

For Reviewing: Under each category (ex: Culture-Wellness), if there are several questions used for the rubric, base the score on the collection of responses from a student, teacher, another administrator, and a parent or community member.

Evidence: The term evidence on the rubric refers to support by appropriate data and concrete, relevant examples. When evaluating a response, it is important to consider the quality, relevance, and adequacy of the evidence provided.

Approach: The term approach on the rubric refers to the methods, techniques, or strategies employed to address a problem, complete a task, or achieve a particular goal. It assesses the thoughtfulness and effectiveness of the overall approach taken by the respondent.

Culture - Wellness

	1 – Requires Development	2 – Approaches Standard	3 – Meets Standard	4 – Exceeds Standard
How have you shaped your school’s culture to foster emotional and physical well-being and safety? Assistant Principal (Q1)	Provides little or no evidence of shaping the school’s culture to foster well-being and safety	Provides a general outline of his/her approach and some evidence of shaping the school’s culture to foster well-being and safety	Clearly articulates his/her approach and provides evidence of shaping the school’s culture to foster well-being and safety	Articulates his/her approach in a compelling fashion and provides strong evidence of shaping the school’s culture to foster well-being and safety

<p><i>Consider the combined responses in your scoring</i></p> <p>How well supported and safe do you and other students feel at the school? Student (Q1)</p> <p>How well do the adults in your school know you and the other students? Student (Q2)</p> <p>How has your assistant principal shaped the school's culture to foster well-being and safety, so students and adults learn and interact productively? Teacher (Q1) & Admin (Q1)</p> <p>How has this assistant principal shaped the school's culture to foster everyone's well-being and safety? Parent/Community (Q1)</p>	<p>Provides little or no corroborating evidence for the student, teacher, admin, parent/community's answer</p>	<p>Provides anecdotal/individual evidence that supports the student, teacher, admin, parent/community's response but does not address the school culture level</p>	<p>Provides clear evidence that supports the student, teacher, admin, parent/community's response at the school culture level</p>	<p>Provides compelling evidence that supports the student, teacher, admin, parent/community's response at the school culture level and discusses the principal's role in shaping the culture</p>
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Culture - Equity

	1-Requires Development	2 – Approaches Standard	3 – Meets Standard	4 – Exceeds Standard
<p>How have you promoted equity so that each person is known and valued, and receives the individualized, high-quality education to succeed? Assistant Principal (Q2)</p>	Provides little or no evidence of promoting equity, knowing each person	Provides a general outline of his/her approach and some evidence of promoting equity, knowing each person	Clearly articulates his/her approach and provides evidence of promoting a culture of equity, where each person is known and valued	Articulates his/her approach in a compelling fashion and provides strong evidence of leading a culture of equity, where each person is known and valued
<p><i>Consider the combined responses in your scoring</i></p> <p>How well does the school provide you and other students with the support and choices you need to succeed academically? Student (Q3)</p> <p>How has your assistant principal promoted equity so that each person is known and valued, and receives the individualized, high-quality education to succeed? Teacher (Q2)</p> <p>How has this assistant principal promoted equity so that each person is known, valued and receives the individualized, high-quality education to succeed? Parent/Community (Q2)</p>	Provides little or no corroborating evidence for the student, teacher, parent/community's answer	Provides anecdotal/individual evidence that supports the student, teacher, parent/community's response, and shows that the assistant principal as an individual promotes equity but does not address the school culture more broadly	Provides clear evidence that supports the student, teacher, parent/community's response and promotes a school culture of equity	Provides compelling evidence that supports the student, teacher, parent/community's response and discusses how the assistant principal leads the school and shapes culture to ensure equity

Culture – Student-centeredness

	1 – Requires Development	2 – Approaches Standard	3 – Meets Standard	4 – Exceeds Standard
How have you embedded the needs of each student as a guiding value to inform organizational decision-making? Assistant Principal (Q3)	Provides little or no evidence of using student needs as a guiding value to inform organizational decisions	Provides a general outline of his/her approach and some evidence of using student needs as a guiding value to inform organizational decisions	Clearly articulates his/her approach and provides evidence of using each student's needs as a guiding value to inform organizational decisions	Articulates his/her approach in a compelling fashion and provides strong evidence of using each student's needs as a guiding value to inform organizational decisions
<p><i>Consider the combined responses in your scoring</i></p> <p>How well is this assistant principal guided by the needs of each student in making decisions about the learning community? Parent/Community (Q3)</p> <p>How has this assistant principal embedded the needs of each student as a guiding value to inform organizational decision-making? Admin (Q2)</p>	Provides little or no corroborating evidence for the parent/community, admin's answer	Provides anecdotal evidence that supports the parent/community, admin's response but does not address how the assistant principal incorporates student-centeredness as a guiding value when making school-wide decisions	Provides clear evidence that supports the parent/community, admin's response and shows how the assistant principal incorporates student-centeredness as a guiding value when making school-wide decisions	Provides compelling evidence that supports the parent/community, admin's response and shows how the assistant principal consistently incorporates student-centeredness as a guiding value in school-wide decisions

