

# U.S. VIRGIN ISLANDS

## Assistant Principal Evaluation Guidebook

# **U.S. Virgin Islands Assistant Principal Evaluation Guidebook**

---

**Matthew Clifford**

**Dana Chambers**

**Allison Layland**

**September 2015**

## **Acknowledgments**

The U.S. Virgin Islands Assistant Principal Evaluation Guidebook has been written by Matthew Clifford and Dana Chambers of American Institutes for Research, through a contract with the Florida and the Islands Comprehensive Center at ETS, and adapted by Allison Layland at the Florida and the Islands Comprehensive Center at ETS. The contents reflect the ideas and opinions of U.S. Virgin Islands educators, who generously provided their time and ideas in reviewing the document.

# Table of Contents

	Page
Letters to U.S. Virgin Islands Assistant Principals	
Table of Contents .....	i
Introduction .....	1
The Focus of Assistant Principal Evaluation.....	2
The Standards .....	2
The Framework .....	2
Setting Expectations: The Business Rules .....	5
The Practice Measures: How Evidence Is Collected .....	7
Summative Scoring: How Scores Are Determined .....	10
Evaluation Process: How and When Evaluation Occurs .....	12
References .....	15
Appendix .....	16
Guiding Questions For Evaluation Planning Meeting .....	17
Assistant Principal Evaluation Planning Form SY15-16 .....	19
Assistant Principal Portfolio Planning Form SY15-16 .....	20
Assistant Principal Professional Growth Plan SY15-16.....	22
Assistant Principal Professional Growth Plan Development Rubric SY15-16 .....	25
Assistant Principal Professional Growth Plan Scoring Rubric SY15-16 .....	28
Instructional Feedback Observation Performance Level Rubric.....	29
Behavioral Indicators Quick Reference .....	35
Instructional Feedback Observation Teacher Consent Form SY15-16.....	36
Instructional Feedback Pre-Observation Checklist SY15-16 .....	37
Instructional Feedback Observation Running Record Tool.....	38
Instructional Feedback Observation Scoring Form .....	39
Instructional Feedback Post-Observation Guiding Questions .....	45
Non-Instructional Feedback Pre-Observation Form SY15-16 .....	46
Non-Instructional Feedback Observation Scoring Form SY15-16 .....	47
Non-Instructional Feedback Post-Observation Reflection Form SY15-16 .....	59
Guiding Questions For Midyear Check-In Meeting.....	60
Assistant Principal Mid-Year Check-In Form SY15-16 .....	62
Assistant Principal Portfolio Scoring Form SY15-16 .....	63
Guiding Questions For Summative Meeting .....	67
Assistant Principal Summative Evaluation Score and Rating .....	68

Dear U.S. Virgin Islands Assistant Principal:

During the past few years, the U.S. Virgin Islands Department of Education (VIDE) has been prioritizing our work to improve our education system at all levels by implementing the three state priorities: improved student achievement, teacher and leader effectiveness, and positive organizational culture. With your input and continued support, we continue to move forward with initiatives such as the education system improvement process, the Common Core State Standards in English language arts and mathematics, the Next Generation Science Standards, the Virgin Islands curriculum frameworks, and Common Core assessments that will ensure that our students graduate prepared for postsecondary college and careers.

As an assistant principal, you strive every day to build an environment that will prepare our students for success in college and careers. You steadfastly support your teachers and staff as they work to meet the needs of each and every student. This fact highlights the importance of your professional growth and development as the key to improving student outcomes. Thus, the next step in our reform process is the revision of the teacher and leader evaluation system. Although VIDE has had evaluation in place, changes needed to be made to update the system and ensure that it is not only fair, comprehensive, and objective but also focused on professional growth and development.

The Virgin Islands assistant principal evaluation process was designed by and for Virgin Islands educators. It is part of the VIDE Employee Effectiveness System and its commitment to recruiting, hiring and retaining a highly effective workforce to improve student learning. The Virgin Islands Teacher and Leader Effectiveness Task Force was convened in 2013 to develop teacher, principal, and assistant principal evaluation processes collaboratively to help ensure that each and every student receives high quality instruction and achieves maximum growth. Members included the American Federation of Teachers, Education Administrators Association, the University of the Virgin Islands, the Virgin Islands Board of Education, VIDE, district superintendents, district office representatives, building administrators, and teachers. The Florida and the Islands Regional Comprehensive Center, along with experts from the Center on Great Teachers and Leaders, facilitated the task force. After studying the research and best practices from across the country for a six-month period, the task force made recommendations for a system of evaluation that supports ongoing development of effective educators. The assistant principal evaluation process is anchored by the adoption of the U.S. Virgin Islands Leader Effectiveness Standards based on the Interstate School Leaders Licensure Consortium Standards.

As you read this guidebook, please notice the emphasis placed on the professional growth and development of our assistant principals. This focus represents the commitment of VIDE to reinforcing and acknowledging your professionalism in serving our most precious resource—our children.

Thank you for your dedication to your profession,

Sharon McCollum, Ph.D.  
Commissioner of Education

Dear U.S. Virgin Islands Assistant Principals:

We believe that our Employee Effectiveness System must reflect our efforts to improve instruction and learning for all students and should reflect state and national standards for educator performance. In 2013, the U.S. Virgin Islands launched a new effort to improve the evaluation system in the district and to link that system to other human resources activities, such as professional development.

To do this work, the U.S. Virgin Islands Department of Education convened the Virgin Islands Teacher and Leader Effectiveness Task Force, made up of educators from both districts. We also collaborated with the Florida and the Islands Comprehensive Center and American Institutes for Research to develop teacher, principal and assistant principal evaluation processes that were objective and complementary.

The task force determined that the new evaluation processes should do the following:

- Foster the continuous professional development of educators in terms of increased knowledge and skills to improve student achievement.
- Provide a framework that ensures educators have the support they need to meet the needs of district stakeholders and create fair and equitable conditions for students.
- Be fair, equitable, and user-friendly.
- Establish and maintain a reflective dialogue among educators that recognizes strengths and weaknesses, leading to improved performance.

With these goals in mind, the task force designed an assistant principal evaluation process that supports the dedication to excellence of the Virgin Islands assistant principals. It has been our privilege to represent your voice in this work, which is so important to our professional growth as educators.

Joanna Brow, Principal

Tracy Callwood, VIDE Human Resources

Mike Harrigan, Deputy Superintendent

Stefan Jurgen, Principal

Yvette McMahon-Arnold, VIDE Instructional Development

Christa-Ann Molloy, Assistant Principal

Desha Powell, Assistant Principal

Ludence Romney, Coordinator

Everett Ryan, Coordinator

Dionne Wells, Superintendent

Cheryl Willocks, Director of Curriculum and Instruction

## Introduction

Assistant principals contribute to school culture, administrative effectiveness, and teaching improvement. For many, becoming an assistant principal fulfills a career ambition, and others view the position as an apprenticeship to becoming a principal or other school-level leader. Whatever their ambitions, assistant principals play an essential role in leading schools by overseeing school wide programs, supervising teachers, leading change efforts, and participating on school leadership teams.

Evaluation supports professional growth by identifying areas of strength and improvement. The U.S. Virgin Islands Department of Education (VIDE) has designed an evaluation process for all assistant principals as part of the VIDE Employee Effectiveness System (EES).

The procedures outlined in the *U.S. Virgin Islands Assistant Principal Evaluation Guidebook* foster collaboration, trust, and conversation about the practices of assistant principals and their principals, while maintaining a sense of accountability in assistant principals to exhibit great leadership, and in principals to support assistant principals' growth. The guidebook answers the following questions:

- How will assistant principals' practice be evaluated?
- When will the evaluation take place?
- What are my responsibilities in the evaluation process?
- What standards will be used to evaluate practice?
- What measures will be used?
- What happens after the evaluation process has been completed?

Throughout the guidebook, the following icons call attention to important ideas or features:



**Terminology and Business Rules:** Provides definitions of terms and procedures



**Tools You Can Use:** Points you to corresponding forms or protocols

The VIDE Division of Human Resources oversees annual implementation of the assistant principal evaluation process. Information about the assistant principal evaluation process, as well as other evaluation processes, can be found on the VIDE EES web portal at <http://tle.vide.vi>. Questions can be emailed to [evalquestions@doe.vi](mailto:evalquestions@doe.vi).



U.S. Virgin Islands educators from St. Croix, St. John, and St. Thomas agreed that the following definition applies to all school-level leaders, including principals.

***An effective school leader promotes the academic, social, and emotional success for all students by creating conditions for optimum teaching and learning to occur in a positive school culture.***

## The Focus of Assistant Principal Evaluation

The U.S. Virgin Islands assistant principal evaluation process measures the quality of *practice*, which is comprised of the assistant principal's daily actions or performance. The evaluation process does *not* focus on assistant principals' attitudes and knowledge, which are less observable or measurable. Similarly, the process does *not* include *outcomes or results measures*, which may include student learning gains or school culture improvements. An evaluation that focuses on practice provides detailed feedback to assistant principals on the things that they can control in order to improve.

The assistant principal evaluation process is tailored to the school leadership practices assistant principals do every day. We know that assistant principals' work descriptions vary within districts and across time, and the evaluation process also takes these variations into account.



Assistant principal evaluation process focuses on *practice*, which is the assistant principals' daily work. The Joint Committee on Standards for Educational Evaluation (2014) recommended performance evaluations focus on practice to provide detailed feedback on things which educators can control.

## The Standards

VIDE has adopted the Interstate School Leaders Licensure Consortium Standards, 2008 (ISLLC) as the foundation of effective school leadership. The ISLLC Standards have been adopted by a majority of U.S. states as performance expectations for school principals and other educational leaders (McCarthy, Shelton, & Murphy, 2014). The standards describe school leadership practices that are associated with positive school-level and student-level outcomes. The ISLLC Standards are as follows:

- Setting a shared vision for learning
- Developing a school culture and instructional programs
- Ensuring effective management of the organization
- Collaborating with faculty and community
- Acting with integrity and fairness and in an ethical manner
- Understanding, responding to, and influencing cultural contexts

## The Framework

Frameworks are the backbone of evaluation systems. A framework is a rubric that describes standards of practice in observable and measurable terms and articulates a performance progression or levels of performance. They focus the evaluation on practices that are most



important. All measures (i.e., portfolio, observations, survey) are then aligned to the framework.

The assistant principal evaluation process assesses the quality of practice, as defined by the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* (AP Framework).

The AP Framework, which originally was developed by American Institutes for Research and adapted for the U.S. Virgin Islands, is a research-based framework that focuses the assistant principal evaluation on leadership practices that matter most for improving schools, teaching, and learning (Clifford, 2014). The AP Framework describes assistant principal practices in observable and measurable terms, articulates a progression of performance levels, and reflects school context in the U.S. Virgin Islands. The essential practices in the AP Framework are as follows:

1. **Build shared purpose.** The leader develops a compelling, shared organizational vision and ensures the vision is “lived” in the daily work of educators.
2. **Focus on learning.** The leader engages in instructional leadership to develop and maintain student access to appropriate, ambitious, and strong instructional programs focused on academic excellence and social and emotional development.
3. **Manage organizational resources.** The leader acts strategically and systematically to create teaching and learning conditions that are safe and supportive by aligning financial resources, human capital, data, and other resources.
4. **Collaborate with community.** The leader ensures that parents and community organizations are engaged with the school.
5. **Lead with integrity.** The leader models professionalism by acting with integrity and making his or her learning visible.

