional Growth & Development Plan (PGDP)

Section I.

AP Name:	School:
Evaluator Name:	School Year:

Section II. Professional Goal

<p>Goal Name: Targeting Opportunity Gaps (Equity) – Specifically, bring more students of color into the AP Program and build support systems (Collective Leadership).</p> <p>PADEPP Standards and Criteria Standard 3: Effective Management – Identifies resources, utilizes support services, and develops plans to assist in closing equity gaps and sets challenging goals.</p>
<p>Goal: Second semester (January 2023) enrollment by students of color in the AP Program will increase by 10%.</p>
<p>Goal Strategies</p> <ul style="list-style-type: none"> In September, I will meet with AP teachers to gather suggestions for goal attainment. Additionally, I will meet with Student Government and ask for their support and ideas. We will also visit the Black Student Alliance, the Latin Students Unidos, and the Student Council to learn of the obstacles to enrollment. Once input is gathered, we will determine a course of action that could include the following. <ul style="list-style-type: none"> Address expectation, parental pressure and discomfort of not having classmates who look like them. Develop a shadowing program for AP potential students, recruiting stations at sporting events and performances, scholarships for AP test fees. Recruitment fair at middle school, more protocols for identifying AP potential students, and more intentional process for dropping AP classes if students struggle.
<p>Goal Outcome More AP potential students of color will have access to Advance Placement because of identification (looking at PSAT scores and class records) and recruitment efforts.</p>
<p>Goal Evidence</p> <ul style="list-style-type: none"> Were the goal strategies implemented Did enrollment in AP program by students of color improve by 10%? If so, specifically why did this happen (survey)? Were others (teachers, students, parents) involved in the process? (agendas)
<p>Goal Alignment <i>Reflect on how this goal is related to Professional Growth, Job Responsibilities, or School Improvement. Check all that apply</i></p> <p>Professional Growth <input type="checkbox"/></p> <p>Job Responsibilities <input checked="" type="checkbox"/></p> <p>School Improvement <input type="checkbox"/></p>

SAMPLE GOAL # 2 – INSTRUCTIONAL FRAMEWORK

AP Professional Growth & Development Plan (PGDP)

Section I.

AP Name:	School:
Evaluator Name:	School Year:

Section II. Professional Goal

Goal Name: Improve access to high quality teaching and curriculum with the implementation of an Instructional Framework
PADEPP Standards and Criteria Standard 2: Instructional Leadership - Collects anecdotal data and analyzes the needs of teachers to improve instruction by conducting high-quality classroom observations
Goal: By May 2023, observations will capture evidence of increased effectiveness in Presenting Instructional Content, Thinking, and Academic Feedback on the SC Teaching Standards Rubric.
Goal Strategies <ul style="list-style-type: none">Developing an Instructional Framework, to include;<ul style="list-style-type: none">PLC's: Based on needs assessment, a learning skill and resource will be selected for PLC sessionI will introduce the four PLC questions worksheets and process to grade level teamsClassroom Walk-Through/Observations with Monthly Themes (areas of focus)The admin team (my lead) will gather teacher input on establishing protocols and setting area of focus per staff input.I will develop a calendar and schedule roundsI will discuss walk-through rounds data during PLC's and remind admin team of providing timely feedback for our teachers.
Goal Outcome With an Instructional Framework, we will be closer to our goal of ensuring equal access to high-quality teaching and culturally relevant curriculum for all students.
Goal Evidence <ul style="list-style-type: none">A calendar will be developed for monthly themes based on instructional needs.PLC agendasGrade and/or Content teams will have completed the four PLC question worksheet per unit.
Goal Alignment <i>Reflect on how this goal is related to Professional Growth, Job Responsibilities, or School Improvement. Check all that apply</i> Professional Growth <input type="checkbox"/> Job Responsibilities <input type="checkbox"/> School Improvement <input checked="" type="checkbox"/>

SAMPLE GOAL #3 – SHARE PRINCIPAL’S MTSS GOAL – SCHOOL IMPROVEMENT

AP Professional Growth & Development Plan (PGDP)

Section I.

AP Name:	School:
Evaluator Name:	School Year:

Section II. Professional Goal

<p>Goal Name: Teachers will develop standards-based assessments, use data to monitor progress and develop tier-two and tier-three supports aligned with the schools MTSS model.</p> <p>PADEPP Standards and Criteria Standard 2: Instructional Leadership - Sets expectations for staff goals regarding differentiating instruction, assessing student work, monitoring student progress, aligning instructional strategies with student performance standards, and applying research-based strategies</p>
<p>Goal: By June 2023, 80% of K-8 teachers will meet their SLO goals based on analysis of teacher-, district-, and school-created, standard-based assessments.</p>
<p>Goal Strategies Call upon content/grade level teams to develop agreed upon processes for the following:</p> <ol style="list-style-type: none"> 1. Curriculum Implementation <ol style="list-style-type: none"> a. Schedule grade level meetings, calendar PD and submission of data sheets b. Communicate dates for submission and provide feedback on student data 2. Assessment Data Meetings <ol style="list-style-type: none"> a. The leadership team sets dates for implementation of the date cycle. b. Present to staff and invite feedback and action plans c. Teachers will set learning goals for students based on standard based assessment d. Identify and model high stake strategies for instruction during data and grade level planning meetings. e. Monthly check-in with teachers around assessment data. 3. My part in supporting the Principal’s Student Growth Goal <ol style="list-style-type: none"> a. Content Data Monthly Meetings b. Create monthly and annual calendar c. Administrative review of teacher’s ideas for performance tasks for student learning, developing corrective instruction, ensuring the reassessment of standards. d. Ensure leadership team analyzes data and sets goals
<p>Goal Outcome As a result of using data to monitor progress and using the tier two and tier three supports identified through MTSS, we will have improved student outcomes for all students. Utilizing collective leadership to support the process will improve teacher motivation and efficacy (and hopefully retention) because those closest to the work are involved in developing the process.</p>
<p>Goal Evidence</p> <ol style="list-style-type: none"> 1. Monthly agenda for leadership team data analysis. 2. Following teacher participation in data meetings, teachers will recommend and implement strategies for corrective instruction within content team agendas. 3. Monthly and annual calendar for data meetings. 4. During admin meetings (set calendar), lead discussions on teacher-created, content-specific, action plans.

