ASSISTANT PRINCIPALS, ASSISTANT SCHOOL ADMINISTRATORS, AND COORDINATORS OF SCHOOL-BASED PROGRAMS

The ten leadership standards that have been established for the Administrative and Supervisory Professional Growth System (A&S PGS) are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. The purpose of the descriptive examples is to create a sample picture of what being an assistant principal (AP), assistant school administrator (ASA), or coordinator of a school-based program looks like when it meets or does not meet the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every person in one of these positions is expected to be doing everything that is described. They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

The standards, performance criteria, and descriptive examples included herein are designed to be applied to a variety of administrators who have similar, but not identical, job descriptions and responsibilities: assistant principals, assistant school administrators, and coordinators of school-based programs. The standards and criteria for these administrators are aligned with the principals' standards and thus serve to create a link among school administrators as they achieve the goals of their schools and success for all students.

In their roles, APs, ASAs, and coordinators of school-based programs function as important members of their schools' leadership teams. They work under the guidance and direction of their school principals or supervisors. They assist with many of the tasks involved in administering and supervising the total school program and providing educational leadership for the students and staff members consistent with the educational goals of the community. Their functions may include establishing a climate conducive to learning, planning and coordinating programs, decision making, and monitoring student progress. It is expected that they demonstrate initiative and be able to problem solve using their best professional judgment.

Distinctions between and among these three groups of administrators should be borne in mind as they are evaluated by their principals/supervisors. Depending on the schools to which they have been assigned, certain roles and responsibilities may be emphasized. For example, an elementary school assistant principal is likely to be the second of only two administrators in the school, whereas the secondary school assistant principal is likely to be one of several school administrators. Principals assign duties to these administrators based on the unique context and needs of the school. Coordinators of school-based programs typically interact with fewer teachers and other administrators than do assistant principals. Thus, some of the descriptive examples may not apply to specific administrative positions or the people filling the positions. It is recommended that principals/supervisors review with the person being evaluated the descriptive examples and select those that most directly apply to the position of the person being evaluated. Evaluators may also apply descriptors of their own to the evaluation process if they better serve the purpose of gathering and reporting evidence of meeting or not meeting the standards.

VISION AND LEADERSHIP EXPECTATIONS

STANDARD I: MISSION, VISION, AND CORE VALUES

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who supports the development, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Effective leaders:

- Promote the educational mission for the school to promote the academic success and well-being of each student.

- Actively engage in collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

- Share in the responsibility of articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

- Collaborate with the school principal to strategically develop, implement, and evaluate actions to achieve the vision for the school.

- Collaborate with the school principal to review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

- Develop a shared understanding of and commitment to mission, vision, and core values within the school and the community.

- Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Assists in facilitating an annual, collaborative process for developing and refining the school's vision of high standards of teaching and learning with all stakeholders.	Provides limited to no assistance in facilitating an annual, collaborative process for developing and refining the school's vision of high standards of teaching and learning with all stakeholders.
Articulates and advocates a core set of values that defines the school's culture, vision and mission to support student-centered education, high expectations, and student support, equity, inclusiveness, and social justice and continuous improvement	Inconsistently articulates and advocates a core set of values that defines the school's culture, vision and mission to support student-centered education, high expectations and student support; equity, inclusiveness, and social justice; and continuous improvement.
Collaborates to promote a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of each student.	Does not actively participate in collaboration to promote a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of each student.
Facilitates discussions during Instructional Leadership Team, grade level team or department meetings that are focused on goals, expectations, and the school's vision. Works with staff to facilitate understanding and support of the school's goals and objectives within the school improvement plan (SIP).	Inconsistently or ineffectively facilitates Instructional Leadership Team, grade level team or department meetings that are focused on goals, expectations and the school's vision. Rarely or never works with staff to facilitate understanding and support of the school's goals, objectives, and tasks in the school improvement plan (SIP).
Uses relevant data and input from stakeholders to support the mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student.	Ineffectively uses relevant data and input from stakeholders to support the mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student.
Uses relevant demographic and achievement data in supporting the school's vision; analyzes and presents data from a variety of sources as they relate to student achievement and school improvement; works with teams/departments to interpret and use data to make instructional improvements.	Does not effectively use relevant demographic and achievement data in supporting the vision; rarely or never analyzes nor presents data; rarely or never works with teams/departments to interpret and use data to make instructional improvements.
Models and pursues the school's mission, vision, and core values in all aspects of leadership.	Demonstrates a lack of support for the school's mission, vision, and core values in all aspects of leadership
Collects, analyzes, and monitors student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps and elevate the well-being of the whole child.	Ineffectively collects, analyzes, nor monitors student/staff performance data to adapt instructional/work-place practices to eliminate achievement/performance gaps and elevate the well-being of the whole child.