These practices also describe the work of principals, but the AP Framework is substantively different from the framework used for principal evaluation and reflection. For assistant principals, the AP Framework communicates performance expectations and promotes self-reflection. Principals use the AP Framework to score assistant principal practices on the basis of evidence collected with observation, portfolio and school leadership time measures. The AP Framework uses performance ratings of *Unsatisfactory, Basic, Proficient, and Distinguished*.

The AP Framework aligns with the ISLLC Standards. Table 1 displays the alignment between the AP Framework and ISLLC. Note that the sixth ISLLC Standard is represented in all of the five



*The Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* is the U.S. Virgin Islands’ framework for assistant principal evaluation. Download the document from the VIDE EES website at <http://tle.vide.vi>.

The Interstate School Leaders Licensure Consortium (ISLLC) Standards are available at [www.ccsso.org](http://www.ccsso.org).



essential practices at the *distinguished* level of performance (as indicated by blue shaded boxes).

Table 1.

*Alignment between the ISLLC National Principal Standards and the Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals*

ISLLC Standards	Five Essential Practices of School Leadership				
	Build shared purpose	Focus on learning	Manage organizational systems	Collaborate with community	Lead with integrity
Setting a shared vision for learning					
Developing a school culture and instructional programs					
Ensuring effective management of the organization					
Collaborating with faculty and community					
Acting with integrity and fairness and in an ethical manner					
Understanding, responding to, and influencing cultural contexts					

When used according to the procedure outlined in this document, the AP Framework provides assistant principals detailed performance information. When reflecting on practice or assessing performance, assistant principals and principals refer to the *indicators* and *elements* in the AP Framework for specific behaviors. Taken together, multiple elements describe performance on a given indicator, and multiple indicators combine to describe a practice. In the assistant principal evaluation process, measures are aligned to elements and indicators. Assistant principals receive feedback on performance at the practice level.

When reading the AP Framework, it is important to understand that the rubric is cumulative. This means that a higher level of performance can be attained only by displaying evidence of performance at all lower levels (Figure 1).

## Five Essential Practices of School Leadership Framework

### Leadership Practice 1: Build Shared Purpose

#### Indicator 1.1: Support School Mission

Practice is the biggest grain size.

Each Indicator describes part of the practice.

Element	Unsatisfactory The assistant principal performing at the <i>basic</i> level...	Basic The assistant principal performing at the <i>intermediate</i> level also...	Proficient The assistant principal performing at the <i>proficient</i> level also...	Distinguished The assistant principal performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> <li>References and ensures that others reference the school mission and improvement plan when making decisions. Shows evidence of enacting the school objectives by engaging with other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers input from a diverse set of stakeholders, including the principal and school leadership team, when creating or implementing program<sup>2</sup> plans.</li> <li>Monitors program progress toward attaining goals, particularly with respect to the educational attainment of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the development and/or enacts procedures for public reflection and collective action to improve program performance and school conditions.</li> <li>Implements adjustments to programs to better contribute to the attainment of the school mission.</li> <li>Contributes to attainment of annual and quarterly objectives in the school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches teachers, teacher leaders, and/or other assistant principals on developing, enacting, and monitoring the program or school improvement plan.</li> </ul>

Elements combine to describe the indicator.

Figure 1. Example of Five Essential Practices of Assistant Principals Framework Design

## Setting Expectations: The Business Rules

Evaluation is a systematic method of documenting job performance for the purpose of ascertaining its quality, extending professional supports, and making human resources decisions. Evaluation is one important component of the efforts of the U.S. Virgin Islands to build and maintain a highly talented educator workforce. Other components include educator certification, preparation, professional development, and retention processes.

Evaluation always has been an aspect of educators' work in the U.S. Virgin Islands. VIDE administrative rules outline the assistant principal evaluation process, and the union contract in each district includes language on assistant principal evaluation commensurate with the process outlined in this document. Educator evaluation is also an important federal initiative. The U.S. Virgin Islands assistant principal evaluation process adheres to federal guidelines for educator evaluation design. Business rules describe the evaluation process used with assistant principals in both school districts in the U. S. Virgin Islands. The following information describes the assistant principal evaluation business rules.

**Who is evaluated?** All school assistant principals are evaluated using the U.S. Virgin Islands assistant principal evaluation system. Previous performance, years of professional experience, and organization type (e.g., elementary school) do not affect the use of the evaluation

procedure. For evaluation purposes, an assistant principal is responsible for portions of school operations and programs and officially holds the position of assistant principal. In some cases, an assistant principal will assume all principal responsibilities for a period of time and then is called an *interim principal*. Should the assistant principal be an interim principal for two or more consecutive quarters in a school year, assistant principal performance will be evaluated according to the principal evaluation process.

**Who evaluates assistant principals?** In the U.S. Virgin Islands, the principal is responsible for evaluating assistant principals. The principal oversees and completes the evaluation process each year. All principals must complete training in order to evaluate assistant principals.

**How often are assistant principals evaluated?** All assistant principals are evaluated one time per year. Two formal observations, an Assistant Principal Portfolio (including the Assistant Principal Professional Growth Plan), and School Leadership time indicated by an assistant principal's attendance constitute the annual evaluation process for all assistant principals.

**How, if at all, is the evaluation differentiated?** All assistant principals, regardless of previous performance or experience level, are evaluated the same way and according to the same set of standards.

**How will results be used?** Assistant principals receive evaluation feedback from principals each year during a meeting convened after the end of the school year. Feedback is intended to document and improve performance. The assistant principal and principal discuss areas of growth and possible goals to include in a professional growth plan the following school year. Results are also used for employment decisions. In addition, VIDE uses performance data to think strategically about professional development programs, preparation programs, and other workforce issues.

**What is an Assistant Principal Professional Growth Plan (PGP)?** All assistant principals complete a Professional Growth Plan (PGP) each year, regardless of previous performance or years of experience. The PGP addresses two goals, which are linked to areas of growth and collaboration. Assistant principals are evaluated on the degree to which the PGP has been implemented and their engagement in professional learning activities.

**What happens if an assistant principal receives an unsatisfactory rating?**

If an assistant principal receives one "unsatisfactory" rating in any essential practice, the principal and assistant principal create an improvement plan to address performance immediately. The assistant principal is responsible for enacting the plan immediately, and the principal is responsible for increasing support and monitoring. Failure to enact the improvement plan or improve performance within the required time period may be grounds for termination.

**What happens if an assistant principal receives a *basic* rating?** A "basic" rating on any essential practice of a summative evaluation is considered to be an indication of an assistant principal in need of improvement, according to definitions provided in the union contract. If an assistant

principal receives a *basic* rating in one or more practices, the principal and assistant principal utilize the PGP for improvement and the principal increases support and monitoring. Failure to improve performance above the basic level by the next summative evaluation meeting may be grounds for termination.

**What happens if disagreements occur about evaluation results?** If an assistant principal disagrees with evaluation results, he or she should acknowledge receipt of results by electronically signing the required forms and discussing areas of disagreement with the principal. Should disagreements persist, the assistant principal should file an appeal with the VIDE Division of Human Resources and the Educational Administrators Association.

**When will the evaluation occur and how much time will the evaluation require?** VIDE determines the timeline for each evaluation process once the school calendar has been approved for the school year. Information is made available through the VIDE Division of Human Resources, the Division of Curriculum and Instruction or by visiting the VIDE Employee Effectiveness web portal (VIDE EES) at <http://tle.vide.vi>.

## The Practice Measures: How Evidence Is Collected

The U.S. Virgin Islands assistant principal evaluation process uses multiple measures to assess performance on each practice. Using multiple measures increases assessment fairness and accuracy.

The assistant principal evaluation process requires the use of the following measures, in prescribed ways. Setting these requirements establishes a system of evaluation for all assistant principals, thus improving evaluation fairness and accuracy. The measures used in the U.S. Virgin Islands assistant principal evaluation process are as follows:



Measures gather evidence of performance for evaluation purposes.

- **Observation** is a formal method of gathering evidence about performance. Each assistant principal is observed formally twice a year, once each semester. One of the observations must be observing the assistant principal providing instructional feedback to a teacher during the teacher's post-observation conference. The instructional feedback observation process is detailed in the *U.S. Virgin Islands Evaluator's Manual for the Instructional Feedback Observation*. The forms and resources are included in the manual, on the VIDE EES web portal at <http://tle.vide.vi> and on TalentEd.

The other observation can also be observing the assistant principal providing instructional feedback to a teacher during the teacher's post-observation conference. HOWEVER, the observation can also have a different focus based on the assistant principal's specific role and responsibilities in his or her school. The principal and assistant principal meet and determine the focus of this observation and identify the possible practices to be observed. These are documented at the beginning of the school year during the Assistant Principal Evaluation Planning Meeting using on the *Non-*

*Instructional Feedback Observation Planning Form*. This form as well as other forms for this non-instructional feedback observation can also be found in the Appendix of this document and on TalentEd and on the VIDE EES web portal at <http://tle.vide.vi>.

- **Assistant Principal Portfolio** is an assistant principal–generated documentation of performance on each standard that is evaluated annually by the principal. The assistant principal portfolio is similar to the principal portfolio, however the artifacts are specifically related to the role and responsibilities of the assistant principal. A total of five artifacts are required and they include both common artifacts (documents that are the same for all assistant principals) as well as unique artifacts (documents that may be on the same topic but are unique to each assistant principal given the context of the school and his or her specific role and responsibilities). The following common and unique artifacts comprise the assistant principal portfolio:

- **Common Artifacts:**

- **Artifact 1: A set of completed documents for one teacher’s evaluation** provides evidence of the following Assistant Principal School Leadership Practice and Indicator(s) (see the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* on the VIDE EES Portal at <http://tle.vide.vi>):

- **Focus on Learning**, Indicator 2.1: Improve the Instructional Program
- **Manage Organizational Systems** Indicator 3.2: Lead and Develop Personnel and Indicator 3.3: Manage Resources

- **Artifact 2: Assistant Principal Professional Growth Plan** provides evidence of the Assistant Principal School Leadership Practice **Lead with Integrity**, Indicator 5.1: Demonstrate Personal and Professional Responsibility (see the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* on the VIDE EES Portal at <http://tle.vide.vi>).

A professional growth plan (PGP) is a **required artifact in the assistant principal portfolio**. The growth plan is similar to the growth plans for the teacher and principal. It includes two goals: a growth personal learning goal and a collaborative goal. Each assistant principal is responsible for developing, implementing and reflecting on the PGP. The *Assistant Principal Portfolio Guidebook*, which can be accessed on the VIDE EES web portal at <http://tle.vide.vi>, also includes details on the assistant principal PGP.

