

LEAD 2013 – Assistant Principal/Athletic Director (AP/AD)

**Standard 1 – INSTRUCTIONAL LEADERSHIP: Assistant Principal/Athletic Director (AP/AD) is a World Class instructional leader.**

1.1 AP/AD inspires staff to create World Class backward planned units.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with and empowers teachers to create units where there is alignment between World Class outcomes, World Class assessments, and World Class teaching strategies in every classroom for every student.

**E:** AP/AD ensures alignment between World Class outcomes, World Class assessments, and World Class strategies for all students.

**PE:** AP/AD prescribes that teachers align outcomes, assessments, and strategies for all students.

**I:** Alignment between outcomes, assessments, and strategies does not exist in many classrooms throughout the school, due to lack of AP/AD leadership, efforts, and/or attention.

1.2 AP/AD inspires staff to differentiate World Class Outcomes (stage 1) for all students.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with and empowers teachers to create units where students and teachers select personalized World Class Outcomes from the GVC -- naturally integrating multiple disciplines and one or more 21<sup>st</sup> century skills during stage 1 of backward planning.

**E:** AP/AD ensures that teachers collaborate with students to create units where students and teachers select personalized World Class Outcomes from the GVC -- naturally integrating multiple disciplines and one or more 21<sup>st</sup> century skills during stage 1 of backward planning.

**PE:** AP/AD prescribes that teachers select personalized World Class Outcomes from the GVC and 4 Cs, naturally integrating multiple disciplines and one or more 21<sup>st</sup> century skills during stage 1 of backward planning.

**I:** Differentiated practices do not exist in many classrooms throughout the school, due to lack of AP/AD leadership, efforts, and/or attention.

1.3 Assistant Principal inspires staff to use a Balanced Assessment System (stage 2) for all students.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with and empowers teachers to create units that use authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes and provide personalized feedback to all students.

**E:** AP/AD ensures that teachers create units that use authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes and provide personalized feedback to all students.

**PE:** AP/AD prescribes that teachers create units that use authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes and provide personalized feedback to all students.

**I:** School uses a balanced assessment system and AP/AD monitors teacher feedback to students.

1.4 AP/AD inspires staff to provide differentiated learning opportunities (stage 3) for all students.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with and empowers teachers to create units in collaboration with students that include personalized, sustainable learning opportunities (stage 3) that facilitate

mastery of World Class Outcomes based on students' unique needs.
<b>E:</b> AP/AD ensures that teachers collaborate with students to create units that include personalized, sustainable learning opportunities (stage 3) that facilitate mastery of World Class Outcomes based on students' unique needs.
<b>PE:</b> AP/AD prescribes that teachers collaborate with students to create units that include personalized, sustainable learning opportunities (stage 3) that facilitate mastery of World Class Outcomes based on students' unique needs.
<b>I:</b> Differentiated instructional opportunities do not exist in many classrooms throughout the school, due to lack of AP/AD leadership, efforts, and/or attention.
<b>1.5 AP/AD inspires staff to use World Class instructional strategies (stage 3) for all students.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> AP/AD collaborates with and empowers teachers to develop units and implement learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.
<b>E:</b> AP/AD ensures that teachers collaborate with students to develop units and implement learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.
<b>PE:</b> AP/AD prescribes that teachers collaborate with students to develop units and implement learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.
<b>I:</b> Many classrooms provide lower-order learning opportunities (memorize, know, understand), due to lack of AP/AD leadership, efforts, and/or attention.
<b>1.6 AP/AD inspires staff to take learner-centered risks.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> AP/AD collaborates with and empowers staff to innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
<b>E:</b> AP/AD ensures that teachers take educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
<b>PE:</b> AP/AD establishes conditions where teachers can take educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
<b>I:</b> Opportunities for risk taking do not exist for teachers, due to lack of AP/AD leadership, efforts, and/or attention.
<b>1.7 AP/AD is a World Class teacher.</b>
4 Point Matrix
<b>HE:</b> AP/AD teaches World Class professional development that models highly effective CITE standards 1-3.
<b>E:</b> AP/AD facilitates World Class professional development that models highly effective CITE standards 1-3.
<b>PE:</b> AP/AD creates the conditions where staff receives World Class professional development that models highly effective CITE standards 1-3.
<b>I:</b> World Class professional development that models highly effective CITE standards 1-3 does not occur.
<b>Standard 2 – EVALUATION: Assistant Principal/Athletic Director (AP/AD) coaches staff utilizing the evaluation process.</b>
<b>2.1 AP/AD evaluates staff with fidelity.</b>