STANDARD II: ETHICS AND PROFESSIONAL NORMS

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who acts ethically and according to professional norms to promote *each* student's academic success and well-being.

Effective leaders:

- Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

- Place children at the center of education and accept responsibility for each student's academic success and well-being.

- Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

- Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

- Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Examples of evidence of high expectations for student learning and staff professional growth

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Fulfills all professional duties with honesty, transparency, and integrity, fidelity, and maintains confidentiality.	Inconsistently fulfills all professional duties with honesty, transparency, integrity, fidelity, and confidentiality.
Demonstrates a fundamental value that fosters the well-being of students as the root of all decision-making and actions.	Ineffectively demonstrates a fundamental value that fosters the well-being of students as the root of all decision-making and actions
Promotes ethical and professional behavior aligned with the school system's code of conduct and professional norms	Acts unethically or unprofessionally: does not exhibit behavior aligned with the school system's code of conduct and professional norms
Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of student and staff backgrounds, social-emotional well-being, and cultures	Does not demonstrate effective ethical and professional communication skills that reflect knowledge and acceptance of student and staff backgrounds, social-emotional well-being and cultures
Supports professional norms for collaborative work that promotes respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff	Does not support professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff
Holds self and staff accountable for implementation with fidelity of local, state, and federal laws, regulations, and policies.	Does not hold self and staff accountable for implementation of local, state, and federal laws, regulations, and policies
Demonstrates fair and equitable leadership practices with all stakeholders	Inconsistently demonstrates fair and equitable leadership practices with all stakeholders
Collaborates with principal to work with stakeholders to strategically modify practice within limits of local, state and federal laws	Does not collaborate with the principal regarding decisions related to application of local, state, and federal laws, regulations, and policies.

STANDARD III: EQUITY AND CULTURAL RESPONSIVENESS

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- Collaborates with the school principal to ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

- Recognize, respect, and employ each student's /and staff strengths, diversity, and culture as assets for teaching and learning.

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

- Contribute to the development student policies and address student misconduct in a positive, fair, and unbiased manner.

- Collaborate with the school principal to confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

- Demonstrate cultural competence and responsiveness in their interactions, decision making, and practice.

- Address matters of equity and cultural responsiveness in all aspects of leadership.

Examples of evidence of management of processes, practices, and resources

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Supports equity and cultural responsiveness initiatives schoolwide.	Ineffectively supports school-wide equity initiatives.
Collects and analyzes student and staff data to monitor progress towards achieving equity goals and informing continuous improvement.	Ineffectively utilize data to inform continuous improvement work.
Affords opportunities for all students and staff to engage in multiple culturally responsive learning experiences.	Does not afford the opportunity to encourage learning experiences that promote equity and cultural responsiveness.
Supports the partnership with stakeholders to provide learning experiences and resources for students that promote cultural responsiveness and equitable practices.	Does not actively support partnerships with stakeholders to provide learning experiences and resources for students that promote cultural responsiveness and equitable practices.
Uses data to support and to inform course enrollment, educator effectiveness, student achievement, and school climate.	Ineffectively uses data related to course enrollment, educator effectiveness, student achievement, and school climate
Provides support to staff to develop and demonstrate equitable and culturally responsive practices.	Does not demonstrate equitable and culturally responsive practices
Takes responsibility to develop and demonstrate their own knowledge of equitable and culturally responsive strategies	Does not take responsibility to develop and demonstrate their own knowledge of equitable and culturally responsive strategies
Supports the alignment of student services to address student needs and promotes student academic success and well-being.	Does not identify and retain resources to support the needs of the academic success and well-being of students.
Models a mindset and belief that all students are capable of learning at high levels.	Does not model a growth mindset for all students.
Promotes culturally responsive teaching and training and supports the alignment of equitable training to School Improvement Plan goals.	Does not contribute to coaching staff and building their capacity to promote cultural responsiveness.
Builds the capacity of staff to provide culturally responsive instructional practices.	Does not build the capacity of staff to provide culturally responsive instructional practices.