- **Unique Artifacts**

During the Evaluation Planning Meeting at the beginning of the school year, the assistant principal and principal discuss the practices for each unique artifact and

identify possible artifacts to collect using the *Assistant Principal Portfolio Planning Form SY 15-16* in TalentEd.

- **Artifact 3: Student Discipline** provides evidence of the following Assistant Principal School Leadership Practices (see the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* on the VIDE EES Portal at <http://tle.vide.vi>):
  - **Focus on Learning**, Indicator 2.2: Support Teacher’s Development of a Positive Classroom Climate
  - **Manage Organizational Systems**, Indicator 3.1: Manage the Organizational Systems
  - **Collaborate with Community**, Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs
- **Artifact 4: Professional Learning Communities** provides evidence of the following Assistant Principal School Leadership Practices (see the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* on the VIDE EES Portal at <http://tle.vide.vi>):
  - **Focus on Learning**, Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teacher’s Development of a Positive Classroom
  - **Manage Organizational Systems**, Indicator 3.2: Lead and Develop Personnel
  - **Lead with Integrity**, Indicator 5.1: Demonstrate Personal and Professional Responsibility
- **Artifact 5: Assistant Principal Choice**  
Each assistant principal, in collaboration with the principal, identifies a practice and indicator based on self-reflection using the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* and determine the artifact to be collected.

The portfolio is assembled throughout the academic year and shared with principal near the end of the school year. The portfolio is managed through TalentEd, VIDE’s human resources performance management system, and BriteLocker, the electronic portfolio software. The *Assistant Principal Portfolio Guidebook*, which can be accessed on the VIDE EES web portal at <http://tle.vide.vi>, describes the portfolio and PGP development process in detail.

- **School Leadership Time**  
Being present is an important professional behavior for all employees of the VIDE. Assistant principals play a significant role in school leadership, therefore it is important that each assistant principal is present. School Leadership Time contributes 10% of the total summative evaluation score for all assistant principals. School Leadership Time is determined by attendance and is scored using the rubric in the VIDE Attendance Policy.

A copy of the policy is available from the VIDE Division of Human Resources and on the VIDE EES web portal at <http://tle.vide.vi/>.

Each measure contributes to the assistant principal evaluation, though each measure does not contribute equally. Table 2 displays the alignment between required assistant principal evaluation measures and the AP Framework. As Table 2 shows, assistant principal observation does not provide evidence for all standards. Observation is a very powerful way of collecting performance evidence, but not everything that assistant principals do can be observed systematically.

Table 2.

*Alignment between the Assistant Principal Evaluation Measures and the Five Essential Practices of School Leadership Framework*

	Five Essential Practices of School Leadership Framework				
Measures	Build shared purpose	Focus on learning	Manage organizational resources	Connect with community	Lead with integrity
Portfolio					
Observation					
School Leadership Time					

## Summative Scoring: How Scores Are Determined

The purpose of the assistant principal evaluation is to promote growth and development through feedback and open discussion about current performance and career trajectory between assistant principals and their principals. Scoring performance helps promote growth.

The U.S. Virgin Islands assistant principal evaluation uses numerical scoring to report (a) practice-level scores and (b) an overall assistant principal performance rating. Each practice receives equal weight or priority when scoring,



The assistant principal evaluation results will be delivered annually to assistant principals by the principal during a prearranged, one-on-one summative evaluation meeting that occurs after the end of the school year at a time convenient to both parties. The principal will provide the assistant principal with a summative evaluation report a minimum of three business days prior to the summative evaluation meeting.



regardless of previous performance or school situation. Thus, each of the five essential practices in the AP Framework is equally important to an assistant principals' overall performance score (Figure 2).

### The Five Essential Practices of School Leadership



*Figure 2.* Even Weighting of the Five Essential Practices of School Leadership. This figure shows the evenly weighted practices in the assistant principal evaluation process.

The overall score is used to determine a level of performance: *Unsatisfactory*, *Basic*, *Proficient*, or *Distinguished*. The overall performance score and practice-level scores are calculated in *TalentEd*. VIDE will set scoring ranges for the performance levels based upon performance data collected from all assistant principals after a year of implementation. Assistant principal evaluation scores will contribute to career advancement, retention, professional development, and other human resources decisions.

The Total Practice Score for the Five Essential Practices of School Leadership represents 90% of an assistant principal's summative evaluation score. The School Leadership Time represents 10% of an assistant principal's summative evaluation score. An assistant principal's overall summative evaluation score is determined by multiplying the Total Practice Score by .90 and multiplying the School Leadership Time score by .10, and adding the two scores. Table 3 below represents the calculations.

Assistant principals are responsible for raising questions about scoring, and principals are responsible for explaining scores in ways that assistant principals understand. During the Assistant Principal Summative Evaluation Meeting, assistant principals have the opportunity to discuss scores and provide additional evidence of performance. Should an assistant principal

feel that scores are unfair or inaccurate, he or she has the opportunity to file an appeal with the VIDE Division of Human Resources and the Educational Administrators Association.

Table 3:

*Calculations for the Principal Summative Evaluation Score*

FIVE ESSENTIAL PRACTICES OF SCHOOL LEADERSHIP SUMMATIVE SCORE				
Essential Practice	Portfolio Score	Observation Score	Measures Subscore	Practice Score
Build Shared Purpose	(Score)	N/A	(Sum of scores)	(Score)
Focus on Learning	(Score)	(Score)	(Sum of scores)	Sum/2
Manage Organizational Systems	(Score)	(Score)	(Sum of scores)	Sum/2
Collaborate with Community	(Score)	(NA)	(Sum of scores)	(Score)
Lead with Integrity	(Score)	(NA)	(Sum of scores)	(Score)
<b>TOTAL PRACTICE SCORE=</b> Sum of 5 Practice Scores/5				
SCHOOL LEADERSHIP TIME SUMMATIVE SCORE				
The School Leadership Time score is based on the following rating scale in VIDE attendance policy.				
<b>Attendance</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exceeds Standards</b>	<b>Outstanding</b>	
13 or more absences	9-12 absences	5-8 absences	0-4 absences	
<b>TOTAL SCHOOL LEADERSHIP TIME =</b> attendance				
<b>TOTAL SUMMATIVE EVALUATION SCORE =</b> TOTAL PRACTICE SCORE × .90 + SCHOOL LEADERSHIP SCORE × .10				

## Evaluation Process: How and When Evaluation Occurs

Fidelity to the evaluation process helps ensure fairness and accuracy. This section of the guidebook describes the assistant principal evaluation process. We have provided principal and assistant principal checklists at the end of this document to help facilitate the process.

The five-step evaluation process is supported by tools and measures which are provided in separate documents. These documents include specific directions and forms for use during the evaluation process and are available on the VIDE EES web portal at <http://tle.vide.vi/>:

- *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals*

- *U.S. Virgin Islands Assistant Principal Evaluation Guidebook*
- *U.S. Virgin Islands Assistant Principal Portfolio Guidebook*
- *U.S. Virgin Islands Evaluator’s Manual for the Instructional Feedback Observation*

Assistant principal evaluation is a five-step cycle that repeats annually. The five steps in the evaluation process are as follows:

- **Evaluation Planning Meeting (Step 1).** The assistant principal and principal review past performance and district or school plans prior to the beginning of the school year. The assistant principal completes a Portfolio Planning Form and the PGP form in TalentEd. The principal explains the evaluation process to the assistant principal and sets an evaluation calendar for the entire academic year.
- **Evidence gathering (Step 2).** The principal observes the assistant principals’ performance (A minimum of two observations are conducted each year, one of which must be of the assistant principal providing instructional feedback to a teacher as part of the teacher’s post-observation conference.) The assistant principal begins collecting artifacts for the portfolio, including evidence of PGP completion.
- **Mid-Year Check-In (Step 3).** The principal convenes a Mid-Year Check-In meeting with the assistant principal to share the first observation results and discuss progress on the portfolio and PGP. Appropriate adjustments to the portfolio and/or PGP can be made if needed.
- **Evidence gathering (Step 4).** The principal observes the assistant principal’s performance. (A minimum of two observations are conducted each year, one of which must be of the assistant principal providing instructional feedback to a teacher as part of the teacher’s post-observation conference.) The assistant principal finalizes and submits the portfolio, including evidence of PGP completion, for review.
- **Summative meeting (Step 5).** The principal reviews and scores all evidence in preparation for the summative meeting. All summative ratings and other forms are sent to the assistant principal a minimum of three business days prior to the summative meeting. The assistant principal and principal then meet for approximately one hour to discuss scores, ratings and recommendations for growth. The evaluation cycle then begins again.

Table 4:  
Annual Assistant Principal Evaluation Steps and Responsibilities

Step	Task	Assistant Principal	Principal	VIDE
Evaluation Planning Meeting	Planning and evaluation orientation	Complete Portfolio Planning Form, Draft PGP and submit both to principal before the Evaluation Planning Meeting	Review and finalize PGP with assistant principal, and set calendar	Monitor progress

Evidence Gathering	Assistant principal observation	Obtain signed Teacher Consent Form if doing an instructional feedback observation, provide teacher observation documents to the principal, and complete any required observation forms	Conduct pre-observation conference, observe assistant principal and put notes in TalentEd, and complete any required observation forms	Monitor progress
	Gather PGP and portfolio evidence	Gather evidence	NA	Support portfolio process
Midyear Check-In	Check-in meeting	Discuss progress and adjust portfolio or PGP if needed with principal	Discuss progress, complete Mid-Year Check-In Form, and adjust portfolio or PGP if needed with assistant principal	Monitor progress
Evidence Gathering	Complete portfolio and PGP	Gather evidence and upload into BriteLocker	NA	NA
	Assistant principal observation	Obtain signed Teacher Consent Form if doing an instructional feedback observation, provide teacher observation documents to the principal, and complete any required observation forms	Conduct pre-observation conference, observe assistant principal and put notes in TalentEd, and complete any required observation forms	Monitor progress and receive results
	Portfolio Review	Discuss progress and explain portfolio artifacts including the PGP	Review artifacts in BriteLocker before meeting, discuss progress, complete the Portfolio Scoring Form	Receive results
Summative Meeting	Summative Evaluation Meeting	Discuss feedback and finalize evaluation	Discuss feedback and finalize evaluation	Prepare reports and receive forms

*Note.* NA = not applicable.

## References

- Clifford, M. (2014). *The five essential practices of assistant principals: A framework for growth, reflection and evaluation*. Washington, DC: American Institutes for Research.
- Joint Committee on Standards for Educational Evaluation. (2014). *Personnel evaluation standards*. Iowa City, IA: Author. Retrieved from <http://www.jcsee.org/personnel-evaluation-standards>
- McCarthy, M., Shelton, S., & Murphy, J. (2014). *Policy penetration of the ISLLC standards*. Manuscript submitted for publication.

## Appendix

## Guiding Questions For Evaluation Planning Meeting

The initial meeting between the assistant principal and principal is intended to (a) set expectations for the performance evaluation, (b) establish a calendar for the evaluation, (c) identify performance evidence for the portfolio, and (d) finalize the assistant principal professional growth plan (PGP). The initial meeting is a one-on-one, in-person conversation between the assistant principal and principal that requires, typically, one hour.

