

Center Grove Rubric for Assistant Principal (v.2016)

Printed: December 10, 2020 at 9:16am



Center Grove
Community School Corporation
Greenwood, Indiana

Domain 1: Teacher Leadership - Mission & Vision (25.00%)

1.1 Contributes to the Achievement of the Mission & Vision

Highly Effective	Effective	Improvement Necessary	Ineffective
In addition to Level 3, the assistant principal: (1.1.HE.1)	The assistant principal: (1.1.E.1)	The assistant principal: (1.1.IN.1)	The assistant principal: (1.1.I.1)
Catalyzes commitment to and vigorous pursuit of the school's vision & mission (1.1.HE.2)	Translates the vision and mission into daily school practices (1.1.E.2)		Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision (1.1.I.2)
	Works through complex issues in ways that energize stakeholder commitment (1.1.E.3)		Exhibits actions or behaviors that negatively affect stakeholder commitment (1.1.I.3)
	Contributes individual capabilities and leading group initiatives that consistently achieve essential objectives (1.1.E.4)	Contributes individual capabilities to achieve essential objectives (1.1.IN.4)	
		Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent (1.1.IN.5)	

1.2 Assists the Principal in Hiring, Developing (4) Highly Effective and Retaining Effective Teachers

Highly Effective	Effective	Improvement Necessary	Ineffective
In addition to Level 3, the assistant principal: (1.2.HE.1)	The assistant principal: (1.2.E.1)	The assistant principal: (1.2.IN.1)	The assistant principal: (1.2.I.1)
Provides the student management and/or instructional support necessary to develop and retain effective early career teachers (1.2.HE.2)	Takes specific actions to facilitate the development and retention of effective staff members (1.2.E.2)	Takes action steps that have a limited effective on the development and/or retention of effective teachers (1.2.IN.2)	Fails to take consistent steps to facilitate the development and/or retention of effective teachers (1.2.I.2)
	Bases hiring recommendations primarily on the teacher's level of effectiveness (1.2.E.3)	Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations (1.2.IN.3)	Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations (1.2.I.3)
	Aligns personnel recommendations with the vision and mission of the school (1.2.E.4)	Occasionally aligns the school's vision/mission to hiring recommendations (1.2.IN.4)	Fails to align hiring recommendations to the mission and vision of the school (1.2.I.4)

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Domain 2: Leadership Actions - Professional Leadership (25.00%)

2.1 Effectively Communicates

Highly Effective	Effective	Improvement Necessary	Ineffective
In addition to Level 3, the assistant principal (2.1.HE.1)	The assistant principal: (2.1.E.1)	The assistant principal: (2.1.IN.1)	The assistant principal: (2.1.I.1)
Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals (2.1.HE.2)	Uses appropriate communication methods and media (2.1.E.2)	Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness (2.1.IN.2)	Fails to keep appropriate audiences informed Uses methods of communication that ineffective or inappropriate for the circumstance/audience (2.1.I.2)
Maintains high visibility, accessibility, and establishes strong lines of communication (2.1.HE.3)	Maintains appropriate visibility and accessibility to staff (2.1.E.3)	Responds in an inconsistent manner to resolve expressed concerns (2.1.IN.4)	
	Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns (2.1.E.4)		

2.2 Reflects on Practice and Continually Learns

Highly Effective	Effective	Improvement Necessary	Ineffective
In addition to Level 3, the assistant principal: (2.2.HE.1)	The assistant principal: (2.2.E.1)	The assistant principal: (2.2.IN.1)	The assistant principal: (2.2.I.1)
Promotes a culture of self-reflection and continuous improvement (2.2.HE.2)	Expresses willingness to learn and openly acknowledges areas for growth (2.2.E.2)	Expresses willingness to learn from others, but is reluctant to admit own short-comings (2.2.IN.2)	Resists changes to personal or leadership behaviors (2.2.I.2)
Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement (2.2.HE.3)	Learns from personal experiences and the actions/insights of others (2.2.E.4)		
	Establishes priorities and and achieves action plans focused on high-leverage leadership competencies (2.2.E.5)	Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps (2.2.IN.5)	Fails to consistently achieve professional growth goals as outlined in professional growth plan (2.2.I.5)