Goal Alignment

Reflect on how this goal is related to Professional Growth, Job Responsibilities, or School Improvement. Check all that apply

Professional Growth ☐

Job Responsibilities ☐

School Improvement ☒

Note, this goal aligns with the principal's student growth goal

SAMPLE GOAL #4 – MORALE AND COLLECTIVE LEADERSHIP**AP Professional Growth & Development Plan (PGDP)****Section I.**

AP Name:	School:
Evaluator Name:	School Year:

Section II. Professional Goal

Goal Name: Improve teacher morale by allowing those closest to the work to have input on implementation of the school's vision.

PADEPP Standards and Criteria

Standard 4: Climate - Strives to develop and maintain excellent rapport with personnel, listens to and considers their suggestions and complaints, and responds appropriately

Goal:

During the 2022-2023 SY, I will develop an Instructional Leadership Team (ILT) that meets monthly. In each meeting the ILT will focus at least 80% of our time on topics and issues related directly to improving teaching and learning.

Goal Strategies

- Instructional Leadership Team (ILT) will be composed of admin and grade level teachers
- All teachers can have input for ILT by providing responses on a form that will be given to each department chair or admin.
- The form will garner feedback regarding Professional Learning and any concerns that should be addressed by the ILT.
- The goal of ILT is to support all teachers to help increase the academic achievement of our students.
- ILT will make suggestions for the PD calendar based on the needs of the school and staff.

Goal Outcome

- Staff morale will improve because they feel invested in the school vision and professional learning
- Student achievement improves when staff morale is high
- A culture of retention will be established

Goal Evidence

- ILT calendar and minutes
- Survey the staff two times per year to determine if the ILT is effectively communicating and implementing goals with fidelity
- Professional development calendar

Goal Alignment

Reflect on how this goal is related to Professional Growth, Job Responsibilities, or School Improvement. Check all that apply

Professional Growth ☒ x

Job Responsibilities ☐

School Improvement ☐

SAMPLE GOAL # 5 – SAFE AND INCLUSIVE LEARNING ENVIRONMENT**AP Professional Growth & Development Plan (PGDP)****Section I.**

AP Name:	School:
Evaluator Name:	School Year:

Section II. Professional Goal

Goal Name: Sample School is committed to establishing and maintaining a positive, safe, and inclusive learning environment for all students while eliminating disproportionate referrals/suspensions.

PADEPP Standards and Criteria

Standard 9: AP Professional Development - Exhibits leadership skills and characteristics reflective of the principalship

Goal:

By May 30, 2023, Sample School will develop a strategic approach for eliminating disproportionate referrals/suspensions.

Goal Strategies

- AP will chair the Equity Team and set up Admin professional learning
- Sample Schools' equity team (collectively lead) will establish a monthly protocol to unpack discipline data and conduct in-depth analysis which includes identifying trends and patterns.
- Sample School's admin team will engage in quarterly professional learning focused on diversity, equity, and inclusion as well as effective discipline practices.
- Quarterly PLC meetings will be used for the equity team to report on discipline data trends to staff. Additionally, the admin team will report out (from professional learning) during the same session on effective discipline practices related to diversity, equity and inclusion.

Goal Outcome

- A drop-in lost instructional time should produce academic gains for affected groups
- Teachers start to use best practices, not because they are told to, but because they are aware of data trends on disproportionate suspensions and have implemented research-based best practices related to diversity, equity, and inclusion.
- Admin team will develop strategic processes for the purpose of eliminating disproportionate referrals/suspensions.

Goal Evidence

- Administrators take action based on data from quarterly professional learning sessions (EOY survey)
- Report during quarterly PLC meetings based on professional learning in admin team (agendas)
- Data reflecting lower rates of referrals and days out of class for suspensions (both in and out of school)

Goal Alignment

Reflect on how this goal is related to Professional Growth, Job Responsibilities, or School Improvement. Check all that apply

Professional Growth ☒ – Take on greater leadership responsibility (aspire to be a principal)

Job Responsibilities ☐

School Improvement ☐

SAMPLE GOAL # 6 – MTSS: EXCELLANCE FOR ALL STUDENTS**AP Professional Growth & Development Plan (PGDP)****Section I.**

AP Name:	School:
Evaluator Name:	School Year:

Section II. Professional Goal

Goal Name: MTSS: Ensure Educational Excellence for Each and Every Student:

PADEPP Standards and Criteria

Standard 8: Staff Development - Facilitates data teams, PLC's, leadership teams, etc.

Goal:

By May 30, 2022, Sample School will demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is responsive, strengths-based, and differentiated to meet the learning needs of all students.

Goal Strategies

- I will support the principal by establishing a MTSS team that is representative, meets regularly and monitors school-wide tiered instruction and support. The MTSS team monitors student progress to evaluate effectiveness of tiered instruction and support.
- Utilizing collective leadership, the MTSS team will develop a school wide decision-making process that includes multiple data points to tier supports for students based on student growth/performance benchmarks.
- Structures and procedures for collaboration will be established so that teacher teams optimize learning; specifically, responsive instructional strategies that relate to students' stories, strengths, and needs.
- The MTSS team and teachers will collectively develop responsive instructional strategies for students above, at, and below grade level standards. Teachers will work to revise lesson plans based on multiple measures of student growth data.

Goal Outcome

- Implementation of multi-tiered systems of support (MTSS) will improve school and classroom climate as well as student outcomes.
- Equal access to effective instruction is a cornerstone of a MTSS framework
- Many students who receive high quality core instruction will succeed without the need for additional interventions.

Goal Evidence

- The admin team and MTSS team will review effectiveness of tiered instruction and supports.
- We will use multiple data points (i.e., formative assessments and missed instruction log reports) to make decisions on tiered supports for students.