Prior to the meeting, assistant principals should do the following:

- Review the *U. S. Virgin Islands Assistant Principal Evaluation Guidebook*.
- Review the *U. S. Virgin Islands Assistant Principal Portfolio Guidebook*.
- Draft PGP SMART (specific, measurable, achievable, relevant, and time-bound) goals and submit PGP to principal through TalentEd.
- Draft the Portfolio Planning Form and submit form through TalentEd to the principal prior to the meeting
- Review previous performance assessment results.
- Self-assess current performance by using the AP Framework, noting strengths and weaknesses.
- Prepare questions or topics of discussion.

Principals should do the following:

- Review the *U. S. Virgin Islands Assistant Principal Evaluation Guidebook*.
- Review the *U. S. Virgin Islands Assistant Principal Portfolio Guidebook*.
- Review the draft PGP SMART (specific, measurable, achievable, relevant, and time-bound) goals submitted through TalentEd to the principal prior to the meeting.
- Review the draft Portfolio Planning Form submitted through TalentEd to the principal prior to the meeting.
- Review previous performance assessment results.

The following questions might be discussed during the initial meeting.

### Evaluation Process Check

- What questions does the assistant principal have about the evaluation process?
- Does the assistant principal have a clear understanding of the purpose of the performance evaluation?
- Do the assistant principal and principal know where to turn for assistance with evaluation procedures, should questions arise?
- Do the assistant principal and principal have access to all performance evaluation forms?

### Beginning the Portfolio Process

- To what degree is the assistant principal clear about the portfolio review process?
- What artifacts has the assistant principal identified for inclusion in the portfolio?



- To what degree are the artifacts representative of all Five Essential Practices of School Leadership?
- What supplementary information or rationale will the assistant principal need to provide to explain the artifacts?
- What, if any, support does the assistant principal need in collecting and managing the artifacts through BriteLocker?
- What information should be submitted by the midyear check-in meeting?

### **Finalizing PGP SMART Goals**

- Do the SMART goals meet the criteria set forward in the PGP (see the SMART goal checklist)?
- To what degree is the PGP ambitious?
- To what degree is the PGP feasible?
- Has the rationale for the PGP been discussed and completed?
- To what degree are resources available for the PGP?
- What supports does the assistant principal need to complete the plan?
- To what degree do school conditions support the application of learning?
- What supports does the assistant principal need to apply learning to the school?
- What documents or other evidence will the assistant principal provide to show PGP activities completion?
- What documents or other evidence will the assistant principal provide to show application of learning in the school environment?
- What is the timeline for PGP activities completion?
- What is the timeline for learning application in the school?
- Which aspects of the PGP will be completed by the midyear check-in?
- Have both parties agreed to the goals?

### **Planning for Observation**

- What questions does the assistant principal have about the observation?
- When will the observation occur?
- When will the post-observation meeting occur?

## Assistant Principal Evaluation Planning Form SY15-16

During the Evaluation Planning Meeting, the assistant principal and principal discuss the two assistant principal observations to be completed this school year. Each assistant principal is observed formally twice a year, once each semester. One of the observations **must** be observing the assistant principal providing instructional feedback to a teacher during the teacher's post-observation conference. The other observation can also be observing the assistant principal providing instructional feedback to a teacher during the teacher's post-observation conference.

**HOWEVER**, the other observation can also have a different focus based on the assistant principal's specific role and responsibilities in his or her school. The principal and assistant principal determine the focus of this observation and identify the possible practices to be observed.

The **principal** completes this form **DURING** the Evaluation Planning Meeting, indicating the focus of the second assistant principal observation.

1. Will the second observation also be observing the assistant principal providing instructional feedback to a teacher during the teacher's post-observation conference?

Choose an item.

If the answer to question 1 is no answer the following questions below:

2. If no, what will be the focus of the second assistant principal observation? Where will the observation occur? What will the assistant principal be doing?

3. What essential practices and indicators of school leadership will be observed? (Refer to the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* and write down the practices and indicators that you are expecting to observe during this observation).

## Assistant Principal Portfolio Planning Form SY15-16

The portfolio is an assistant principal-generated documentation of performance on the Five Essential Practices of School Leadership. The portfolio is assembled throughout the school year and evaluated by the principal near the end of the school year, but before the assistant principal's summative evaluation meeting. Five artifacts are required for the portfolio. Two artifacts, teacher evaluation documents and PGP, have been pre-selected for all assistant principals. In addition, assistant principals select one artifact each for Student Discipline and Professional Learning Communities, and one artifact for an assistant principal school leadership practice of their choice. For each artifact collected, the assistant principal provides an explanation of how the artifact demonstrates his/her performance on the corresponding assistant principal school leadership practice. The *U.S. Virgin Islands Assistant Principal Portfolio Guidebook* provides a detailed explanation of portfolio development and can be accessed on the [VIDE EES website](http://tle.vide.vi) at <http://tle.vide.vi>.

During the Assistant Principal Evaluation Planning Meeting, the assistant principal and principal discuss possible artifacts for Student Discipline and Professional Learning Communities Parent Engagement, and one artifact for an assistant principal school leadership practice of his or her choice, and identify what the assistant principal will collect.

### Artifact 1

#### A set of completed documents for one teacher's evaluation

Assistant Principal School Leadership Practice and Indicator(s):

- **Focus on Learning**, Indicator 2.1: Improve the Instructional Program
- **Manage Organizational Systems** Indicator 3.2: Lead and Develop Personnel and Indicator 3.3: Manage Resources

### Artifact 2

#### Principal Professional Growth Plan

Assistant Principal School Leadership Practice and Indicator(s):

- **Lead with Integrity**, Indicator 5.1: Demonstrate Personal and Professional Responsibility

### Artifact 3

**Student Discipline** (indicate possible artifact(s) to be collected)

--

Assistant Principal School Leadership Practice and Indicator(s):

- **Focus on Learning**, Indicator 2.2: Support Teacher's Development of a Positive Classroom Climate
- **Manage Organizational Systems**, Indicator 3.1: Manage the Organizational Systems
- **Collaborate with Community**, Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

#### Artifact 4

**Professional Learning Communities Artifact** (indicate possible artifact(s) to be collected)

--

Assistant Principal School Leadership Practice and Indicator(s):

- **Focus on Learning**, Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teacher’s Development of a Positive Classroom
- **Manage Organizational Systems**, Indicator 3.2: Lead and Develop Personnel
- **Lead with Integrity**, Indicator 5.1: Demonstrate Personal and Professional Responsibility

#### Artifact 5

**Assistant Principal’s Choice** (indicate possible artifact(s) to be collected)

--

Assistant Principal School Leadership Practice:

Choose an item.
-----------------

Select the Assistant Principal School Leadership Practice that will be demonstrated by the artifact.

Assistant Principal School Leadership Indicator:

Choose an item.
-----------------

Select Indicator related to the Assistant Principal School Leadership Practice.

## Assistant Principal Professional Growth Plan SY15-16

### Instructions

The Assistant Principal Professional Growth Planning (PGP) Template is designed to facilitate the assistant principal's professional development. The assistant principal uses it to set PGP goals, as well as to track and reflect on professional development or goal-related activities; the principal uses it to review progress and score the assistant principal's PGP as an artifact in the Assistant Principal Portfolio at the conclusion of the evaluation cycle.

Two goals must be included in the plan:

4. **Growth Personal Learning Goal:** A personal learning goal for the assistant principal that addresses an area of growth or improvement informed by self-reflection using the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals*, previous evaluation results (if available), and other available data.
- **Collaborative Learning Goal:** A team of assistant principals or the assistant principal with other school leaders (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth. The team works together on learning and applying their learning to improve school leadership practice and school results. The collaborative learning goal and rationale would be the same for all of the assistant principals in the team; however, each assistant principal is responsible for identifying and completing appropriate professional learning activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

The goal should be written as a **SMART** goal (specific, measurable, achievable, relevant, and time-bound).

### Goal 1 – Growth Personal Learning Goal

#### SMART Goal

A personal learning goal for the assistant principal that addresses an area of growth or improvement informed by self-reflection using the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals*, previous evaluation results (if available), and other available data.

Assistant Principal School Leadership Practice Addressed:

Choose an item.

Assistant Principal School Leadership Practice Indicator Addressed:

Choose an item.

Rationale: Why was this goal chosen?

#### Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my school leadership practice?	Outcomes: How will the changed school leadership practice impact school performance?	Target Completion Date
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How will I know that I am making progress and achieving my goal?

What supports might I need to complete the activity and achieve my goal?

#### Goal 2 – Collaborative Learning Goal

##### SMART Goal

A collaborative goal developed by a team of assistant principals or the assistant principal and other school leaders (cross district, cross school level, feeder group, PLC team, etc.) that focuses on a common area for growth.

Assistant Principal School Leadership Practice Addressed:

Choose an item.

Assistant Principal School Leadership Practice Indicator Addressed:

Choose an item.

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my school leadership practice?	Outcomes: How will the changed school leadership practice impact school performance?	Target Completion Date
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How will I know that I am making progress and achieving my goal?

What supports might I need to complete the activity and achieve my goal?



## Assistant Principal Professional Growth Plan Development Rubric SY15-16

Assistant Principals and Principals use this rubric to guide development of the PGP.

<b>GROWTH PERSONAL LEARNING GOAL</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>The Goal</b>	The SMART goal is either not stated, incomplete, or not focused on assistant principal learning.	The SMART goal is specific and focuses on assistant principal learning relevant to assistant principal's growth.	AND the SMART goal is relevant to improving or assistant principal leadership related to assistant principal's growth.	AND the SMART goal is measurable and achievable in the time indicated.
<b>The Essential Practice</b>	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs professional learning activities.
<b>The Rationale</b>	The rationale does not support assistant principal's learning relevant to the focus of assistant principal's growth.	The rationale supports assistant principal's learning relevant to the focus of assistant principal's growth.	AND supports improving assistant principal leadership related to the focus of assistant principal's growth.	AND supports improving assistant principal leadership to meet school needs based on data.
<b>The Learning Activity</b>	The learning activity is not connected to the assistant principal's growth goal.	The learning activity connects to the assistant principal's growth goal.	AND could contribute to improving assistant principal leadership related to the assistant principal's growth goal.	AND could contribute to improving assistant principal leadership to meet the school's needs as they relate to the assistant principal's growth goal.
<b>Application of assistant principal Learning</b>	Assistant principal does not indicate how the new knowledge and skills will be used.	Assistant principal indicates how and when the new	AND how the use of new knowledge and skills will improve assistant principal related to the	AND how the use of new knowledge and skills will be shared to contribute to assistant principal

		knowledge and skills will be used.	focus of assistant principal's growth goal.	leadership beyond the school.
<b>The Outcome(s)</b>	Outcome(s) is not specified or related to assistant principal learning activity.	Outcome(s) identifies what the assistant principal will learn from the activity.	AND identifies how assistant principal leadership will improve as a result of the activity.	AND identifies how improved assistant principal leadership will result in school improvement.
<b>Progress In Completing The Activity And Achieving The Goal</b>	It is unclear how progress will be determined.	Evidence is specified to determine if the learning activity is completed.	AND includes how changes in assistant principal leadership will be determined.	AND includes how changes in assistant principal leadership that support school improvement will be determined.
<b>Supports That Might Be Needed To Reach The Goal</b>	Supports are vague or unrelated.	Supports are realistic and related to the goal.	AND support successful completion of the professional learning activities.	AND support application of the learning to meet school needs so the goal can be achieved.
<b>COLLABORATIVE LEARNING GOAL</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>The Goal</b>	The SMART goal is either not stated, is incomplete, or is not focused on assistant principal learning.	The SMART goal is specific and focuses on collaborative assistant principal learning.	AND the SMART goal expands or adds to current effective assistant principal leadership.	AND the SMART goal is measurable and achievable in the time indicated.
<b>The Essential Practice</b>	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs assistant principal learning activities.