Learning – Results-orientation

	1-Requires Development	2 – Approaches Standard	3 – Meets Standard	4 – Exceeds Standard
<p>How are you leading learning in your school so that each learner, student and adult, will succeed in a global society? Assistant Principal (Q4)</p>	<p>Provides little or no evidence of leading learning in the school so that each learner, student and adult, will succeed in a global society</p>	<p>Provides a general outline of his/her role or approach and some evidence of leading learning in the school so that each learner, student and adult, will succeed in a global society</p>	<p>Clearly articulates his/her role and approach, and provides evidence of leading learning in the school so that each learner, student and adult, will succeed in a global society</p>	<p>Articulates his/her role and approach in a compelling fashion and provides strong evidence with persuasive results of leading learning in the school so that each learner, student and adult, will succeed in a global society</p>
<p><i>Consider the combined responses in your scoring</i></p> <p>How well does the school provide you and other students with the support and choices you need to succeed academically? Student (Q3)</p> <p>How does your assistant principal lead the learning in your school so that each learner, student and adult, will succeed in a globally competitive society? Teacher (Q3)</p> <p>How has this assistant principal embedded the</p>	<p>Provides little or no corroborating evidence for the student, teacher, admin, parent/community's answer</p>	<p>Provides anecdotal evidence that supports the student, teacher, admin, parent/community's response but does not address the assistant principal's role or approach in leading learning in the school</p>	<p>Provides clear evidence that supports the student, teacher, admin, parent/community's response and discusses the assistant principal's role and approach in leading learning in the school</p>	<p>Provides compelling evidence that have strong results that supports the student, teacher, admin, parent/community's and articulates the assistant principal's role and approach in leading learning in the school</p>

<p>needs of his/her students as a guiding value to inform organizational decision-making? Parent/Community (Q4)</p> <p>How does this assistant principal lead the learning in his/her school so that each learner, student and adult, will succeed in a globally competitive society? Admin (Q3)</p>				
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Learning – Collaborative leadership

	1 – Requires Development	2 – Approaches Standard	3 – Meets Standard	4 – Exceeds Standard
How have you empowered students and adults in your school community to assume leadership roles Assistant Principal (Q5)	Provides little or no evidence of empowering students and adults to assume leadership roles	Provides a general outline of his/her approach and some evidence of empowering students and adults to assume leadership roles	Clearly articulates his/her approach and provides evidence of empowering students and adults to assume leadership roles	Articulates his/her approach in a compelling fashion and provides strong evidence of empowering students and adults to assume leadership roles
What opportunities do you and other students have to take leadership roles at your school? Student (Q4) How has this assistant principal empowered students and adults to assume leadership roles Teacher (Q4) How has this assistant principal empowered students and adults in his/her school community to assume leadership roles Admin (Q4)	Provides little or no corroborating evidence for the student, teacher, admin's answer	Provides anecdotal/individual evidence that supports the student, teacher, admin's response but does not address the assistant principal's approach to empower students and adults	Provides clear evidence that supports the student, teacher, admin's response and discusses the assistant principal's approach to empowering students and adults	Provides compelling evidence that supports the student, teacher, admin's response, and discusses the reasons for, and assistant principal's approach to empowering students and adults

Learning – Innovation

	1-Requires Development	2 – Approaches Standard	3 – Meets Standard	4 – Exceeds Standard
How have you promoted innovation and creativity in learning? Assistant Principal (Q6)	Provides little or no evidence of promoting innovation and creativity in learning	Provides a general outline of his/her approach and some evidence of promoting innovation and creativity in learning	Clearly articulates his/her approach and provides evidence of promoting innovation and creativity in learning	Articulates his/her approach in a compelling fashion and provides strong evidence of promoting innovation and creativity in learning
Provide one or two examples of the most innovative learning opportunities you have had at your school. Student (Q5) Provide one or two examples of how this assistant principal fostered innovation and creativity in learning. Teacher (Q5)	Provides little or no corroborating evidence for the student, teacher's answer	Provides anecdotal evidence that supports the student, teacher's response but does not address how the assistant principal fosters innovation in learning	Provides clear evidence that supports the student, teacher's response and discusses how the assistant principal fosters innovation in learning	Provides compelling evidence that supports the student, teacher's response discusses how the assistant principal fosters innovation in learning