<ul style="list-style-type: none"> • Teacher team developed collaboration calendars • During collaboration time, teacher teams will review student data to inform their teaching (Agendas) • Collect artifacts that demonstrate instructional strategies for students above, at, and below grade level standards.
<p>Goal Alignment <i>Reflect on how this goal is related to Professional Growth, Job Responsibilities, or School Improvement. Check all that apply</i></p> <p>Professional Growth <input type="checkbox"/> Job Responsibilities <input checked="" type="checkbox"/> School Improvement <input type="checkbox"/></p>

Appendix D: End of Year AP Scoring Rubric

Score	Criteria
Exemplary 4	<p>The educator set up rigorous goals(s); skillfully assessed and monitored progress; and strategically revised the plan in response to ongoing progress monitoring.</p> <p>Comprehensive evidence and artifacts aligned to the goals have been presented.</p>
Proficient 3	<p>The educator set up attainable goals(s); assessed and consistently monitored progress; and adjusted the plan in response to progress monitoring.</p> <p>Evidence and artifacts aligned to the goals have been presented.</p>
Needs Improvement 2	<p>The educator set up goals(s); assessed and inconsistently monitored progress; or inconsistently or inappropriately adjusted the plan.</p> <p>Evidence and artifacts were presented, but not necessarily aligned to or sufficient to meet the goals.</p>
Unsatisfactory 1	<p>The educator inconsistently assessed, failed to monitor progress; or failed to adjust the plan.</p> <p>Limited evidence and artifacts were presented, but they were not aligned to the goals or did not show evidence of success.</p>

Appendix E: Examples (Looks like/Sounds Like) for each PADEPP Standard

Note, principals and APs may use this tool as a reference to select, adapt, or envision criteria that describe the AP's specific professional growth and development goals.

Standard 1: Vision

An effective AP fosters the academic success and well-being of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Proficient PADEPP Criteria	Looks like/ Sound like for Exemplary or Proficient AP Performance
Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.	<ul style="list-style-type: none">Assists in the development of or supports the existing vision and mission of the schoolFosters an environment in which students, staff, and community as a whole assume responsibility for the school's vision, mission, and valuesEnsures that the vision, mission, values, beliefs, and goals of the school are developed through a collaborative process including staff and other stakeholder groups
Collaborates with some stakeholders, or informs stakeholders, about goals, plans, and priorities consistent with the vision of the school in order to foster the academic growth and well-being of each student.	<ul style="list-style-type: none">Implements and creates ideas to support the mission and visionAligns the school vision and mission with his/her specific goals for school improvementMobilizes others to fulfil the vision and mission of the schoolEnsures that the school staff collaboratively implements strategies to address the school's vision, mission, and strategic goalsInspires and gains the commitment of others regarding the school's goals as an extension of the district mission, vision, and values
Communicates the vision, goals, plans, and priorities to staff, students, parents, and community.	<ul style="list-style-type: none">Understands and articulates the vision and mission to other stakeholdersEffectively communicates the vision and motivates others to participate in activities that promote that vision
Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.	<ul style="list-style-type: none">Assumes a leadership role in updating the school's vision, mission, and strategic goals based upon data and needs

Standard 2: Instructional Leadership

An effective AP fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Proficient PADEPP Criteria	Example AP-level Criteria
Generally sets and communicates high expectations for the depth, rigor, and relevance of curriculum and instruction for each student.	Goal Setting <ul style="list-style-type: none">• Sets expectations for staff goals regarding differentiating instruction, assessing student work, monitoring student progress, aligning instructional strategies with student performance standards, and applying research-based strategies• Verbally communicates, with clarity, the expected behaviors and goals for improved performance and confidence• Helps teachers and other staff find resources needed to reach individual and team goals• Holds teachers accountable for achieving their goals, modeling school values and strong character• Empowers teachers and students to contribute to clear, high and demanding academic and behavior expectations for every student that are reflected in daily instruction• Promotes the district's expectation for improved teaching through effective planning, best practices, and creative scheduling• Reinforces instructional initiatives through school wide activities, implementation of the district's approved curriculum, clear, consistent, and frequent communication with staff, and consistent and objective use of data for decision making• Implements a school wide instructional approach that is reflective of input from staff, aligned to student performance standards, supported by research, and enhanced using appropriate technologies• Employs a learning environment where staff initiates classroom-based changes based on discussions with colleagues and results of data analysis, makes corrections to their instructional approaches based on personal reflection, and uses evidence-based strategies appropriate for addressing school and student needs• Understands the scope and sequence of the various subject areas in order to be an effective resource to teachers and parents