<b>The Rationale</b>	The rationale does not support the assistant principal's learning.	The rationale supports the individual assistant principal's learning.	AND connects to collaborative learning among colleagues.	AND specifies the data used to identify school needs.
<b>The Learning Activity</b>	The learning activity is not connected to the collaborative goal.	The learning activity connects to the collaborative goal.	AND contributes to expanding on current effective assistant principal leadership.	AND addresses school needs.
<b>Application of assistant principal Learning</b>	Assistant principal does not indicate how the new knowledge and skills will be used.	Assistant principal indicates how and when the new knowledge and skills will be used.	AND will expand on current effective assistant principal leadership.	AND will result in school improvement.
<b>The Outcome(s)</b>	Outcome(s) is not specified or related to assistant principal learning activity.	Outcome(s) identifies what the individual assistant principal will learn from the activity.	AND how current effective assistant principal leadership will improve.	AND how improved assistant principal leadership will result in school improvement.
<b>Progress In Completing The Activity And Achieving The Goal</b>	It is unclear how progress will be determined.	Evidence of the completed learning activity is specified.	AND evidence of progress toward completion is specified.	AND a plan for individual and collaborative reflection is included.
<b>Supports That Might Be Needed To Reach The Goal</b>	Supports are vague or unrelated.	Supports are realistic and related to the collaborative goal.	AND sustain successful completion of the professional learning activities.	AND assist with application in the school.

### Assistant Principal Professional Growth Plan Scoring Rubric SY15-16


**PGP Scoring Rubric:** The principal uses this rubric to score the completed PGP and reflection at the end of the school year as part of the Portfolio Review. The score is used as one component of the total Assistant Principal Portfolio score.



	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>OVERALL ASSISTANT PRINCIPAL PROFESSIONAL GROWTH PLAN</b>	There is no PGP or the PGP is incomplete.	The PGP is at a basic level of development based on the PGP Rubric.	The PGP is at a proficient level of development based on the PGP Rubric.	The PGP is at a distinguished level of development based on the PGP Rubric.
<b>EVIDENCE</b>	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
<b>ASSISTANT PRINCIPAL REFLECTION</b>	Reflection is vague or does not relate to assistant principal's learning.	Reflection relates to the assistant principal's learning.	AND addresses impact on assistant principal's leadership practice.	AND addresses how the assistant principal's leadership is impacting school improvement.
<b>ENGAGEMENT</b>	The assistant principal made little or no attempt to engage in professional learning.	The assistant principal engaged in the professional learning activities.	AND applied professional learning to the assistant principal's leadership practice.	AND shared professional learning to contribute to a broader professional learning community.

## Instructional Feedback Observation Performance Level Rubric


Behavioral Indicator 1: Evidence Use				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The principal or assistant principal provides the teacher with completed evaluation forms in writing.</p>	<p>The principal or assistant principal centers the conversation on evidence collected during the classroom observation.</p> <p>The principal or assistant principal accurately connects evidence with appropriate standards and indicators and uses vocabulary from the instructional framework.</p>	<p>The principal or assistant principal considers the teacher's interpretations of the observation evidence.</p> <p>The principal or assistant principal encourages teachers, either during pre-observation<sup>1</sup> or post-observation meetings, to bring additional evidence to determine effectiveness of observed teaching and learning.</p>	<p>The principal or assistant principal integrates observation evidence with teacher-provided evidence (e.g., student work related to observed lesson).</p>

<sup>1</sup> Evaluators can gather evidence for this indicator during their pre-observation meetings with the principal or by reviewing the principal and teacher's pre-observation meeting forms.

Behavioral Indicator 2: Professional Interactions				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The principal or assistant principal shows he/she is listening by making eye contact with the teacher throughout the meeting.</p> <p>The meeting environment allows the teacher and principal or assistant principal to view and edit documents.</p> <p>The principal or assistant principal provides undivided attention and minimizes disruptions.</p>	<p>The principal or assistant principal and teacher use respectful language, listen to each other when speaking, and respond to each other's viewpoints.</p> <p>The principal or assistant principal checks in with the teacher to ensure understanding and responds to the teacher's perspectives and needs.</p>	<p>The meeting is conversational and balanced, with the principal or assistant principal providing multiple opportunities for both the teacher and principal or assistant principal to discuss observed instructional practices.</p> <p>The principal or assistant principal engages with the teacher's responses by paraphrasing the teacher's statements to acknowledge, clarify, summarize, or help organize the teacher's thoughts.</p>	<p>The principal or assistant principal encourages and responds positively when the teacher pushes back on the principal's or assistant principal's suggestions or interpretations.</p> <p>The principal or assistant principal engages the teacher in conversation about taking instructional risks, and provides assurances that risk will be supported.</p>

Behavioral Indicator 3: Differentiated Questioning				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	The principal asks factual questions that require the teacher to describe or name aspects of practice, but moves on without expanding on the teacher's comments.	The principal asks reflective questions that prompt the teacher to reflect on evidence and the rubric, and to explain his or her thinking.	The principal asks questions that help the teacher connect the observation feedback to student learning and prompt the teacher to brainstorm potential improvements or alternative strategies.	The principal asks questions that prompt the teacher to reflect on the feasibility of potential improvements or alternative strategies and their implementation in the classroom.
Behavioral Indicator 4: Leading Conversation				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	The principal prepares for the conversation by identifying meeting goals and developing a short outline for the meeting.	The principal paces the conversation to focus primarily on no more than two areas of growth and two areas of strength based on observation evidence and framework indicators.	<p>The conversation culminates in concrete action steps to improve practice immediately.</p> <p>The principal identifies resources that the teacher can access to improve in identified areas for growth and strength (e.g., colleagues, professional development, communities of practice, print and online resources).</p>	The principal discusses the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.



Behavioral Indicator 5: Written Feedback				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The observation summary and scoring forms are complete and reference evidence collected through the observation process.</p>	<p>The written feedback references practices, evidence, or other information collected during the observation process as a rationale for ratings on each standard.</p> <p>The written feedback includes positive comments about the teacher's instructional performance.</p> <p>The written feedback uses vocabulary from the instructional framework.</p>	<p>The written feedback identifies at least one area of growth and one area of strength for instructional improvement.</p> <p>The written feedback clearly states actions that the teacher can take for instructional improvement and identifies timelines and evidence (in the professional growth plan).</p>	<p>The written feedback clearly states the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p>

## Behavioral Indicators Quick Reference

**Instructions:** The following graphic summarizes the core “look-fors” for each behavioral indicator in **Tool 3: Performance Level Rubric and Rating Form**. Use this “Quick Reference” in coding and analyzing data captured in **Tool 2: Information Collection Form**.

### 1. Evidence Use

- Centers the conversation on observation evidence
- Accurately aligns data to the framework and uses framework vocabulary
- Encourages teachers to bring additional evidence
- Integrates and considers teacher-provided evidence

### 2. Professional Interactions

- Provides focused attention (e.g., eye contact, minimizes disruptions)
- Uses appropriate communication skills (e.g., respectful language, listening, checks for understanding) to create a balanced conversation
- Encourages teacher voice and instructional risk-taking

### 3. Differentiated Questioning

- Asks factual questions (name or describe practice)
- Asks reflective questions that prompt explanation of thinking
- Asks questions that help create connections or brainstorm new strategies
- Asks reflective questions that examine the feasibility of new strategies

### 4. Leading Conversations

- Sets goals and outlines a plan for the conference
- Paces the conversation intentionally to focus on high priority feedback
- Ends conversation with concrete action steps and suggested resources
- Identifies school leadership actions to support the teacher’s growth

### 5. Written Feedback

- Completes observation forms and references evidence in scoring
- Uses instructional framework vocabulary and identifies areas for growth and areas of strength with concrete action steps for further improvement
- Identifies school leadership actions to support the teacher’s growth

## Instructional Feedback Observation Teacher Consent Form SY15-16

You are receiving this request because the superintendent or other observer would like to observe your principal or assistant principal providing instructional feedback during your teacher post-observation conference. We are asking that you voluntarily consent to allow the superintendent or other observer to observe your post-observation conference with the principal or assistant principal. The following information will help you to make an informed decision:

1. The purpose of the observation is to assess principal's or assistant principal's practices as instructional feedback providers only. Your actions are not being evaluated in any way.
2. The observation will occur during the entire post-observation conference.
3. All observation notes will be kept confidential, and are intended to support principal or assistant principal instructional leadership growth only.
4. Your participation in the observation is your voluntary choice. We do not want you to feel uncomfortable with this request. If you choose not to participate, you will not be penalized in any way.

If you have additional questions about this request, please contact your principal or assistant principal, or superintendent office.

Please select one of the following choices and electronically sign and return the form to the requestor through TalentEd.

☐ **Yes!** I am willing to participate in the principal or assistant principal observation, which occurs during my teacher post-observation conference.

☐ **No.** I am not willing to participate in the principal or assistant principal observation.

---

Signature

---

Date

## Instructional Feedback Pre-Observation Checklist SY15-16

The principal or assistant principal that is being observed gathers the following documents and provides them to their evaluator<sup>2</sup> before the he or she observes the principal or assistant principal providing instructional feedback during a teacher's post-observation conference.

- \_\_\_\_\_ 1. A copy of the signed teacher observation consent form which will allow the evaluator to observe the teacher post-observation feedback session that the principal or assistant principal will be conducting.
  
- \_\_\_\_\_ 2. A copy of the following completed teacher observation for the teacher that the principal or assistant principal will be providing instructional feedback to during the teacher's post observation conference that the evaluator will be observing:
  - Teacher Pre-observation Form SY 15-16 completed and submitted by the teacher before the classroom lesson was observed
  - Observation notes taken by the principal or assistant principal during the teacher classroom observation
  - Teacher Observation Danielson Framework for Teaching SY15-16 form which was used to score the teacher classroom observation. (This form should have been saved in TalentEd using the Save Progress button, not the Save & Submit button)
  - Teacher Post-observation Reflection Form SY15-16 completed and submitted by the teacher before the classroom lesson was observed

---

<sup>2</sup> In the U.S. Virgin Islands, district superintendents evaluate principals assigned to schools in their districts, whereas school principals evaluate the assistant principals assigned to their schools. Throughout the document evaluator refers to either the superintendent evaluating a principal or the principal evaluating an assistant principal.