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD demonstrates expert understanding of each standard and element of the evaluation tool(s) and consistently applies that understanding/expectation to the performance of staff members.

**E:** AP/AD holds staff to World Class performance standards as measured through the evaluation process.

**PE:** AP/AD evaluates staff performance using the evaluation tool(s).

**I:** AP/AD inconsistently interprets and/or applies the standards of performance among staff.

## 2.2 AP/AD uses a body of evidence to evaluate staff.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with staff members to gather, analyze, and interpret quantitative and qualitative data from multiple sources (including, but not limited to informal, regular classroom walk-throughs, formal classroom observations, athletic practices and contests, events, etc.) -- systemically collected throughout the year -- to identify themes found in their comprehensive evaluation of teacher/staff performance against the CITE/Classified/Coaching standards and elements.

**E:** AP/AD gathers, analyzes, and interprets quantitative and qualitative data from multiple sources and weighs it in conjunction with evidence supplied by the staff member to make a comprehensive analysis of performance.

**PE:** AP/AD uses a few data points (informal, classroom walk-throughs, and/or formal classroom observations, athletic practices and contests, events, etc.) or data supplied by the staff member to make an analysis of performance.

**I:** AP/AD evaluates staff using limited data.

## 2.3 AP/AD differentiates staff coaching.

### 4 Point Matrix

**HE:** AP/AD collaborates with staff members to provide feedback (monitor and review) and create a personalized professional development plan aligned to the following: the individual staff member's goals based on a body of evidence (including evaluation data), the school's vision and continuous improvement plans, the district's strategic plan, and all induction requirements for new staff.

**E:** AP/AD coaches staff by creating a professional development plan that is aligned to the individual staff member's goals based on a body of evidence, the school's vision and continuous improvement plans, the district's strategic plan, and all induction requirements for new staff.

**PE:** AP/AD works with staff members to create a professional development plan.

**I:** AP/AD supports staff with resources for improvement if necessary.

## 2.4 AP/AD empowers staff to lead.

### 4 Point Matrix

**HE:** AP/AD collaborates with and empowers staff to identify needed improvement(s) and/or innovations and assumes a leadership role (within the building and/or throughout the district) to facilitate positive change..

**E:** AP/AD creates opportunities for staff to identify needed improvement(s) and/or innovations and assume a leadership role (within the building and/or throughout the district) to facilitate positive change.

**PE:** AP/AD supports staff who identify needed improvement(s) and/or innovations and assume a leadership role (within the building and/or throughout the district) to facilitate positive change.

I: Few staff take on leadership possibilities within the building or throughout the district.

2.5 AP/AD protects the professional dignity of all staff by exercising confidentiality and discretion throughout the evaluation process.

④ Always ① Not always

2.6 AP/AD holds all staff accountable for professional and ethical conduct (including abiding by laws, district and CHSAA policies and procedures).

④ Always ① Not always

**Standard 3 – OPERATIONAL LEADERSHIP: Assistant Principal/Athletic Director is a World Class operational leader.**

3.1 AP/AD creates and maintains an environment that is safe.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with and empowers staff to maintain physically and emotionally safe, well maintained, and student-centered environments. AP/AD exceeds district safety protocols and proactively provides important input/feedback to district security team and/or district safety committee.