STANDARD IV: SCHOOL IMPROVEMENT

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who acts as an agent of continuous improvement to promote *each* student's academic success and well-being.

Effective leaders:

- Collaborate with the principal to make school more effective for each student, teachers and staff, families, and the community.
- Contribute to methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Examples of collaboration with school staff and other stakeholder groups

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Communicates and supports school improvement goals as a priority to students, staff, and other stakeholder groups (e.g. parents, community members).	Does not communicate and support the goals outlined in the school improvement plan.
Establishes high expectations for student achievement.	Does not demonstrate high expectations for all.
Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with the school's mission, vision, and core values.	Ineffectively collaborates in order to utilize data to inform the school's mission, vision, and core values.
Supports a shared accountability structure for implementing and monitoring school improvement strategies.	Does not promote/develop/implement a structure of shared accountability to monitor school improvement strategies.
Effectively utilizes building level resources and structures to support student achievement.	Does not effectively utilize building level resources and structures that support student achievement
Utilizes data to prioritize student achievement needs and identify evidence-based strategies to address identified concerns.	Ineffectively or inconsistently utilizes data to prioritize student achievement needs and identify evidence-based strategies to address identified concerns.
Collaborates with the school principal to align improvement strategies and resources to identified needs.	Does not collaborate with the school principal to align improvement strategies and resources to identified needs.
Supports a system to monitor progress toward meeting identified improvement goals.	Inconsistently monitors progress toward meeting identified goals.
Demonstrates flexibility in problem-solving and decision-making to meet established improvement goals.	Inconsistently demonstrates flexibility in problem-solving and decision-making to meet established improvement goals.
Provides opportunities for shared leadership.	Does not provide opportunities for shared leadership.

TEACHING AND LEARNING

STANDARD V: CURRICULUM, INSTRUCTION, AND ASSESSMENT

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Effective leaders:

- Support the principal with aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Examples of evidence of modeling professionalism and professional growth

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Communicates student learning expectations, assessment information, and instructional practices to parents, students, and staff.	Ineffectively communicates student learning expectations and performance data to stakeholder groups.
Provides actionable feedback to teachers in order to improve implementation of curriculum, assessment, and instructional practices to meet the diverse needs of student learners.	Does not effectively provide actionable feedback to teachers in order to improve implementation of curriculum, assessment, and instructional practices to meet the diverse needs of student learners.
Provides timely and actionable feedback on teacher Student Learning Objectives that assists them with meeting the needs of students with targeted interventions.	Does not provide timely and actionable feedback on teacher Student Learning Objectives that assists them with meeting the needs of students with targeted interventions.
Leads school educators on effective practices that are evidence-based to improve instruction (e.g. differentiation, personalized learning).	Ineffectively demonstrates ability to lead school educators to improve instructional practices.
Collaboratively collects and uses data to monitor and inform improvements to instructional practices that are developmentally appropriate and aligned with student needs.	Ineffectively or inconsistently collaborates with others to use data to monitor and inform instructional practices aligned to students' needs
Uses multiple measures to monitor student performance.	Does not use multiple measures to monitor student performance.
Promotes instructional strategies that are differentiated and aligned to student needs.	Does not or inconsistently promotes strategies that are differentiated and aligned to student needs.
Builds the capacity of other school leaders.	Does not or ineffectively mentors or coaches other school leaders
Contributes to the sustained high levels of student academic growth and achievement in alignment with school system and state requirements.	Ineffectively contributes to the sustained high levels of student academic growth and achievement in alignment with school system and state requirements.
Uses data consistently and effectively to guide instruction and engage in focused dialogue with teachers related to student outcomes.	Inconsistently and/or ineffectively uses data to guide instruction and engage in focused dialogue with teachers related to student outcomes.