## Instructional Feedback Observation Running Record Tool

This tool can be used by the evaluator to take notes during an observation of a principal or assistant principal providing instructional feedback to a teacher during his or her teacher post-observation conference. It can also be used to code the notes after the observation. Notes are coded for specific behavioral indicators detailed in the Instructional Feedback Observation Performance Level Rubric (see appendices).






Remember: The evaluator is like a fly on the wall, being as unobtrusive and unnoticeable as possible. He or she should not become involved or participate in the session, and should refrain from making any verbal or facial expressions that could be interpreted by the principal, assistant principal or teacher.

Principal says or does.....	Teacher says or does.....	Coding

## Instructional Feedback Observation Scoring Form

For each indicator, select a performance level (Unsatisfactory, Basic, Proficient or Distinguish) that best reflects the principal's or assistant principal's specific practice and behaviors based on evidence collected during principal's or assistant principal's instructional feedback observation. Use the cumulative rubric provided and document evidence.






### Behavioral Indicator 1: Evidence Use \*

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>The principal or assistant principal provides the teacher with completed evaluation forms in writing.</p>	 <p>The principal or assistant principal centers the conversation on evidence collected during the classroom observation. The principal or assistant principal accurately connects evidence with appropriate standards and indicators and uses vocabulary from the instructional framework.</p>	 <p>The principal or assistant principal considers the teacher's interpretations of the observation evidence. The principal or assistant principal encourages teachers, either during pre-observation or post-observation meetings, to bring additional evidence to determine effectiveness of observed teaching and learning.</p>	 <p>The principal or assistant principal integrates observation evidence with teacher-provided evidence (e.g., student work related to observed lesson).</p>	 <p>If the component is not observed during the principal or assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

Document the evidence collected during the principal or assistant principal observation and used to rate this indicator. \*






Behavioral Indicator 2: Professional Interactions \*

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>The principal or assistant principal shows he/she is listening by making eye contact with the teacher throughout the meeting. The meeting environment allows the teacher and principal or assistant principal to view and edit documents. The principal provides undivided attention and minimizes disruptions.</p>	 <p>The principal or assistant principal and teacher use respectful language, listen to each other when speaking, and respond to each other's viewpoints. The principal or assistant principal checks in with the teacher to ensure understanding and responds to the teacher's perspectives and needs.</p>	 <p>The meeting is conversational and balanced, with the principal or assistant principal providing multiple opportunities for both the teacher and principal or assistant principal to discuss observed instructional practices. The principal or assistant principal engages with the teacher's responses by paraphrasing the teacher's statements to acknowledge, clarify, summarize, or help organize the teacher's thoughts.</p>	 <p>The principal or assistant principal encourages and responds positively when the teacher pushes back on the principal's suggestions or interpretations. The principal or assistant principal engages the teacher in conversation about taking instructional risks, and provides assurances that risk will be supported.</p>	 <p>If the component is not observed during the principal or assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

Document the evidence collected during the principal or assistant principal observation and used to rate this indicator. \*

Behavioral Indicator 3: Differentiated Questioning \*






1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>The principal or assistant principal asks factual questions that require the teacher to describe or name aspects of practice, but moves on without expanding on the teacher's comments.</p>	 <p>The principal or assistant principal asks reflective questions that prompt the teacher to reflect on evidence and the rubric, and to explain his or her thinking.</p>	 <p>The principal or assistant principal asks questions that help the teacher connect the observation feedback to student learning and prompt the teacher to brainstorm potential improvements or alternative strategies.</p>	 <p>The principal or assistant principal asks questions that prompt the teacher to reflect on the feasibility of potential improvements or alternative strategies and their implementation in the classroom.</p>	 <p>If the component is not observed during the principal or assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

Document the evidence collected during the principal or assistant principal observation and used to rate this indicator. \*








Behavioral Indicator 4: Leading Conversations \*

1=Unsatisfactory	2=Developing	3=Proficient	4=Distinguished	Not Observed
 <p>The principal or assistant principal prepares for the conversation by identifying meeting goals and developing a short outline for the meeting.</p>	 <p>The principal or assistant principal paces the conversation to focus primarily on no more than two areas of growth and two areas of strength based on observation evidence and framework indicators.</p>	 <p>The conversation culminates in concrete action steps to improve practice immediately. The principal or assistant principal identifies resources that the teacher can access to improve in identified areas for growth and strength (e.g., colleagues, professional development, communities of practice, print and online resources).</p>	 <p>The principal or assistant principal discusses the actions that school leadership (e.g., principal or assistant principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p>	 <p>If the component is not observed during the principal or assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

Document the evidence collected during the principal or assistant principal observation and used to rate this indicator. \*

Behavioral Indicator 5: Written Feedback \*

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>The observation summary and scoring forms are complete and reference evidence collected through the observation process.</p>	 <p>The written feedback references practices, evidence, or other information collected during the observation process as a rationale for ratings on each standard. The written feedback includes positive comments about the teacher's instructional performance. The written feedback uses vocabulary from the instructional framework.</p>	 <p>The written feedback identifies at least one area of growth and one area of strength for instructional improvement. The written feedback clearly states actions that the teacher can take for instructional improvement and identifies timelines and evidence (in the professional growth plan).</p>	 <p>The written feedback clearly states the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p>	 <p>If the component is not observed during the principal or assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

Document the evidence collected during the principal or assistant principal observation and used to rate this indicator. \*

**Total Instructional Feedback Observation Score**

*Average of all five behavioral indicator scores*

Field value will be calculated upon Save Progress.

**Evaluator Feedback: \***

Attachment #1    [Delete](#)

Attachment #2    [Delete](#)

Attachment #3    [Delete](#)

If the attachment will not upload properly, [click here](#) to try the alternate version.

## **Instructional Feedback Post-Observation Guiding Questions**

### **Instructions**

The post-observation conference is convened after each principal or assistant principal observation. The post-observation conversation (a) encourages principal and assistant principal reflection on instructional feedback practice in light of performance evidence, (b) provides principals and assistant principals performance feedback from their evaluator, and (c) explains how observation results will be used to support continued growth.

The following questions are provided as a resource to guide the post-observation discussion.

### **Questions**

1. To what degree was the teacher post-observation conference typical of the principal's or assistant principal's practice of providing instructional feedback to teachers? What, if anything, was not typical?
2. To what extent did the principal or assistant principal meet his or her goals for this teacher post-observation conference, both in terms of work to support this teacher's growth and efforts to improve instructional leadership?
3. Reflecting upon this teacher post-observation conference, what does the principal or assistant principal consider as strengths in terms of providing instructional feedback?
4. Reflecting upon this teacher post-observation conference, what does the principal or assistant principal consider his or her growth areas, or areas for improvement, in providing instructional feedback?
5. What supports does the principal or assistant principal think are needed in order to improve his or her instructional leadership in the area of providing instructional feedback?

## Non-Instructional Feedback Pre-Observation Form SY15-16

Assistant principals are observed by the principal twice during a school year, once each semester. For one observation, the principal observes and rates assistant principals during a Teacher Post-observation Conference. The principal observes each assistant principal providing instructional feedback to one teacher based on his/her formal observation.

For the other observation, the principal and assistant principal review the assistant principal's roles and responsibilities, reflect on the 5 essential practices in the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* and determine the focus of the additional observation.

This form is completed by the assistant principal **AFTER** the assistant principal and principal agree on the focus of the observation.

1. What is the context of the activity/event being observed?

2. What is the goal of the activity/event being observed?

3. What are the anticipated outcomes of the activity/event being observed?

4. How will the activity/event demonstrate school leadership practice?

5. Is there anything you would like me to specifically look for?






## Non-Instructional Feedback Observation Scoring Form SY15-16

Assistant principals are observed by the principal twice during a school year, once each semester. For one observation, the principal observes and rates assistant principals during a Teacher Post-observation Conference. The principal observes each assistant principal providing instructional feedback to one teacher based on his/her formal observation.

For the other observation, the principal and assistant principal review the assistant principal's roles and responsibilities, reflect on the 5 essential practices in the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* and determine the focus of the additional observation.

Provide a short summary of the observation (e.g., the context, participants, place)

Leadership Practice 1. Build Shared Purpose  
Indicator 1.1: Support School Mission

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>References and ensures that others reference the school mission and improvement plan when making decisions. Shows evidence of enacting the school objectives by engaging with other staff.</p>	 <p>Gathers input from a diverse set of stakeholders, including the principal and school leadership team, when creating or implementing program plans. Monitors program progress toward attaining goals, particularly with respect to the educational attainment of all students.</p>	 <p>Contributes to the development and/or enacts procedures for public reflection and collective action to improve program performance and school conditions. Collaborates and/or facilitates adjustments to programs to better contribute to the attainment of the school mission. Collaborates and/or facilitates attainment annual and quarterly objectives in the school improvement plan.</p>	 <p>Coaches teachers, teacher leaders, and/or other assistant principals on developing, enacting, and monitoring the program or school improvement plan.</p>	 <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

Document the evidence collected during the assistant principal observation and used to rate this indicator.

## Leadership Practice 2. Focus on Learning

### Indicator 2.1: Improve Instructional Program

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p>With others, contributes to program plans that include benchmarks and measures.</p> <p>Uses a common language for discussing instructional practice with supervised teachers and staff that reflects the district's instructional framework.</p> <p>Ensures that teachers develop instructional plans that reflect rigorous standards for learning for the programs and personnel he or she supervises.</p> <p>Ensures that all personnel implement programs that he or she supervises.</p> <p>Collects and/or properly manages student learning data (e.g., formative and summative assessment, student work, teacher judgment).</p>	<p>Connects teachers with resources on research-based instructional practices.</p> <p>Monitors instructional plans or other aspects of the program to ensure that instructional priorities are met, including implementation of rigorous learning standards.</p> <p>Monitors individualized and other learning programs to ensure that they are implemented as planned.</p> <p>Ensures that instructional choices and programs are informed by student or school performance data.</p> <p>Supports and, as needed, leads data discussions among teachers to analyze</p>	<p>Connects individual teachers with professional learning experiences to address student-performance trend data, teacher performance on the instructional framework, and research or policy changes.</p> <p>Facilitates collaborative and coordinated adjustments to individual and other learning plans for students.</p> <p>Supports teachers' accurate and appropriate use of data through assessment and professional development.</p>	<p>Leads development of school-level procedures to ensure that all students have equal access to effective curricula and instruction. OR</p> <p>Coaches teachers, teacher leaders, or other assistant principals to support instructional effectiveness among teachers.</p> <p>Coaches teachers, teacher leaders, or other assistant principals on data analysis and use, including identification of strategies for improving student learning. OR</p> <p>Leads or co-leads program review presentations at the</p>	<p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>








<p>Highlights for teachers and staff the importance of students learning about different cultures and interacting with students who have different backgrounds, experiences, and preferences for learning.</p> <p>Ensures that the staff members that he or she supervises set attainable and measurable academic learning and student behavior (e.g., social and emotional skills) goals for students, for the people or programs that he or she supervises.</p>	<p>and disaggregate student learning data, modify instruction, identify root causes, and provide access to support services for all students.</p> <p>Assists the school leadership team to monitor program performance through the use of performance data. Within programs that the assistant principal oversees, ensures that teachers provide opportunities for students to learn about different cultures and interact with students of different races and ethnicities through curriculum and instruction.</p> <p>Assesses teachers' progress on student academic learning and student behavior (e.g., social and emotional skills) goals by using disaggregated data from multiple sources.</p>	<p>Models the use of data when making programmatic decisions about instructional programs.</p> <p>Contributes to the school leadership team's accurate and appropriate use of data for school wide decision making.</p> <p>Within programs that the assistant principal oversees, establishes processes to discuss and change conditions related to students' race, ethnicity, cultures, and other sources of difference that may produce discrimination, ineffective practice, or interpersonal conflict.</p> <p>Ensures that student learning plans align with academic, cultural, and student behavior standards, and other standards as adopted.</p>	<p>district level, which draw on student data as a rationale for program decisions.</p> <p>Within programs that the assistant principal oversees, leads school wide activities to discuss and address issues related to students' race, ethnicity, cultures, and other sources of difference that may produce discrimination, ineffective practice, or interpersonal conflict.</p> <p>Coaches teachers, teacher leaders, and other assistant principals in developing, monitoring, and adjusting the school's academic and behavior goals for students.</p>
---	---	--	---

Evidence:

Document the evidence collected during the assistant principal observation and used to rate this indicator.