2.3 Demonstrates Resiliency and Persistence

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Highly Effective

In addition to Level 3, the assistant principal:
(2.3.HE.1)

Engages staff and self in a continuous pursuit of professional growth and school improvement (2.3.HE.2)

Anticipates problems and Confronts and solves problems that had yet to be successfully addressed (2.3.HE.3)

Effective

The assistant principal: (2.3.E.1)

Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals (2.3.E.3)

Identifies action steps and leverages available resources to confront difficult problems (2.3.E.4)

Improvement Necessary

The assistant principal: (2.3.IN.1)

Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals (2.3.IN.4)

Ineffective

The assistant principal: (2.3.I.1)

Reacts with visible frustration to challenging problems or setbacks (2.3.I.3)

Easily loses focus on improving student achievement (2.3.I.4)

2.4 Monitors Time and Task Management

Highly Effective

In addition to Level 3, the assistant principal:
(2.4.HE.1)

Prioritizes being an instructional leader above all else (2.4.HE.2)

Is a model of punctuality and timeliness in discharging his/her professional responsibilities (2.4.HE.3)

Effective

The assistant principal: (2.4.E.1)

Delegates applicable responsibilities to other staff and helps them achieve success in these activities (2.4.E.3)

Consistently allocates the time and resources necessary to achieve ambitious goals (2.4.E.4)

Spends time on high leverage activities (2.4.E.5)

Improvement Necessary

The assistant principal: (2.4.IN.1)

Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities (2.4.IN.3)

Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions (2.4.IN.4)

Ineffective

The assistant principal: (2.4.I.1)

Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals (2.4.I.3)

Rarely protects time for instructional leadership priorities (2.4.I.5)

Domain 3: Professional Development (25.00%)

3.1 Oversees School-wide Professional Development

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Highly Effective

In addition to Level 3, the assistant principal:
(3.1.HE.1)

Leverages teacher leaders to provide differentiated professional development opportunities based on individual need (3.1.HE.2)

Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement (3.1.HE.3)

Effective

The assistant principal: (3.1.E.1)

Assists the principal in providing teachers and administrative team members differentiated professional development opportunities (3.1.E.3)

Uses student performance data and teacher evaluation results to develop a systemic plan for professional development (3.1.E.4)

Monitors the impact of professional development on student learning and teacher effectiveness (3.1.E.5)

Improvement Necessary

The assistant principal: (3.1.IN.1)

Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results (3.1.IN.4)

Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness (3.1.IN.5)

Ineffective

The assistant principal: (3.1.I.1)

Fails to provide regular professional development opportunities aligned to the staff's learning needs (3.1.I.2)

3.2 Builds Productive Professional Learning Communities

Highly Effective

In addition to Level 3, the assistant principal:
(3.2.HE.1)

Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement (3.2.HE.2)

Effective

The assistant principal: (3.2.E.1)

Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations (3.2.E.3)

Assists teams in establishing priorities and developing ambitious and measurable goals (3.2.E.4)

Improvement Necessary

The assistant principal: (3.2.IN.1)

Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations (3.2.IN.3)

Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability (3.2.IN.4)

Ineffective

The assistant principal: (3.2.I.1)

Places little emphasis on team composition (3.2.I.3)

Fails to hold teams accountable for establishing clear goals (3.2.I.4)

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Provides each team with the resources/support necessary for them to achieve their goals (3.2.E.5)

Provides inconsistent support to teams (3.2.IN.5)

Provides little or no support to teams (3.2.I.5)