**E:** AP/AD facilitates physically and emotionally safe, maintained, and student-centered environments. AP/AD meets all district safety protocols and provides important input and feedback to district security team and district safety committee.

**PE:** AP/AD presents rules (and/or delegates) to achieve a school environment that is physically and emotionally safe. AP/AD follows district safety protocols and provides feedback to district security personnel as required.

**I:** The school is not physically and/or emotionally safe.

3.2 AP/AD recruits, hires, and retains World Class staff.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD demonstrates commitment to a World Class team by proactively hiring quality candidates, managing low performers, and retaining highly effective staff.

**E:** AP/AD works to hire quality candidates, manages low performers, and works to retain highly effective staff.

**PE:** AP/AD takes an active role in the hiring process of high quality staff and works with low performers.

**I:** AP/AD uses the available systems to post, interview, and select staff.

3.3 AP/AD supports Principal in developing and managing student-centered, school and athletic budgets.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD works in collaboration with Principal to develop school and athletic budgets, working with all stakeholder groups, aligning student-centered priorities to school and district goals, and demonstrating innovative approaches to maximize resources, taking shared ownership for implementation and ongoing monitoring.

**E:** AP/AD works in collaboration with Principal to facilitate the development of school and athletic budgets, soliciting input from various stakeholder groups, aligning student-centered priorities to school and district goals, and demonstrating innovative approaches to maximize resources, taking ownership for implementation and monitoring.

**PE:** AP/AD supports the Principal in creating the conditions where school and athletic budgets align student-centered priorities to school and district goals.

I: AP/AD participates in the development of the school and athletic budgets.

3.4 AP/AD creates systems for public relations.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: AP/AD proactively provides information, updates, and progress regarding improvement plans and school and athletic program goals to stakeholders using a variety of formats. AP/AD creates multiple avenues for input and feedback from stakeholder groups.

E: AP/AD differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to stakeholders. AP/AD proactively provides annual updates regarding progress made on improvement plans and school initiatives to stakeholders. AP/AD creates avenues for input and feedback from stakeholder groups.

PE: AP/AD differentiates communication to meet the needs of some stakeholders, providing periodic updates on school plans. Feedback from stakeholder groups is received through normal channels.

I: AP/AD communicates with stakeholders as required.

3.5 AP/AD facilitates opportunities for staff to understand, construct, and practice a restorative school environment.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: AP/AD collaborates and empowers staff to develop and implement a restorative school community. AP/AD models positive opportunities for staff to restore relationships when they have been harmed.

E: AP/AD facilitates opportunities for stakeholders to demonstrate ownership by designing and maintaining a restorative school environment based on shared expectations. AP/AD facilitates positive opportunities for stakeholders to learn from their mistakes by repairing relationships.

PE: AP/AD provides the opportunity for stakeholders to give input into school and athletic program rules/norms/expectations. AP/AD treats all stakeholders in a fair and equitable manner.

I: AP/AD posts school and athletic program rules/norms/expectations where they are readily available to all stakeholders and/or rules/norms/expectations are not uniformly applied to all students.

3.6 AP/AD inspires all stakeholders to understand and experience the unique qualities of their school and athletic programs.

4 Point Matrix

HE: AP/AD proactively inspires all stakeholders to understand the unique qualities of the school by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about the school's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

E: AP/AD provides information regarding teaching and learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information about the school, available to all stakeholders.

PE: AP/AD provides a synopsis of information regarding the school, available to all stakeholders.

I: AP/AD provides information about the school and enrollment in response to stakeholder inquiry or as required.

**Standard 4 – LEADING CONTINUOUS IMPROVEMENT: Assistant Principal/Athletic Director (AP/AD) supports Principal by leading change through systems thinking for continuous improvement.**

#### 4.1 AP/AD leads strategic, continuous improvement.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD leads strategic, continuous improvement through development and implementation of school vision, mission, goals, and strategic plan using a systems thinking approach. AP/AD models systemic (or systems thinking – Peter Senge) leadership by using a large body of strategies, tools, and principles all oriented to looking at the interrelatedness of forces, and seeing them as part of a common process – by understanding and leveraging system dynamics to achieve school and district goals.