	<ul style="list-style-type: none"> • Demonstrates knowledge of curriculum and instruction • Serves as a resource person to the principal, teachers, parents, and others concerned with the instructional materials and methods, suggesting methods appropriate to individual needs, and other aspects of the school program • Leads, as well as empowers others, in regular monitoring of a coherent standards-based curricular and instructional program to deliver rigorous academic content to all students • Demonstrates a rich knowledge of effective instructional practices, as identified by research on best practices, to support and guide teachers in data-based decision making regarding effective practices to maximize student success • Stays abreast of evidence-based practices associated with improved student learning • Uses current best practices research to inform instruction and policy decisions • Develops a strong knowledge base of accepted administrative practices and can recognize effective instructional practices • Models effective practices or directs teachers to specific resources related to the teachers' needs for instructional improvement • Provides a multi-tiered support system that is a model for targeting resources and yielding student success • Ensures that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring • Solicits input and collaboration with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students • Supports the administration of multiple forms of assessments school wide, to measure and improve teaching and learning • Assists the principal in assessing the instructional program • Assists or directs the assessment process of student performance, is aware of the testing results and impact on future instruction, and can help teachers use data to make instructional decisions
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<p>Analyzes assessments and ensures the use of that data and limited educational research to provide systems of intervention and enrichment.</p>	<ul style="list-style-type: none"> • Monitors lesson plans and provides explicit feedback <p>Goal Setting</p> <ul style="list-style-type: none"> • Leads in the development of student outcomes and educator goals • Communicates a belief in high measurable goals/outcomes for students • Holds all staff accountable for setting and achieving rigorous performance goals for all students and empowers staff to achieve these goals across content areas • Holds teachers accountable for having high expectations and making students reach their full potential <p>Using Data</p> <ul style="list-style-type: none"> • Assists in the collection, reporting, analyzing, and reviewing of pertinent data • Supports the teachers by helping them effectively use student and staff performance data to drive improved teaching and learning • Identifies data sources or tools used to gain or retrieve data • Interprets data, identifies problems, and develops goals and strategies to implement effective next steps • Uses data to determine, or leads a group of teachers/peers in understanding what data means to accomplish school wide goals • Presents and interprets data to parents and community groups to build buy-in from diverse stakeholders • Uses data from a wide range of credible sources to accurately assess areas for improvement in procedures, policies, and teaching methods <p>School Wide Testing</p> <ul style="list-style-type: none"> • Effectively serves as the school wide testing coordinator and adheres to all security requirements • Helps to coordinate and monitor school testing programs and analyzes and interprets test results to teachers, parents, and students <p>Special Education</p> <ul style="list-style-type: none"> • Serves as the Local Education Agency (LEA) • Ensures accurate and appropriate Individualized Education Programs (IEP's) and 504 Plans • Assists teachers with planning the instructional programs for students with special needs, attends IEP meetings as requested, and assists with securing services for homebound students with special needs
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	<ul style="list-style-type: none"> • Participates in special education placement staffing for students <p>Specialized Instructional Programs</p> <ul style="list-style-type: none"> • Effectively uses data to determine implementation and management of specialized instructional program(s) (include all that apply) <ul style="list-style-type: none"> o Multi-tiered Systems of Support (MTSS) o Read to Succeed o Awards Programs o Attendance Recovery o Summer School o Saturday School o After School tutoring/programs o Mentoring clubs after school o and any others
Routinely observes staff and assists in the implementation of effective teaching and assessment strategies that support the needs most students and promote learning.	<p>Goal Setting and SLOs</p> <ul style="list-style-type: none"> • Works collaboratively with teachers to establish individual performance and development goals that are specific, realistic, measurable, and timebound • Supports teacher SLOs that are evidence-based, student centered, meet required criteria, and align with school priorities • Creates conditions leading to teacher ownership of the SLO process with teachers regularly co-developing SLOs as appropriate, sharing results, and strengthening SLOs • Cultivates the SLO process where teacher SLOs align with district priorities and serve as exemplary models • Assists the teachers in setting student learning goals that are measurable, rigorous, consistently addressed, aligned with district priorities, and based on multiple sources of information • Holds staff accountable for achieving student learning goals <p>Coaching</p> <ul style="list-style-type: none"> • Assists teachers in identifying growth areas needed in their instructional delivery or behavioral management techniques • Provides clear written communication of expected behavior and goals • Monitors professional growth plans based upon teacher performance

	<ul style="list-style-type: none"> • Regularly gives staff timely, clear, and actionable feedback based on observations, other evidence sources, and evaluation criteria • Provides performance feedback to teachers that is actionable and timely • While engaging in observations and feedback cycles, identifies specific instructional strengths and effective teaching practices of a teacher, and provides targeted and accurate feedback • Provides data-based feedback on instructional practices to teachers • Collects anecdotal data and analyzes the needs of teachers to improve instruction by conducting high-quality classroom observations • Provides regular performance feedback to a group of teachers or a subject area team • Observes classroom instruction in relation to teacher lesson plans and provides constructive feedback to assist teachers in professional development • Consistently coaches teachers towards goals, recognizes accomplishments and provides timely, relevant, and constructive feedback • Supports systems to improve instruction including regular observing, coaching, modeling for and teaching staff how to improve their skills <p>Supporting Struggling Teachers</p> <ul style="list-style-type: none"> • Identifies teachers who need to improve their instruction and helps them address those needs • Identifies teachers who are struggling based on teacher data from observations and other sources • Develops a plan to assist and support teachers in improving instruction • Works with specific teachers who are struggling to improve instruction • Holds difficult/challenging conversations with teachers who are struggling to improve instruction • Holds meetings with teachers who are not meeting high expectations • Having hard conversations with staff • Appropriately documents and addresses weak performance, including intervention plans when needed, leading to improved performance or other appropriate outcomes
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<p>Monitors and evaluates the effectiveness of most instructional programs and technology to promote the growth of students.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Consistently uses evaluation results for individual and school growth and to inform school improvement planning <p>Specialized Instructional Programs</p> <ul style="list-style-type: none"> Effectively monitors the specialized instructional program(s) of: (include all that apply) <ul style="list-style-type: none"> Multi-tiered Systems of Support (MTSS) Read to Succeed Awards Programs Attendance Recovery Summer School Saturday School After School tutoring/programs Mentoring clubs after school and any others <p>Using Technology</p> <ul style="list-style-type: none"> Assisting teachers in effective implementation of technology to support student learning Effectively managing the inventory of technology devices and software Demonstrates competency in all required technology applications Displays a working knowledge of PowerSchool, websites, and other programs Conducts training on technology to ensure proper and effective integration in the classroom
<p>Collaborates with teachers and staff to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.</p>	<ul style="list-style-type: none"> Ensures that parents and school staff members collaborate on student learning objectives Supports teachers to implement the Profile of the SC Graduate Competencies

Standard 3: Effective Management

An effective AP fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Proficient PADEPP Criteria	Example AP-level Criteria
Often seeks or adequately manages and allocates resources to achieve school and district goals according to relevant local, state, and federal requirements.	Textbooks: <ul style="list-style-type: none">• Implements an appropriate textbook management system• Ensures an accurate assignment of textbooks Completion of Reports: <ul style="list-style-type: none">• Assists in the completion of school reports• Prepares materials for various audits including civil rights, vocational programs, etc.• Prepares various records and forms such as AdvancED, grants, school renewal reports, Title I, incident reports, textbook orders, inventories, etc.• Utilizes school and district procurement procedures to acquire needed goods and services• Possesses an awareness and understanding of the budgetary process• Assists in setting instructional and programmatic school budgets Equity Gaps: <ul style="list-style-type: none">• Identifies equity gaps that exist within the school• Advocates, articulates, and discusses equity gaps with the faculty and staff with ease and with a strong comfort level and creates a sense of urgency in preparing all students for college and career readiness• Identifies resources, utilizes support services, and develops plans to assist in closing equity gaps and sets challenging goals• Identifies tools to assist in monitoring the closing of equity gaps
Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs and assessment data to optimize the professional capacity of most staff	Scheduling: <ul style="list-style-type: none">• Assists in the scheduling and assigning of students and teachers• Assists in the development of the master schedule• Creates processes and schedules that maximize instructional, collaborative, and preparation times Teacher Attendance: <ul style="list-style-type: none">• Participates in securing quality teacher substitutes