3.3 Addresses Teachers Rated Ineffective or Improvement Necessary

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal (3.3.HE.1)

The assistant principal: (3.3.E.1)

The assistant principal: (3.3.IN.1)

The assistant principal: (3.3.I.1)

Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan (3.3.HE.2)

Provides tools and the assistance/coaching necessary to improve performance (3.3.E.2)

Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions (3.3.IN.2)

Assists the principal with the development of a remediation plan for teachers that:

- Focuses on highest leverage teacher actions
- Includes measurable goals and action steps
- Contains a timeline and system to monitor implementation
- Outlines consequences for failure to improve performance (3.3.E.3)

Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance (3.3.IN.3)

Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy (3.3.I.3)

Where appropriate, recommends termination of underperforming teachers using performance-based evidence (3.3.E.4)

3.4 Assists the Principal with Talent & Leadership Development

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (3.4.HE.1)

The assistant principal: (3.4.E.1)

The assistant principal: (3.4.IN.1)

The assistant principal: (3.4.I.1)

Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance (3.4.HE.2)

Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers (3.4.E.2)

Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles (3.4.E.3)

Bases talent management decisions on personal preference rather than available data or demonstrated ability (3.4.I.3)

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Provides meaningful support to emerging leaders in new teacher leadership roles (3.4.E.4)

Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success (3.4.IN.4)

Fails to provide meaningful support to emerging leaders (3.4.I.4)

Domain 4: Teacher Leadership - Human Capital Management (25.00%)

4.1 Observes Professional Practice

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (4.1.HE.1)

The assistant principal: (4.1.E.1)

The assistant principal: (4.1.IN.1)

The assistant principal: (4.1.I.1)

Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented (4.1.HE.2)

Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal (4.1.E.2)

Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal (4.1.IN.2)

Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers (4.1.I.2)

Differentiates the number of observations based on observed levels of teacher effectiveness (4.1.HE.3)

Examines prior performance and student achievement data to inform observations and walkthroughs (4.1.E.3)

Conducts the minimum number of required observations, despite observed deficiencies in professional practice (4.1.IN.3)

Fails to conduct an adequate number of observations (4.1.I.3)

Accurately categorizes observed instructional practice (4.1.E.4)

Frequently categorizes instructional practice inaccurately (4.1.IN.4)

4.2 Provides Actionable Feedback

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (4.2.HE.1)

The assistant principal: (4.2.E.1)

The assistant principal: (4.2.IN.1)

The assistant principal: (4.2.I.1)

Models desired actions or schedules opportunities for the teacher to learn from other teachers (4.2.HE.2)

Develops bite-sized action plans focused on the highest leverage teacher actions (4.2.E.2)

Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions (4.2.IN.2)

Fails to develop action plans with teachers (4.2.I.2)

Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. (4.2.HE.3)

Provides a clear directions for how to do the most important tasks well (4.2.E.4)

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Frequently follows up to ensure feedback is implemented with fidelity (4.2.E.5)

Leaves implementation of feedback to chance by failing to consistently follow-up (4.2.IN.5)

Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether (4.2.I.5)

4.3 Monitors Student Performance

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (4.3.HE.1)

The assistant principal: (4.3.E.1)

The assistant principal: (4.3.IN.1)

The assistant principal: (4.3.I.1)

Develop teachers' collective ability to positively impact student learning (4.3.HE.2)

Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs (4.3.HE.3)

Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps (4.3.E.3)

Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers (4.3.IN.3)

Primarily analyzes data only after statewide achievement tests are complete (4.3.I.3)

Collaboratively develops concrete action steps aligned with student and teacher needs (4.3.E.4)

Allows teachers to establish action steps that lack clarity or alignment to performance data (4.3.IN.4)

Fails to identify action steps that are aligned with interim or classroom assessment data (4.3.I.4)

Frequently follows up to ensure action plans are implemented with fidelity (4.3.E.5)

Fails to frequently follow up to ensure proper implementation (4.3.IN.5)