STANDARD VI: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Effective leaders:

- Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

- Assist in the creation and sustainability of a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

- Support the principal with cultivating and reinforcing student engagement in school and positive student conduct.

Examples of evidence performance criteria...

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate the effectiveness of academic and social-emotional support to students	Ineffectively utilizes data (e.g. school climate, suspension, attendance) to monitor and evaluate the effectiveness of academic and social-emotional support to students
Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student.	Inconsistently or ineffectively partners with stakeholders to provide resources that support the academic success and well-being of each student.
Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies.	Ineffectively establishes, implements, or monitor protocols and processes that foster a safe and secure school environment in alignment with school system policies
Implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system's policies.	Ineffectively or inconsistently implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system's policies.
Communicates directly with students to establish trusting relationships, to celebrate successes and affirm student value.	Does not acknowledge or celebrate student achievements
Establishes trusting relationships with school staff and community members.	Does not establish trusting relationships with all stakeholders
Facilitates professional learning experiences for the school system, state, or professional organizations on school culture and climate.	Does not facilitate professional learning experiences for the school system, state, or professional organizations on school culture and climate.
Promotes various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.	Does not promote various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.
Supports and reinforces positive student engagement and a sense of belonging in the school community	Does not support and reinforce student engagement and a sense of belonging in the school community

STANDARD VII: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with developing the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Effective leaders:

- Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

- Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Examples of evidence performance criteria…

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Maintains and communicates high expectations for all staff members and hold staff members accountable for meeting expectations by implementing the components of the Professional Growth Systems with fidelity.	Inconsistently demonstrates and communicates high expectations for all staff members and does not implement the components of the Professional Growth Systems with fidelity.
Implements strategies that foster the professional growth of staff at all career stages in alignment with school and school system priorities.	Does not or ineffectively implements strategies that foster the professional growth of staff at all career stages in alignment with school and school system priorities.
Provides job-embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning.	Ineffectively provides job-embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning.
Communicates feedback to teachers and support professionals through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.	Inconsistently or ineffectively communicates feedback to teachers and support professionals through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.
Utilizes data to inform a plan to foster personal professional growth.	Ineffectively utilizes data to inform a plan to foster personal professional growth.
Facilitates the development of building level leaders throughout the school to support student learning	Ineffectively facilitates the development of building level leaders throughout the school to support student learning
Leads professional learning experiences in the school community	Ineffectively leads professional learning experiences in the school community
Frames professional learning for staff and how it relates to student learning and achievement	Ineffectively frames the professional learning to staff nor provides connections to student achievement

STANDARD VIII: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who supports the principal in fostering a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Effective leaders:

- Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

- Contribute to a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

- Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

- Assist the principal with developing and supporting open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

- Assist the principal with providing opportunities for collaborative examination of practice, collegial feedback, and collective learning.

Examples of evidence performance criteria...