**E:** AP/AD facilitates the strategic, continuous improvement through development and implementation of a school vision, mission, goals, and strategies while modeling a systems thinking approach. AP/AD models systemic (or systems thinking – Peter Senge) leadership by aligning work to the unique goals and needs of his/her students, staff, and school.

**PE:** AP/AD collaborates with stakeholders to evaluate school data to ensure or refine World Class improvement strategies as part of the school's improvement efforts.

**I:** AP/AD works with a small group of school representatives or in isolation to determine improvement strategies and shares with stakeholders.

#### 4.2 AP/AD supports the Principal in leading the creation of a desired state for their school and athletic programs.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD proactively synthesizes current research and literature regarding world class education for all students, and facilitates a world class, constructivist opportunity for stakeholders to innovate and create a desired state for their school and athletic programs aligned to what is best for students – reevaluating and updating on a continuous basis.

**E:** AP/AD collaborates with Principal and stakeholders to build a vision of the desired state for their school and athletic programs.

**PE:** AP/AD collaborates with Principal and stakeholders to identify key components of desired state for their school and athletic programs.

**I:** AP/AD has identified preliminary concepts of desired state for their school and athletic programs.

#### 4.3 AP/AD supports Principal in leading systemic evaluation of current state against desired state.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with Principal and stakeholders to evaluate current state against desired state, “confronts the brutal facts” (Collins) about their school, facilitates opportunities for stakeholders to identify root causes of “gaps” between the two, and map the interrelatedness of forces impacting those root causes.

**E:** AP/AD collaborates with Principal and stakeholders to accurately identify current state of their school, and leads the process to understand “gaps” between current and desired state.

**PE:** AP/AD identifies current state of their school and leads the process to understand “gaps” between current and desired state.

**I:** AP/AD has begun the process of evaluating “gaps” between current and desired state.

#### 4.4 AP/AD supports Principal in leading creation of a school plan for innovation/change that employs high-leverage actions/strategies.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with Principal and stakeholders to identify and employ innovative strategies in their plan for change that leverage system dynamics – strategies that address the root causes of “gaps” between current and desired state and employ an understanding of the

relatedness of forces.
<b>E:</b> AP/AD collaborates with Principal and stakeholders to identify and employ innovative strategies in their plan for change that address the “gaps” between current and desired state.
<b>PE:</b> AP/AD identifies and employs innovative strategies in their plan for change that address the “gaps” between current and desired state.
<b>I:</b> AP/AD has begun to build a plan to address movement from current to desired state.
<b>4.5 AP/AD Supports Principal in leading implementation of the plan for change.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> AP/AD collaborates with and inspires stakeholders to implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as necessary.
<b>E:</b> AP/AD collaborates with building leadership team to implement plan, oversees timelines, progress monitors, and makes adjustments as necessary.
<b>PE:</b> AP/AD oversees plan, monitors progress, and makes adjustments as necessary.
<b>I:</b> AP/AD manages the plan.
<b>4.6 AP/AD uses multiple data points to assess impact of professional development throughout school and athletic programs.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> AP/AD employs feedback mechanisms for professional development including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development in the classrooms and athletic programs for quality assurance and return on investment (ROI) analysis. AP/AD takes deliberate steps to respond to the analysis.
<b>E:</b> AP/AD has feedback mechanisms for professional development including assessment of the professional development and the implementation of that professional development – classroom and athletic programs impact.
<b>PE:</b> AP/AD gathers a variety of feedback from participants on professional development and monitors implementation throughout school and athletic programs.
<b>I:</b> AP/AD surveys participants regarding professional development and implementation.
<b>Standard 5 – PROFESSIONALISM: Assistant Principal/Athletic Director (AP/AD) models professionalism.</b>
<b>5.1 AP/AD stays current in literature, research, and trends impacting World Class Education.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> AP/AD is well-grounded in current literature and research and uses that expertise to ensure that all school goals/strategies are focused on what is best for students in the 21 <sup>st</sup> century. AP/AD synthesizes knowledge to evaluate current school systems/approaches/practices and works with stakeholders to educate and implement innovative changes and/or new ideas.
<b>E:</b> AP/AD remains up-to-date in current literature and research and uses that expertise to ensure that all school goals/strategies are focused on what is best for students in the 21 <sup>st</sup> century. AP/AD shares knowledge within building and works with stakeholders to implement changes and/or improvements.
<b>PE:</b> AP/AD periodically reviews current literature and research and applies learned concepts to school improvement practices.
<b>I:</b> AP/AD tries to stay informed of current literature and best practices.
<b>5.2 AP/AD creates and implements personal professional growth plan.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD collaborates with direct supervisor(s) to create a personal professional growth plan. The plan is based on prioritized (according to the learning progression) needs identified in: LEAD evaluation, survey data, Professional Pathways goals, and school and district goals/priorities that are aligned to the district strategic plan. AP/AD measures impact of all professional development in practice and reflects on growth/progress.