## Leadership Practice 2. Focus on Learning

### Indicator 2.2: Support teacher's development of a positive classroom environment






1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>Describes to teachers what they should do to create a positive classroom climate that promotes the social, emotional, and academic skills of students.</p>	 <p>Monitors progress in developing a positive classroom climate where students' social, emotional, and academic skills are developed.</p> <p>Monitors school climate, as experienced by teachers, staff, and students within programs that he or she oversees.</p> <p>Guides teachers with relevant research-based strategies on creating positive learning environments or selects programs that focus on social and emotional learning or positive behavioral interventions.</p>	 <p>Collaborates with teachers and staff to revise programs or practices for improving the school and classroom climate to support students' academic, social, and emotional development.</p> <p>Coaches teachers to communicate with students, professionals, and other stakeholders respectfully and professionally.</p>	 <p>Actively works with the school leadership team to improve the school wide climate for all students to regularly experience a positive classroom climate that promotes their social and emotional learning.</p> <p>Works with the school leadership team to provide, directly or through the work of others, staff with access to professional learning opportunities and resources promoting a positive school and classroom climate and social and emotional learning.</p> <p>Coaches others to work with teachers, staff, and students.</p>	 <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

Document the evidence collected during the assistant principal observation and used to rate this indicator.

### Leadership Practice 3. Manage Organizational Systems

#### Indicator 3.1: Manage Organizational Systems

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>Complies with pertinent laws and policies regarding school safety.</p> <p>Adheres to the school safety plan for programs that he or she supervises, which addresses potential physical and emotional threats.</p>	 <p>Leads all, or aspects of, the school safety plan and student discipline.</p> <p>Monitors the performance of the school safety, crisis management, equity, and student discipline plans for programs that he or she supervises by conducting school walk-throughs, analyzing data, or other means of monitoring.</p> <p>Assists in the development of the school safety and crisis management plans.</p> <p>Contributes to school leadership team assessments of school safety and crisis</p>	 <p>Engages faculty, staff, and students in identifying concerns or threats to school safety, crisis management, student access to services, and equity issues for the programs that he or she supervises. Acts on information.</p> <p>Engages faculty, staff, and students in identifying and utilizing effective disciplinary practices, procedures, and policies that remove students from learning opportunities only as a last resort.</p> <p>Collaborates with staff to create and adjust school schedules to ensure the maximum amount of time for instruction.</p>	 <p>Coaches teachers, teacher leaders, and other assistant principals on effective practices, procedures, or policies to support school safety and student service equity.</p> <p>Recommends improvements to the school safety and crisis management plans, as appropriate.</p> <p>Coaches teachers, teacher leaders, or</p>	 <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Drafts agendas and operational procedures within programs for approval by the principal.	management plan implementation.	Supports staff to set priorities and manage time and other resources.	other assistant principals on staff management issues.
Allocates program tasks to appropriate formal and informal leaders for the programs that he or she oversees.	Supports school wide initiatives through regular communication with staff.	Evaluates talent distribution within programs, identifies areas for improvement, and recommends staff reallocations, as needed	Coaches teachers, teacher leaders, or other assistant principals on planning processes
	Raises staff awareness of programs and services.		
	Implements a strategy for managing educator talent by coordinating human resources supports.		
	Develops and communicates the program calendar that is aligned with plans, for the programs and staff that he or she oversees		

Evidence:

Document the evidence collected during the assistant principal observation and used to rate this indicator.

### Leadership Practice 3. Manage Organizational Systems

#### Indicator 3.2: Lead and Develop Personnel

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p>Ensures that teachers and other staff whom he or she supervises successfully complete professional development plans (TPGP) in a timely manner.</p> <p>Conducts teacher observations.</p> <p>Reviews teacher performance ratings with the principal for approval.</p> <p>Provides teacher teams and</p>	<p>Monitors teacher and staff progress toward completion of professional growth goals.</p> <p>Leads and facilitates reflective conversations with teachers about their professional growth and career paths.</p> <p>Connects teachers with the resources and supports necessary to achieve their professional development goals.</p> <p>Completes teacher observations and provides teachers feedback, per procedures.</p> <p>Uses questioning techniques that require higher order thinking and critical self-reflection on practice when providing feedback to teachers.</p> <p>Coordinates with others to enact professional learning community activities.</p>	<p>Creates structured opportunities for teachers and other staff to lead learning for colleagues in the school.</p> <p>Mentors or coaches new teachers, or arranges mentoring and coaching for new teachers and teachers in need of improvement.</p> <p>Implements all assigned evaluation procedures with fidelity.</p> <p>Ensures that all performance feedback is grounded in evidence and encourages expression of</p>	<p>Leads or supports school wide efforts for the provision of professional development.</p> <p>Coaches teacher leaders or other assistant principals in best practices for developing professional growth plans with staff.</p> <p>Coaches other assistant principals to be strong teacher evaluators. OR Coaches teachers or teacher leaders to observe instructional practice for formative feedback.</p> <p>Coaches teachers, teacher leaders, and other assistant principals to lead professional learning communities and strong grade-level or content-area teams.</p>	<p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

professional learning communities with consistent meeting times and material resources.  
Meeting with teachers and other staff in professional community activities.

Employs consistent communications to keep staff informed about policies, procedures, and other news.  
Monitors the professional culture within programs and the school.

teacher perspectives as part of the feedback process.  
Mobilizes cross-organizational teams within the school.  
Raises questions about professional activities and instructional practices in order to disrupt biases that affect students.  
Maintains professional traditions and practices in the school that celebrate accomplishments.

Evidence:

Document the evidence collected during the assistant principal observation and used to rate this indicator.

--

## Leadership Practice 3. Manage Organizational Systems

### Indicator 3.3: Manage Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p>Manages available personnel and material resources. Communicates a management structure and its relationship to staff. Assists with the strategic management of planning and instructional time for the instructional staff that he or she supervises</p>	<p>Collects and analyzes data from a variety of sources—including feedback from stakeholders—in evaluating allocations of personnel, materials, and other resources, at the discretion of the principal. Evaluates how instructional time is used by teachers; identifies more effective use of time, as necessary. Protects collaborative teacher planning time (e.g., data teams).</p>	<p>Modifies programs and procedures, with input from the school leadership team, to increase efficiency while achieving the school mission. Collaborates with teacher leaders to improve use of instructional time. Facilitates substantive conversations about instruction and student learning during teachers' collaborative planning time</p>	<p>Advocates for and contributes to school wide efforts to improve the effective and efficient use of resources. Coaches teacher leaders and other assistant principals to manage school resources effectively and equitably. Coaches teacher leaders and other assistant principals to improve instruction and the use of instructional time.</p>	<p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

Document the evidence collected during the assistant principal observation and used to rate this indicator.

## Leadership Practice 4. Collaborate with Community

### Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p>Identifies opportunities to collaborate with the community served by the school. Responds to family and/or community needs through the principal or school leadership team. Manages partnerships with families and community organizations to provide supports to the school.</p>	<p>Supports school wide programs to communicate with families about their child's specific social, emotional, and academic learning needs. Monitors staff efforts to communicate directly with families about school matters in a timely and reasonable manner. Implements family and community programs and actions to support programs, as appropriate.</p>	<p>With the school leadership team, adjusts programs or processes supporting collaboration among educators, parents, and community members. Coordinates community engagements and communications to support the mission of the school. Collaborates with teachers and support staff to expand or adjust the use of community resources to accomplish the school mission. Coordinates community involvement programs with the school improvement team. Analyzes data on economic, social, and other issues to monitor and adjust school plans</p>	<p>Coaches teacher leaders and other assistant principals in effective strategies for responding to family and community needs. Works with the school leadership team to leverage community assets to enhance the school.</p>	<p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>






Evidence:

Document the evidence collected during the assistant principal observation and used to rate this indicator.



## Leadership Practice 5. Lead with Integrity

### Indicator 5.1: Demonstrate Personal and Professional Responsibility

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>Inconsistent adherence to federal and local guidelines, contracts, and departmental procedures. Completes the professional growth plan. Sets professional goals that are aligned to district and school needs</p>	 <p>Adheres to federal and local guidelines, contracts, and departmental procedures. Receives feedback, creates professional improvement plans, and adjusts practice. Demonstrates respect for others, honors confidentiality, and engages in honest interactions that reflect ethical and legal principles. Completes the professional growth plan in a timely manner. Sets and meets professional goals that are aligned to district and school needs. Pursues professional development and training to support and lead key programs and efforts in the school.</p>	 <p>Reflects on decisions and behaviors, and makes adjustments in the best interest of the school. Acknowledges mistakes and takes personal responsibility for improving practices. Collaborates with colleagues within the school and beyond it to continuously improve leadership skills. Applies learning gained from the professional growth plan to change personal practices.</p>	 <p>Coaches teachers, teacher leaders, and other assistant principals on ethical decision making and consistently professional actions. Contributes to district efforts to improve assistant principal professional development. Coaches other school leaders in growing as a professional to better meet school, teacher, and student needs.</p>	 <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

#### Evidence:

Document the evidence collected during the assistant principal observation and used to rate this indicator.

Total Observation Score:

AVG(Q2,Q3,Q4,Q5,Q6,Q7,Q8,Q9)

## Non-Instructional Feedback Post-Observation Reflection Form SY15-16

### Instructions

The post-observation conference is convened after each assistant principal observation, and typically requires 30 minutes to complete. The post-observation conversation (a) encourages assistant principal reflection on instructional feedback practice in light of performance evidence, (b) provides assistant principal performance feedback from the principal, and (c) explains how observation results will be used to support continued growth.