4.4 Demonstrates Commitment to Improve Teacher Performance

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (4.4.HE.1)

The assistant principal: (4.4.E.1)

The assistant principal: (4.4.IN.1)

The assistant principal: (4.4.I.1)

Identifies and facilitates opportunities for teachers to share best practices (4.4.HE.2)

Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (4.4.E.2)

Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (4.4.IN.2)

Provides limited opportunities for teachers to engage in professional learning (4.4.I.2)

Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement (4.4.HE.3)

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Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies (4.4.E.4)

Provides individual assistant/coaching that is infrequent (4.4.IN.4)

Disregards the need for individualized assistance/coaching (4.4.I.4)

Domain 5: Leadership Actions - School Leadership (25.00%)

5.1 Maintains a Culture of Excellence

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (5.1.HE.1)

The assistant principal: (5.1.E.1)

The assistant principal: (5.1.IN.1)

The assistant principal: (5.1.I.1)

Instills the daily habits necessary to create a culture of excellence (5.1.HE.2)

Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning (5.1.E.2)

Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture (5.1.IN.2)

Is unwavering in maintaining high expectations for everyone (5.1.HE.3)

Provides students and staff the support, time, and structures necessary to be successful (5.1.E.4)

Consistently ignores staff or student performance (5.1.I.4)

Celebrates the accomplishments of others and proactively resolves performance issues (5.1.E.5)

Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected (5.1.IN.5)

Fails to take the initiative to identify and recognize the accomplishments of others (5.1.I.5)

5.2 Enhances Teacher Collaboration

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (5.2.HE.1)

The assistant principal: (5.2.E.1)

The assistant principal: (5.2.IN.1)

The assistant principal: (5.2.I.1)

Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement (5.2.HE.2)

Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school (5.2.E.2)

Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards (5.2.IN.2)

Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving (5.2.I.2)

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Holds collaborating teams accountable for achieving desired results (5.2.E.3)

Fails to provide teacher teams the support and/or resources necessary for to achieve desired results (5.2.I.3)

5.3 Supports a Universal Code of Conduct

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (5.3.HE.1)

The assistant principal: (5.3.E.1)

The assistant principal: (5.3.IN.1)

The assistant principal: (5.3.I.1)

Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors (5.3.HE.2)

Coaches a culture of excellence through repeated practice and modeling of desired behaviors (5.3.E.2)

Supports the maintenance of routines, procedures, and policies; but is primarily reactive (5.3.IN.2)

Sends inconsistent messages about school policy (5.3.I.2)

Consistently and fairly applies positive and negative consequences for behavior (5.3.E.3)

Fails to consistently apply either positive and/or negative consequences for behavior (5.3.IN.3)

Tolerates discipline violations and allows positive student and staff behavior to go unrecognized (5.3.I.3)

Promotes a predictable, safe learning environment through consistency of actions (5.3.E.4)

5.4 Engage families and the community in student learning

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (5.4.HE.1)

The assistant principal: (5.4.E.1)

The assistant principal: (5.4.IN.1)

The assistant principal: (5.4.I.1)

Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education (5.4.HE.2)

Fosters partnerships with families, community agencies and/or the corporate sector (5.4.E.2)

Inconsistently engages established parents (5.4.IN.2)

Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs (5.4.E.3)

Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning (5.4.IN.3)

Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts (5.4.I.3)

Assists the principal in securing cooperation from family and community members to support school improvement initiatives (5.4.E.4)

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Domain 6: Curriculum & Instructional Leadership (25.00%)