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Support workplace conditions for staff that promote professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being.	Does not contribute to nor fosters workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being.
Analyzes data on staff perceptions of school practices and procedures to assist in identifying areas of sustainability and growth.	Ineffectively analyzes data on staff perceptions of school practices and procedures to assist in identifying areas of sustainability and growth.
Fosters a school environment/community that reflects trust, transparency, and positive intention which improves professional practice.	Does not contribute to nor fosters a school environment/community that reflects trust, transparency, and positive intention which improves professional practice.
Provides opportunities to engage staff in discussion and reflection on professional practice.	Does not provide opportunities to engage staff in discussion and reflection on professional practice.
Committed to the development of staff and is visible and participates in collaborative planning meetings.	Does not demonstrate commitment to the development of staff and does not participate in collaborative planning meetings.
Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals.	Does not leverage staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals.
Assists in developing a culture of ongoing learning and interest in current best practices.	Does not contribute to the development of a culture of ongoing learning and interest in current best practices.
Plans and facilitates professional learning opportunities for staff.	Ineffectively plans for and/or facilitates professional learning opportunities for staff.
Coaches and models productive Professional Learning Community practices.	Ineffectively coaches and models productive Professional Learning Community practices.

MEANINGFUL ENGAGEMENT

STANDARD IX: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who supports the principal with engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Effective leaders:

- Are approachable, accessible, and welcoming to families and members of the community.
- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- Collaborate with the principal to create means for the school community to partner with families to support student learning in and out of school.
- Support the principal with developing and providing the school as a resource for families and the community.
- Advocate for the needs and priorities of students, families, and the community.

Examples of evidence performance criteria...

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Employs a variety of communication strategies to effectively engage in two-way communication with families and internal and external stakeholders	Ineffectively communicates with stakeholders resulting in inadequate, inappropriate, and /or inaccurate information disseminated to internal and external stakeholders
Holds self and staff accountable for regularly engaging with families and community members to support student learning.	Does not hold self and staff accountable for regularly engaging with families and community members to support student learning.
Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school.	Does not actively participate or contribute in community events designed to strengthen relationships with family and community stakeholders.
Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning.	Does not create the conditions that elevate collaboration or partnerships.

OPERATIONS AND MANAGEMENT

STANDARD X: OPERATIONS AND MANAGEMENT

The assistant principal, assistant school administrator, and coordinator of a school-based program is an educational leader who assists the principal with managing school operations and resources to promote *each* student's academic success and well-being.

Effective leaders:

- Assist with the management of human and material resources to cultivate and support a safe and healthy school environment.
- Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- Protect teachers' and other staff members' work and learning from disruption.
- Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- Engage in relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

Examples of evidence performance criteria...

The assistant principal, assistant school administrator, or coordinator of a school-based program—

MEETS STANDARD	DOES NOT MEET STANDARD
Implements federal, state, and local processes and procedures, with fidelity, to ensure the safety and security of students, staff, parents and community members.	Inaccurately or inefficiently implements federal, state, and local processes and procedures, with fidelity, to ensure the safety and security of students, staff, parents and community members.
Advocates for and seeks to acquire resources that meet the needs of staff, student, parent and community stakeholders.	Does not demonstrate a commitment to meet the needs of staff, student, parent and community stakeholders.
Establishes and implements systems to monitor and ensure effective resource management in alignment with the school's vision, mission, and core values.	Does not establish and implement systems to monitor and ensure effective resource management in alignment with the school's vision, mission, and core values.
Assigns and schedules staff to positions and responsibilities that optimize their professional capacity to address the learning needs of students.	Ineffectively assigns or schedule staff to positions and responsibilities that optimize their professional capacity to address the learning needs of students.
Ensures student learning time and teacher professional learning time are free from disruptions.	Does not ensure student learning time and teacher professional learning time are free from disruptions.
Establishes systems and processes for fair and equitable conflict resolution.	Ineffectively establishes systems and processes for fair and equitable conflict resolution.
Utilizes technology to improve operational efficiency which includes yet not limited to data and communication systems that monitor and improve school outcomes.	Ineffectively utilizes technology to improve operational efficiency which includes yet not limited to data and communication systems that monitor and improve school outcomes.
Participates in system-level professional learning communities.	Does not participate in system-level professional learning communities.
Impacts teaching and learning outcomes resulting from purposeful implementation of targeted operational and management strategies.	Does not demonstrate an ability to leverage the resources that result in purposeful implementation of targeted operational and management strategies.