<p>members to facilitate the growth of most students.</p>	<ul style="list-style-type: none"> • Supports the school's substitute teacher program • Covers classes as necessary during teacher absences <p>Student Attendance:</p> <ul style="list-style-type: none"> • Assists in implementing student attendance policies and procedures • Collaborates with parents as necessary in the development and implementation of truancy plans
<p>Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.</p>	<p>Evaluation of Teachers and Staff:</p> <ul style="list-style-type: none"> • Assists in the selection, supervision, and evaluation of school personnel • Evaluates teachers and staff appropriately using district and state standards • Assists with formative and summative evaluations for classified and certified employees • Provides constructive evaluations of teacher performance regularly, identifying learning needs <p>Supervising Other Staff and/or Departments:</p> <ul style="list-style-type: none"> • Effectively manages specialized staff or departments of: (include all that apply) <ul style="list-style-type: none"> o Cafeteria o Custodial o Specific grade levels or subject area departments o Special areas o Instructional assistants o Guidance Department o Support staff o Freshman Academy o HeadStart Director o Special Education o Dual Language Immersion o Athletic Department o After school daycare o Induction teachers o Other • Serves as the administrative coordinator and supervisor for homebound instruction • Participates in the screening, interviewing, and selection of new staff • Demonstrates an understanding of the district's personnel selection process • Effectively manages people to achieve goals

	<ul style="list-style-type: none"> • Fosters teamwork by working effectively with team members and puts organizational goals and needs first • Monitors department chairs, etc. in the development and alignment of the college preparatory curriculum
Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.	<p>Safety and Security:</p> <ul style="list-style-type: none"> • Assists in implementing school safety activities, drills, transportation, and the development of a school safety or crisis plan • Works with maintenance and custodial staff to assure cleanliness and safety • Assists in the development of safety procedures and training for staff • Contributes to the maintenance of a safe learning environment • Supervises facilities and equipment management to create a safe learning environment • Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed • Ensures that the school community takes initiative and ownership to support a safe and effective learning environment • Identifies creative ways to involve school community in helping to keep the learning environment clean and maintained <p>Student Supervision Duties:</p> <ul style="list-style-type: none"> • Creates and supervises equitable duty rosters and schedules • Supervises car riders/bus riders • Supervises dismissal procedures • Ensures that school transportation procedures are appropriately implemented and supported • Assists in the supervision of teachers and staff on assigned duties
Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time.	<p>Operation of Facilities:</p> <ul style="list-style-type: none"> • Maintains accurate inventory of furniture and assets • Completes tasks to help manage the daily operations of the building • Assists in the maintenance of the school facilities and grounds • Uses established maintenance request procedures to obtain needed repairs

Standard 4: Climate

An effective AP fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate.

Proficient PADEPP Criteria	Example AP-level Criteria
Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.	Nurturing Teachers/Teacher Needs/Staff Morale: <ul style="list-style-type: none">• Seeks to build positive relationships with teachers and staff• Contributes to the retention of talented and valued employees by listening to their needs and working with the principal to find ways to meet those needs• Establishes a work environment to promote and maintain mutual respect• Contributes to maintaining high morale among all employees• Serves as a resource and counselor/coach for school staff• Fosters positive interactions between staff• Uses survey results to make positive changes in school climate• Strives to develop and maintain excellent rapport with personnel, listens to and considers their suggestions and complaints, and responds appropriately• Creates conditions and expectations for collaborative work groups that are owned by teachers• Serves as a resource to school staff in developing special activities, including guest speakers, teacher outings, etc.• Provides consistent, extended opportunities for educators to collaborate• Actively participates with collaborative teams to identify solutions to difficult problems• Being visible and assisting teachers and students with daily needs• Assists in recognizing and rewarding staff achievements through staff daily news, monthly calendar, etc.• Effectively supervises the first and second year mentoring program• Serves as the recertification coordinator• Serves as the Workman's Compensation contact
Involves some parents, students, staff, and community members in efforts to create and sustain a positive and	Environment: <ul style="list-style-type: none">• Exemplifies and supports the school and district culture• Articulates, models, and positively reinforces a clear vision and values of the school's culture and involves

<p>inclusive learning environment.</p>	<p>students, families, and staff in creating an inclusive and welcoming climate that supports it</p> <ul style="list-style-type: none"> • Establishes a school culture that is inviting to students, staff, and visitors • Establishes an inclusive culture based on collaboration among and between students, parents, staff, and the community • Creates conditions where school community takes ownership and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds • Supports the principal's efforts at creating a positive school culture through developing programs, rituals, and visual artifacts that represent school values • Assist the principal in establishing an appropriate tone for maximal student learning and a safe environment • Assumes an active role in organizing the school for teaching and learning • Supports and promotes a positive school climate • Collaborates with staff to regularly evaluate school climate and confront barriers, including preconceptions about race, culture, class, and other issues of difference that may inhibit student and staff learning • Appreciates the value of diversity and is sensitive to cultural differences • Consistently monitors school culture to ensure that it is conducive to student learning.
<p>Establishes and adequately supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.</p>	<p>Student Support Services:</p> <ul style="list-style-type: none"> • Seeks to build positive and appropriate relationships with students • Promotes the cognitive, physical, social and emotional health, growth, and skill development of every student • Understands the interconnectedness of students' physical, cognitive, social, and emotional health and welfare • Works to assure the health and safety of all students • Collaborates with guidance counselors and parents regarding the well-being of students, such as clothing, financial needs, student debt, food banks, etc. • Conducts home visits as needed • Serves as a resource to students in developing special activities, including guest speakers, field trips, school assemblies, social events, student performances, etc. • Supports fundraising events, Booster Club activities, athletic games, etc.