6.1 Rarely Connects with Stakeholders About Student Learning or to Build Commitment to Key School Improvement Efforts

Highly Effective	Effective	Improvement Necessary	Ineffective
In addition to Level 3, the assistant principal: (6.1.HE.1)	The assistant principal: (6.1.E.1)	The assistant principal: (6.1.IN.1)	The assistant principal: (6.1.I.1)
Uses common interim assessments to define the rigor of the academic program (6.1.HE.2)	Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas (6.1.E.2)	Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects (6.1.IN.2)	Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments (6.1.I.2)
Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning (6.1.HE.3)	Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions (6.1.E.3)	Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process (6.1.IN.3)	Resists revisions to the curriculum even when supported by student learning outcomes (6.1.I.3)
	Facilitates inter grade level meetings to ensure vertical articulation of the curriculum (6.1.E.4)	Utilizes some available interim assessments, but fails to implement interim assessments in all courses (6.1.IN.5)	

6.2 Supports the Development and Implementation of Rigorous Student Learning Objectives

Highly Effective	Effective	Improvement Necessary	Ineffective
In addition to Level 3, the assistant principal: (6.2.HE.1)	The assistant principal: (6.2.E.1)	The assistant principal: (6.2.IN.1)	The assistant principal: (6.2.I.1)
Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs (6.2.HE.2)	Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards (6.2.E.2)	Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity (6.2.IN.2)	Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards (6.2.I.3)
	Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary (6.2.E.3)	Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies (6.2.IN.3)	

6.3 Uses Data to Drive Instruction

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In addition to Level 3, the assistant principal: (6.3.HE.1)	The assistant principal: (6.3.E.1)	The assistant principal: (6.3.IN.1)	The assistant principal: (6.3.I.1)
Develops teacher leaders' capacity to drive data-driven instruction and decision-making (6.3.HE.2)	Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements (6.3.E.2)	Trains teachers in the use of data, but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process (6.3.IN.2)	Inadequately supports staff's use of data to guide instruction (6.3.I.2)
Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement (6.3.HE.3)	Ensures the availability of clear and intuitive data reports for teacher analysis (6.3.E.4)		Limits analysis of data to year-end autopsies (6.3.I.4)
	Orchestrates frequent and timely teacher team collaboration for data analysis (6.3.E.5)		

6.4 Implements Appropriate Academic Interventions

Highly Effective	Effective	Improvement Necessary	Ineffective
In addition to Level 3, the assistant principal: (6.4.HE.1)	The assistant principal: (6.4.E.1)	The assistant principal: (6.4.IN.1)	The assistant principal: (6.4.I.1)
Implements interventions that have a proven ability to increase student performance (6.4.HE.2)	Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress (6.4.E.2)	Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress (6.4.IN.2)	Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress (6.4.I.2)
Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance (6.4.HE.3)	Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals (6.4.E.4)	Ensures school-level and classroom-level programs are in place to help most students meet their academic goals (6.4.IN.4)	

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Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals (6.4.E.5)

Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress (6.4.IN.5)

Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program (6.4.I.5)

6.5 Implements and Monitors Instructional Technology

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (6.5.HE.1)

The assistant principal: (6.5.E.1)

The assistant principal: (6.5.IN.1)

The assistant principal: (6.5.I.1)

Successfully promotes the use of instructional technology that drives greater levels of student achievement (6.5.HE.2)

Identifies and implements the most effective instructional technology (6.5.E.2)

Develops most, but not all, teachers' abilities to implement available instructional technology (6.5.IN.2)

Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design (6.5.I.2)

Develops teachers' ability to utilize instructional technologies to support student learning (6.5.E.3)

Regularly monitors and reports the impact of instructional technology on student learning (6.5.E.4)

Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning (6.5.IN.4)

Domain 7: Teacher Leadership - Talent Review (25.00%)

7.1 Assists the Principal with the Evaluation of Teachers

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (7.1.HE.1)

The assistant principal: (7.1.E.1)

The assistant principal: (7.1.IN.1)

The assistant principal: (7.1.I.1)

Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning (7.1.HE.2)

Demonstrates the ability to identify individual teacher strengths and weaknesses (7.1.E.2)

Ensures all evaluation processes and expectations are transparent and clear (7.1.E.3)

Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated (7.1.IN.3)

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Allocates necessary time and resources to complete thorough, accurate and defensible evaluations (7.1.E.4)

Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness (7.1.IN.4)

Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation (7.1.I.4)

Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers (7.1.E.5)

Incorporates limited student data and evidence of teacher practice in evaluation ratings (7.1.I.5)

Domain 8: Student Culture, Management and Support Services (25.00%)

8.1 Implements Effective School Policies

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (8.1.HE.1)

The assistant principal: (8.1.E.1)

The assistant principal: (8.1.IN.1)

The assistant principal: (8.1.I.1)

Institutes operational procedures designed and managed to maximize opportunities for successful student learning (8.1.HE.2)

Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner (8.1.E.2)

Establishes and implements school policies, processes, and routines, but enforcement is inconsistent (8.1.IN.2)

Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school (8.1.I.2)

Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem (8.1.E.3)

Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance (8.1.IN.3)

Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner (8.1.I.3)

Develops all stakeholders' understanding of school policies and their consequences (8.1.E.4)

Develops student and staff understanding of school policies and their consequences (8.1.IN.4)

Inadequately develops stakeholders understanding of school policies and/or consequences (8.1.I.4)

8.2 Monitors School Culture

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (8.2.HE.1)

The assistant principal: (8.2.E.1)

The assistant principal: (8.2.IN.1)

The assistant principal: (8.2.I.1)

Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices (8.2.HE.2)

Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge
Tracks referral data to evaluate the effectiveness of interventions (8.2.E.2)

Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement (8.2.IN.2)

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Uses the data to engage stakeholders in a process of continuous improvement (8.2.E.3)

Rarely uses data to evaluate effectiveness of interventions (8.2.I.3)

8.3 Enhances a Positive School Culture

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (8.3.HE.1)

The assistant principal: (8.3.E.1)

The assistant principal: (8.3.IN.1)

The assistant principal: (8.3.I.1)

Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy (8.3.HE.2)

Demonstrates the ability to positively impact student achievement and culture (8.3.HE.3)

Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times (8.3.E.3)

Consistently applies positive and negative consequences for behavior (8.3.IN.3)

Inconsistently implements the student code of conduct (8.3.I.3)

Challenges low expectations and holds all persons accountable for observing agreed upon procedures (8.3.E.4)

Allows irresponsible student behavior (8.3.I.4)

Assists teachers with the implementation of effective classroom management plans (8.3.E.5)

Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior (8.3.IN.5)

8.4 Provides Effective Supervision

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (8.4.HE.1)

The assistant principal: (8.4.E.1)

The assistant principal: (8.4.IN.1)

The assistant principal: (8.4.I.1)

Volunteers to assist at school events and or functions to which he/she is not directly assigned (8.4.HE.2)

Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students (8.4.E.3)

Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students (8.4.IN.3)

Rarely engages with students, parents, and or community members (8.4.I.3)

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Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents (8.4.E.4)

Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents (8.4.IN.4)

Fails to maintain high visibility at supervisory functions (8.4.I.4)

8.5 Supports Student Services

Highly Effective

Effective

Improvement Necessary

Ineffective

In addition to Level 3, the assistant principal: (8.5.HE.1)

The assistant principal: (8.5.E.1)

The assistant principal: (8.5.IN.1)

The assistant principal: (8.5.I.1)

Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services (8.5.HE.2)

Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met (8.5.E.2)

Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met (8.5.IN.2)

Fails to ensure the social, emotional, academic, and behavioral needs of each student are met (8.5.I.2)

Ensures all students have access to educational opportunities/services that meet their learning needs (8.5.E.3)

Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner (8.5.IN.3)

Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) (8.5.I.3)

Collaborates with service agencies in the community to support student needs that require interventions or additional supports (8.5.E.4)

Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports (8.5.IN.4)

Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports (8.5.I.4)