The **assistant principal completes the Post-Observation Reflection Form** and **submits it BEFORE** the Post-Observation Conference meeting with the principal.

### Questions

1. To what degree was the activity/event typical of your practice of providing school leadership?  
What, if anything, was not typical?

2. To what extent do you think you met your goals for this activity/event?

3. Reflecting upon this observation, what do you consider your school leadership strengths?

4. Reflecting upon this observation, what do you consider your school leadership growth areas, or areas for improvement?

## Guiding Questions For Midyear Check-In Meeting

The Mid-Year Check-In between the assistant principal and the principal provides an opportunity to monitor and adjust the assistant principal's progress with the portfolio, including the PGP, and allow the principal and assistant principal to discuss any adjustments to practice or resources needed to ensure that the assistant principal meets goals by the end of the year. The conversation will focus on supports needed rather than on changing the goals themselves. The conversation will include checks on the assistant principal's portfolio, PGP, school leadership time as reported, and the results of the first observation.

### Checking on Portfolio Progress

- Do the artifacts provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?
- How do the artifacts collected at this point provide evidence about the assistant principal's mastery of the Essential Practices? If the evidence suggests that the assistant principal is not demonstrating the practices, what changes in practice can the assistant principal make or what additional supports can the principal provide?
- Do the artifacts collected so far provide evidence addressing all or most of the Essential Practices? If the current artifacts suggest that not all Essential Practices will be covered, what changes can be made to ensure that sufficient evidence will be collected by the end of the year?
- Are there steps that the assistant principal should take to change prior practice that would result in artifacts that provide stronger evidence?
- Checking on PGP Progress
  - Which action steps has the assistant principal completed?
  - Were there any challenges to completing the action steps?
  - Does the assistant principal need to add any action steps or revise the current action steps?
  - Have the resources provided during the first semester proved helpful? What additional resources can the principal provide?
  - What evidence has been collected already to show the assistant principal's progress toward meeting the goals? What further evidence will be collected? Is the timeline for future evidence collection still appropriate?
  - What changes, if any, have occurred in the school and district environment that might affect the assistant principal's ability to meet goals by the end of the year?
  - Do both the assistant principal and the principal feel that the assistant principal is on track to meet goals by the end of the year? If not, what changes can the assistant principal make or what additional supports can the principal provide to address concerns?

**Planning for Evaluation Completion**

- If not already scheduled, when might be a good time for the principal to conduct a second observation?
- Has contact between the principal and the assistant principal gone according to plan? What concerns do the participants have about the nature of communication between them so far? Do plans for regular communication need to be adapted for the second semester?
- Will there be any additional target dates for activities related to the PGP or elements of the evaluation process?

**Closing**

- Is there anything that needs further clarification?
- Do both the assistant principal and the principal still understand and accept the plan?
- Are there any questions or concerns that need additional discussion at a later date?

## Assistant Principal Mid-Year Check-In Form SY15-16

During the Mid-Year Check-In meeting, the principal and assistant principal discuss progress to date on the Assistant Principal Portfolio, progress on completing the professional learning activities on the Professional Growth Plan (PPGP), and School Leadership Time as indicated by assistant principal attendance. Challenges are discussed along with possible solutions. It is also a good time to discuss and schedule dates for the 2<sup>nd</sup> assistant principal observation, including the pre- and post-observation conferences.

The **principal completes the Mid-Year Check-In Form**, documenting any changes or adjustments to the Assistant Principal Portfolio and/or the PGP. The form is submitted in TalentEd by the principal and is available for review by the assistant principal.

### Progress on Artifact Collection

--

### Progress on PGP Goals

--

### School Leadership Time as indicated by assistant principal attendance

--

### Challenges

--

### Solutions/Adjustments Needed

--

### Recommended Support/Assistance

--

### Other Comments

--

## Assistant Principal Portfolio Scoring Form SY15-16

**Instructions:** An Assistant Principal Portfolio is one of the measures used to determine an assistant principal's summative evaluation rating. Use this form to score the Assistant Principal Portfolio. Include specific evidence from the artifacts.

**Assistant Principal Portfolio Artifacts** (Use the drop down list to indicate if artifact is present in TalentEd and/or BriteLocker or incomplete.)

1. Completed Set of One Teacher's Evaluation Documents

Choose an item.

2. Assistant Principal Professional Growth Plan

Choose an item.

3. Student Discipline Artifact

Choose an item.

4. Professional Learning Community Artifact

Choose an item.

5. Choice Component Artifact

Choose an item.

Use the following scale to rate each Essential Practice of School Leadership. Refer to the descriptions in the *Five Essential Practices of School Leadership Framework* that begins on page 5 of the Framework document accessible on VIDE EES web portal at <http://tle.vide.vi>. Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

### Practice Scoring Scale

1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished

1. **Build Shared Purpose:** The most effective leaders develop a compelling, shared organizational vision and ensure the vision is lived in the daily work of educators.

**Indicator 1.1:** Support School Mission

Choose an item.

**Rationale for Score**

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

2. **Focus on Learning:** The leader engages in instructional leadership to develop and maintain student access to appropriate, ambitious, and strong instructional programs focused on academic excellence and social and emotional development.

**Indicator 2.1:** Improve the Instructional Program

**Indicator 2.2:** Support Teachers' Development of a Positive Classroom Climate

Choose an item.

**Rationale for Score**

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

3. **Manage Organizational Systems:** The leader acts strategically and systematically to create teaching and learning conditions that are safe and supportive by aligning financial resources, human capital, data, and other resources.

**Indicator 3.1:** Manage the Organizational Structure

**Indicator 3.2:** Lead and Develop Personnel

**Indicator 3.3:** Manage Resources

Choose an item.

**Rationale for Score**

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

4. **Collaborate with Community:** The leader ensures that parents and community organizations are engaged with the school.

**Indicator 4.1:** Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

Choose an item.

**Rationale for Score**

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

5. **Leadership Practice 5: Lead with Integrity:** Assistant Principals lead with integrity and model responsibility through pursuit of professional learning

**Indicator 5.1:** Demonstrate Personal and Professional Responsibility

Choose an item.

**Rationale for Score**

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

***Principal's Comments (Optional)***







## School Leadership Instructional Time Form SY15-16

School Leadership time is critical to successful schools, therefore, assistant principals' presence on campus will help maximize school leadership time. The Virgin Islands Department of Education (VIDE) includes school leadership time as one of the measures within the assistant principal evaluation process. School Leadership time is indicated by an assistant principal's attendance and follows the U.S. Virgin Islands Department of Education Personnel Attendance Policy.

The Policy designates four categories for employee attendance: Outstanding, Exceeds Standards, Satisfactory, and Unsatisfactory. For the purposes of evaluation, the following rating scale is applied:  
4=Outstanding/ 3=Exceeds Standards/ 2=Satisfactory, 1= Unsatisfactory

The **principal completes the School Leadership Time Form** based on the assistant principal's record of attendance and submits it **BEFORE** the assistant principal's **Final Summative Evaluation** meeting. A copy of the U.S. Virgin Islands Department of Education Personnel Attendance Policy can be accessed on the VIDE [EES web portal](#).

### Attendance

1 Unsatisfactory	2 Satisfactory	3 Exceeds Standards	4 Outstanding
			
13 or more absences	9-12 absences	5-8 absences	0-4 absences

**TOTAL SCHOOL LEADERSHIP TIME SCORE:**

Attachment #1	<input type="button" value="Choose file"/>	<a href="#">Delete</a>
Attachment #2	<input type="button" value="Choose file"/>	<a href="#">Delete</a>
Attachment #3	<input type="button" value="Choose file"/>	<a href="#">Delete</a>

If the attachment will not upload properly, [click here](#) to try the alternate version.

## **Guiding Questions For Summative Meeting**

The summative meeting between the assistant principal and the principal is a time for both reflection and consideration of future goals. Prior to the meeting, the assistant principal will complete a summative reflection providing evidence of progress toward goals. During the summative meeting, the assistant principal and principal consider the assistant principal's overall performance and progress toward attainment of goals. During the summative meeting, the assistant principal and principal will review performance evidence and scores.

### **Checking on Progress**

1. Has the assistant principal reviewed all ratings documents, which were delivered a minimum of three business days prior to the summative evaluation meeting?
2. What questions does the assistant principal have about the documents?
3. What reflections does the assistant principal have on his or her performance during the past year?
4. What progress or growth occurred in terms of the assistant principal being a school leader and manager?
5. What performance challenges became apparent, and why did they become apparent?
6. How well did the assistant principal meet professional growth goals?

### **Checking on Scores**

7. On the basis of the evidence, what are apparent strengths in the assistant principal's practice, according to the Five Essential Practices of School Leadership Framework?
8. On the basis of the evidence, what are some growing points in assistant principal practice, according to the Five Essential Practices of School Leadership Framework?
9. To what degree does the assistant principal agree with the strengths and areas for growth identified through the evaluation process?

## Assistant Principal Summative Evaluation Score and Rating

### 1. BUILD SHARED PURPOSE

Portfolio Score

*Transferred from Portfolio Scoring Form*

Total Practice Score

*Transferred from Portfolio Scoring Form*

### 2. FOCUS ON LEARNING

Portfolio Score

*Transferred from Portfolio Scoring Form*

Observation Score

*Average of 1<sup>st</sup> Observation score and 2<sup>nd</sup> Observation score*

Total Practice Score

*Average of Portfolio Score and Observation*

### 3. MANAGE ORGANIZATIONAL SYSTEMS

Portfolio Score

*Transferred from Portfolio Scoring Form*

Observation Score

*Average of 1<sup>st</sup> Observation score and 2<sup>nd</sup> Observation score*

Total Practice Score

*Average of Observation and Portfolio Score*

### 4. COLLABORATE WITH COMMUNITY

Portfolio Score

*Transferred from Portfolio Scoring Form*

Total Practice Score

*Transferred from Portfolio Scoring Form*

### 5. LEAD WITH INTEGRITY

Portfolio Score

*Transferred from Portfolio Scoring Form*

**Total Practice Score**

*Transferred from Portfolio Scoring Form*

**School Leadership Time:** The School Leadership Time score is based on the following rating scale in VIDE attendance policy.

**Attendance**

1 Unsatisfactory	2 Satisfactory	3 Exceeds Standards	4 Outstanding
○	○	○	○
13 or more absences	9-12 absences	5-8 absences	0-4 absences

**TOTAL SCHOOL LEADERSHIP TIME**

**TOTAL SUMMATIVE EVALUATION SCORE**

TOTAL PRACTICE SCORE × .90 + SCHOOL  
LEADERSHIP SCORE × .10

**ASSISTANT PRINCIPAL SUMMATIVE RATING SCORE**

*The assistant principal summative rating score will be determined after VIDE sets cut scores using the 2015-16 assistant principal evaluation data.*

**Principal Comments:**



[www.air.org](http://www.air.org)



Copyright © 2015 American Institutes for Research. All rights reserved.

Florida and the Islands Regional Comprehensive Center, administered by ETS, provides technical assistance to state departments of education in Florida, Puerto Rico, and the U.S. Virgin Islands.