	<ul style="list-style-type: none"> • Oversees the development of the Student Handbook • Ensures the assignment of lockers
Develops, implements, and typically communicates and evaluates practices and procedures that align with district policies and usually address student misconduct in a prompt, unbiased, and effective manner.	<p>Student Discipline:</p> <ul style="list-style-type: none"> • Handles student discipline in an effective and timely manner • Participates in student disciplinary procedures in a timely manner • Effectively handles student discipline and provides a safe learning environment • Assists in the supervision of students • Assists in the supervision of students in school sponsored events, including night activities • Earns the respect and trust of parents, teachers, and students by making consistent, appropriate disciplinary decisions • Quickly and efficiently resolves issues that disrupt the school day • Protects instructional time by assuring students stay on task and limit transitions that can influence time available • Serves as the coordinator of Positive Behavioral Interventions and Supports (PBIS) • Handles d-notes, suspensions, expulsions, bus discipline, etc. in a fair and timely manner • Serves as the coordinator of Behavior Intervention Plans (BIPs) for students with special needs • Serves as the Alternative School Director • Maintains accurate student discipline records
Manages conflict and crisis situations in an effective and timely manner the majority of the time.	<ul style="list-style-type: none"> • Discuss school issues such as conflicts and crisis situations with the principal on a regular basis to establish priorities, systems, and strategies with the staff • Observe staff interactions with students, parents, and other staff • Attend meetings, offer suggestions, use coaching skills, and help staff to create and sustain action plans for resolutions as needed

Standard 5: School/Community Relations

An effective AP fosters the academic success and well-being of each student by collaborating effectively with stakeholders.

Proficient PADEPP Criteria	Example AP-level Criteria
<p>Communication and Involvement Develops a somewhat effective and interactive communications plan and public relations program.</p> <p>Participates in selected school community activities.</p>	<p>Communication with Stakeholders:</p> <ul style="list-style-type: none"> Communicates school goal, learning expectations, challenges, improvement plans and progress to all stakeholders, and varies communication strategies to be responsive to a variety of audiences with diverse backgrounds and perspectives Solicits and responds to contacts from parents and community members in a timely and meaningful way Effectively communicates with parents and guardians Facilitates teacher-parent conferences when required Secures and maintains active business partners Assists principal in developing an effective communication plan for Title 1 documentation <p>Positive Public Relations:</p> <ul style="list-style-type: none"> Represents school or district in a positive light at special functions, community events, and student activities Remains positive and enthusiastic about school and school community, and promotes the school in a positive manner Presents a positive image of the school district among employees, community, and the general public
<p>Involves some perspectives from groups of staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.</p>	<p>Relationship with Stakeholders:</p> <ul style="list-style-type: none"> Creates conditions where the school community takes ownership and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds Assists in establishing a positive rapport with the community Seeks opportunities to work with a wide range of individuals such as the principal, support staff, peer groups, parents, teachers, students, and other members of the leadership team to achieve common goals and better outcomes Develops mutually beneficial relationships and partnerships with teachers, parents, students, and other administrators based upon trust, respect, and achievement of common goals

	<ul style="list-style-type: none"> • Gains trust of key stakeholders by active listening and seeking to understand their views and needs • Demonstrates knowledge of and respect for the diverse cultures of the community served by the school • Consistently demonstrates respect and appreciation for others by empathizing with their concerns and valuing their time and contributions • Is appropriately involved in civic or professional projects or activities • Develops successful and sustained school-community partnerships • Assists with parent concerns in an effective manner
<p>Community Involvement and Input Responds to diverse community interests and needs in most cases.</p> <p>Creates and sustains some opportunities for parent and community involvement in school activities.</p>	<ul style="list-style-type: none"> • Assists in the assessment of school community needs and joins with parents and other key community members in offering input to the principal • Develops and implements efficient systems that generate feedback and advice from students, teachers, parents, community members, and other stakeholders that results in improved personal and school performance • Explains to stakeholders how feedback has been used to shape priorities designed to improve student achievement • Formulates or leads a parent group based on seeking input to improve a specific need
<p>Community Support Builds or sustains somewhat productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.</p> <p>Collaborates with staff to develop strategies for parents and the community to support students' learning.</p>	<p>Involves Community Stakeholders:</p> <ul style="list-style-type: none"> • Invites families and community members into the school to participate in decision making processes, parent conferences, and/or other activities to learn about how to help students • Ensures that parents, families, and community members participate in a variety of meaningful school-based activities and/or decision-making processes related to their children's education • Assists in coordinating activities involving the school and community • Participates in PTO and other community-based organizations and activities • Appropriately involves all segments of the school community • Works well with parents and other community stakeholders

Occasionally communicates student achievement or status to constituents and occasionally employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.	<p>Uses Resources:</p> <ul style="list-style-type: none"> • Successfully utilizes community resources • Identifies community resources and engages community agencies to assist in the improvement of the school and families <p>Specific Roles:</p> <ul style="list-style-type: none"> • Serves as a member of various committees as assigned, such as Business Education Partnership, Special Services Activities, School Improvement Council, Textbook Committee, Volunteer Coordinating, Tech Prep, Student Assistance Team, etc. • Supports the school's student-teacher program • Develops and distributes the Parent Handbook
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Standard 6: Ethical Behavior

An effective AP fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.

Proficient PADEPP Criteria	Example AP-level Criteria
Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	<p>Maintaining Professionalism:</p> <ul style="list-style-type: none"> • Models fairness, self-control, and consistency when dealing with demanding situations and school community reflects shared commitment to empathy and respect • Maintains confidentiality and security with testing and textbook recordkeeping • Maintains confidentiality when applicable • Follows all policies, procedures, laws, and regulations, and seeks clarification when needed • Consistently maintains appropriate documentation • Creates awareness and understanding among staff and other stakeholders of local, state, and federal policies • Reinforces an environment in which people from diverse backgrounds and perspectives can succeed • Reinforces an inclusive environment that respects the culture and community of the students being served and models respect for all cultures • Models strong school values and strong character at all times • Consistently models positive professional and ethical behavior • Demonstrates knowledge of legal issues • Demonstrates a clear and comprehensive understanding of laws and policies