**E:** AP/AD creates a personal professional growth plan based on needs identified in LEAD, survey data, and school and district initiatives that are aligned to the district strategic plan – specifically, the DCSD learning progression.

**PE:** AP/AD creates a personal professional growth plan aimed at acquiring new skills that is related to LEAD, survey data, and school and district initiatives that are aligned to the district strategic plan – specifically, the DCSD learning progression.

**I:** AP/AD creates a personal professional growth plan unrelated to LEAD, survey data, and/or school and district initiatives.

### 5.3 AP/AD models professional relationships with all staff.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD differentiates instructional and operational leadership based on individual needs and knowledge of each staff member. AP/AD has strong interpersonal skills, situational awareness, and remains professional in all interactions and communications.

**E:** AP/AD differentiates interactions and establishes/maintains professional relationships with staff.

**PE:** AP/AD remains professional with staff.

**I:** AP/AD does not interact professionally with staff on a consistent basis.

### 5.4 AP/AD models professional relationships with all stakeholders.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD differentiates instructional and operational leadership based on individual needs and knowledge of each stakeholder. AP/AD has strong interpersonal skills, situational awareness, is an ambassador for the district, and remains professional in all interactions and communications.

**E:** AP/AD differentiates interactions and establishes/maintains professional relationships with stakeholders.

**PE:** AP/AD remains professional with stakeholders.

**I:** AP/AD does not interact professionally with stakeholders on a consistent basis.

### 5.5 AP/AD takes responsibility for decisions affecting their school and athletic programs.

4 Point Matrix

**HE:** AP/AD seeks to understand, anticipates stakeholder needs, works to resolve concerns in advance by bringing them to a win-win solution, communicates all decisions, and stands by all decisions to students, staff, and the school community.

**E:** AP/AD makes decisions based on situational demands, works to find win-win solutions, communicates all decisions, and stands by all decisions to students, staff, and the school community.

**PE:** AP/AD facilitates decision making, determines the best course of action and/or next steps.

**I:** AP/AD responds and/or reacts to situations and makes decisions by determining the best course of action and/or next steps.

### 5.6 AP/AD models the highest level of personal and professional integrity.

④ Always ① Not always

**Always:** AP/AD consistently exhibits through language, message, actions, methods, expectations, and outcomes the highest levels of personal and professional integrity in all matters pertaining to school and district.

5.7 AP/AD demonstrates professional and ethical conduct including, but is not limited to, following laws, district and CHSAA policies and procedures.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** AP/AD leads and models professional behavior within the building and throughout the district and community.

**E:** AP/AD demonstrates professional behavior in meeting all expectations, both legal and school/district.

**PE:** AP/AD is compliant with legal and school/district expectations.

**I:** AP/AD does not meet legal and school/district expectations.