	<ul style="list-style-type: none"> • Has a working knowledge of and adheres to school board policies, administrative regulations, and the law • Has developed and appropriately applies a general knowledge of financial rules and policies • Empowers staff to model ethical and respectful behavior, leading to shared professional accountability • Adheres to district policies and school regulations • Consistently displays fairness, integrity, and honesty • Remains loyal and discreet in all school and district related matters
Models respect, understanding, sensitivity, and appreciation in most circumstances.	Models Respect and Sensitivity <ul style="list-style-type: none"> • Demonstrates sensitivity • Demonstrates the ability to motivate people • Counsel and assists others • Supports diversity and equality • Counsels students, teachers, and parents regarding concerns • Listens attentively and seeks to understand others' point of view • Consistently confirms understanding of others' point of view and when appropriate, shares this understanding with the principal to improve decisions • Works effectively with team members and puts organizational goals and needs first
Adheres to local, state, and federal requirements.	<ul style="list-style-type: none"> • Adheres to district, state, and federal requirements when completing reports, evaluation data, and documentation • Complies with federal requirements when overseeing Special Education programs and procedures • Adheres to state requirements and security procedures as the school testing coordinator

Standard 7: Interpersonal Skills

An effective AP fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.

Proficient PADEPP Criteria	Example AP-level Criteria
Demonstrates respect for stakeholders with few exceptions.	Models Respect and Sensitivity <ul style="list-style-type: none"> • Demonstrates sensitivity • Demonstrates the ability to motivate people • Counsels and assists others • Supports diversity and equality

	<ul style="list-style-type: none"> • Counsels students, teachers, and parents regarding concerns • Listens attentively and seeks to understand others' point of view • Consistently confirms understanding of others' point of view and when appropriate, shares this understanding with the principal to improve decisions • Demonstrates ability to work effectively with others • Works effectively with team members and puts organizational goals and needs first
Typically leads with effective interpersonal skills and social-emotional insight and seeks to understand most stakeholders' backgrounds and cultures.	Relationship with Stakeholders: <ul style="list-style-type: none"> • Assists in establishing a positive rapport with the community • Develops mutually beneficial relationships and partnerships with teachers, parents, students, and other administrators based upon trust, respect, and achievement of common goals • Gains trust of key stakeholders by active listening and seeking to understand their views and needs • Demonstrates knowledge of and respect for the diverse cultures of the community served by the school • Consistently demonstrates respect and appreciation for others by empathizing with their concerns and valuing their time and contributions • Assists with parent concerns in an effective manner
Communication Typically communicates effectively with stakeholders to support school and district goals. Uses appropriate oral and written communication skills on most occasions.	Communication Skills: <ul style="list-style-type: none"> • Displays good listening skills • Communicates effectively in oral and written forms • Communicates effectively both in speaking and writing • Effectively uses de-escalation skills • Communicates effectively with individuals, small and large groups, and manages crisis situations • Remains positive, appropriate, and respectful in all employment related communications • Appropriately uses communication systems to regularly communicate with key stakeholders such as teachers, students, parents, the leadership team, and support staff • Writes clearly, concisely, and persuasively; uses correct grammar, vocabulary, and a tone that is appropriate to the message and audience • Speaks in a clear and articulate manner, adapting communication content and style to different audiences and venues

	<ul style="list-style-type: none"> • Understands perceptions; understands how others perceive his/her actions, comments, and tone
Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	Problem Solving and Decision Making: <ul style="list-style-type: none"> • Involves others in decision-making as appropriate • Solves problems by demonstrating good judgement • Demonstrates effective decision-making and independent problem-solving skills • Supports the principal in communicating about school-wide decision-making processes, including who will have input on which topics and within what time frames • After a difficult decision is made, works with the principal to convey the decision to relevant stakeholders and takes follow-up actions to support the decision; effectively explains rationale and process for making decisions to parents, teachers, and students • Knows when tough choices need to be made and willingly makes and stands by controversial decisions that benefit the school; supports the principal in sharing with parents, students, and teachers the rationale for decisions, particularly when consensus cannot be reached
Typically collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.	Equity Gaps: <ul style="list-style-type: none"> • Identifies equity gaps that exist within the school • Advocates, articulates, and discusses equity gaps with the faculty and staff with ease and with a strong comfort level and creates a sense of urgency in preparing all students for college and career readiness • Identifies resources, utilizes support services, and develops plans to assist in closing equity gaps and sets challenging goals • Identifies tools to assist in monitoring the closing of equity gaps

Standard 8: Staff Development

An effective AP fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Proficient PADEPP Criteria	Example AP-level Criteria
Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.	Assesses Professional Learning Needs: <ul style="list-style-type: none">• Creates productive and engaging learning opportunities that align with individual and school improvement priorities, and maximizes use of time and resources• Aligns professional development offerings with the school's most critical needs• Ensures that teachers actively participate in professional development activities that develop and/or sustain their leadership capacity• Ensures that teachers identify their professional development needs and apply lessons learned• Assesses professional development needs within the school and plans accordingly• Works with new teachers or struggling teachers to bring about effective change• Creates developmental opportunities for teachers to be more effective in their roles and progress toward career goals
Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	Using Data <ul style="list-style-type: none">• Assists in the collection, reporting, analyzing, and reviewing of pertinent data• Supports the teachers by helping them effectively use student and staff performance data to drive improved teaching and learning• Identifies data sources or tools used to gain or retrieve data• Interprets data, identifies problems, and develops goals and strategies to implement effective next steps• Uses data from a wide range of credible sources to accurately assess areas for improvement in staff development plan
Typically empowers staff to set meaningful goals for professional growth and development.	Goal Setting and SLOs <ul style="list-style-type: none">• Works collaboratively with teachers to establish individual performance and development goals that are specific, realistic, measurable, and timebound

	<ul style="list-style-type: none"> • Supports teacher SLOs that are evidence-based, student centered, meet required criteria, and align with school priorities • Creates conditions leading to teacher ownership of the SLO process with teachers regularly co-developing SLOs as appropriate, sharing results, and strengthening SLOs • Cultivates the SLO process where teacher SLOs align with district priorities and serve as exemplary models • Assists the teachers in setting student learning goals that are measurable, rigorous, consistently addressed, aligned with district priorities, and based on multiple sources of information • Holds staff accountable for achieving student learning goals
Usually shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.	<ul style="list-style-type: none"> • Assists teachers in identifying growth areas needed in their instructional delivery or behavioral management techniques and works collaboratively with teachers to establish professional growth and development goals related to areas of need • Consistently coaches teachers towards goals, recognizes accomplishments and provides timely, relevant, and constructive feedback • Supports systems to improve instruction including regular observing, coaching, modeling and teaching staff how to improve their skills • Implements school level induction program to support new teachers and their mentors • Conducts “stay surveys” with most effective teachers to recognize their success, learn more about their goals, and increase retention of highly effective teachers
Usually encourages and develops collective leadership.	<p>Collective Leadership</p> <ul style="list-style-type: none"> • Creates and utilizes processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators • Delegates appropriately and effectively by identifying teachers within the school that have potential leadership abilities to advance; creating initiatives that involve building level leadership that promote student and teacher performance; creating support committees to assist in solving school concerns and needs; and mentoring, training, or assisting department chairs or other school leaders in improving their leadership capacity in supporting other teachers

	<ul style="list-style-type: none"> • Assigns duties as necessary and/or appropriate to meet goals, enhance abilities of personnel under charge, build their confidence and assist them in personal growth • Values and actively encourages creative and innovative ideas from students, teachers, and parents for how to improve the learning environment and school culture • Promotes and contributes to a culture of sharing effective practices within the school
Generally prioritizes and supports personalized professional learning that enables teachers to provide equitable access to effective teaching for most students.	Professional Learning Opportunities: <ul style="list-style-type: none"> • Fosters school norms where teachers, teacher teams, and leaders regularly use and share results from continuous improvement processes to improve instruction, leadership practices, and student learning • Successfully conducts in-service programs and workshops • Facilitates data teams, PLC's, leadership teams, etc. • Initiates program development and/or refinement within the school/district • Initiates or leads a book study or professional development activity to improve teacher performance • Participates in a small group or school-wide discussion to seek and receive ideas to implement school change • Helps to plan and conduct staff development at the school level, as requested • Assists in conducting district staff development programs, workshops, and/or courses • Contributes to the ongoing professional development for the staff

Standard 9: AP Professional Development

An effective AP fosters the academic success and well-being of each student by using available resources and opportunities for professional growth.

Proficient PADEPP Criteria	Example AP-level Criteria
Develops and implements a plan for professional development on the basis of two of the three required areas.	Self-Awareness <ul style="list-style-type: none"> • Understands his/her own strengths and weaknesses • Effectively balances strengths and weaknesses by focusing on what he/she does best but does not ignore deficiencies • Actively self-assess areas of strength and needs for improvement in collaboration with the principal • Reasonably appraises personal strengths and weaknesses • Takes responsibility for behavior, mistakes, and results and learns from successes and failures

	<ul style="list-style-type: none"> • Addresses job deficiencies in a timely fashion when applicable • Asks for support when appropriate • Is self-reflective, self-directed, and open-minded <p>Setting Personal Goals:</p> <ul style="list-style-type: none"> • Develops SMART goals that will address personal strengths and weaknesses, align to the school renewal plan, and address student growth • Demonstrates high expectations in all settings by establishing goals that challenge others and self to excel • Consistently applies initiative and persistence to accomplish ambitious goals • Perseveres through significant challenges to reach short-term goals and supports the principal in overcoming obstacles and problem solving • Enhances current practices, making a notable contribution to district and community • Makes sound decisions within the scope of his/her authority • Makes timely decisions, using intuition as well as data in the face of ambiguity • Plans, organizes, and implements activities and programs in an efficient and timely manner • Performs administrative duties of the principal in the principal's absence • Exercises timely decisiveness and appropriate judgement under pressure • Is willing to do what he/she has asked of the staff • Demonstrates ability to plan and follow through • Consistently exhibits superior quality of work that is accurate and thorough • Requires little supervision and is reliable • Takes initiative by accepting responsibility and completing work with little or no supervision • Is cross-trained and can perform duties associated with positions other than his/her own • Maintains an enthusiastic, self-reliant, and self-starting approach to meet job responsibilities and accountabilities
Establishes and maintains a limited professional network with other administrators. Complies with district and state professional	<p>Professional Growth:</p> <ul style="list-style-type: none"> • Constantly seeks opportunities for personal and organizational improvement and willingly accepts assistance when offered • Attends formal and informal courses, workshops, and training sessions

development requirements.	<ul style="list-style-type: none"> • Attends appropriate workshops and training to enhance work performance and utilizes information appropriately • Seeks and applies professional growth feedback and coaching from peers and/or mentors • Actively seeks opportunities for development • Participates in professional meetings and educational conferences • Takes advantage of many career development opportunities • Focuses on continuous improvement • Actively seeks constructive feedback and other opportunities for self-development and integrates feedback by changing behavior/actions accordingly • Regularly and accurately reflects on personal professional practice and pursues ongoing professional growth activities • Is actively involved as a member of professional affiliate associations
Typically participates in professional development opportunities to further understand and utilize best practices that promote student growth.	<p>Leadership Skills:</p> <ul style="list-style-type: none"> • Exhibits leadership skills and characteristics reflective of the principalship • Consistently demonstrates high level of work-related knowledge and skills • Has a clear understanding of essential job functions and carries out these functions in a manner that is beneficial to the district, school, and goals • Maintains high standards of accuracy in exercising duties and responsibilities • Makes effective decisions • Takes a leadership role within the district and local community to create solutions to school's challenges <p>Initiative/Dependability:</p> <ul style="list-style-type: none"> • Takes initiative • Is willing and eager to learn new things • Displays a strong drive and seeks additional responsibilities and volunteers to do more than asked • Consistently goes above and beyond typical expectations to achieve results • When necessary, makes personal sacrifices and takes responsibility for making sure results are achieved • Shows dependability throughout all phases of the job • Follows through on commitments with an appropriate sense of urgency

	<ul style="list-style-type: none"> • Is punctual • Arrives on time for work and other activities • Is rarely absent • Is absent from work a minimal amount of time • Manages time effectively • Displays a sense of urgency and gets things done in a timely manner • Uses time well; stays on task; is efficient and productive • Displays self-discipline and control • Assumes duties of supervisor as assigned and fulfills assignments satisfactorily • Performs other duties as required
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