U.S. Virgin Islands Assistant Principal Portfolio Guidebook

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Introduction

School leadership is second only to teachers in influencing student learning. Although many stakeholders contribute to school leadership, including teachers, parents, community members and students, the assistant principal supports a culture of leading and learning for effective instruction resulting in positive student performance. School leadership is complex and requires a multitude of skills, knowledge and beliefs to build a positive learning environment so all students succeed in being prepared for college and/or careers.

> *"An effective school leader is one who promotes the academic, social and emotional success of all students by creating conditions for optimum teaching and learning to occur in a positive school culture."*
>
> *U.S. Virgin Islands Department of Education Task Force*

The foundation of the assistant principal evaluation process in the U.S. Virgin Islands is the **Five Essential Practices of School Leadership: A Framework to Support Assistant Principals (AP Framework).** The AP Framework was adapted from the Five Essential Practices of School Leadership Framework for principals created by the American Institutes for Research and for the U. S. Virgin Islands). Both frameworks are also aligned with the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.

School leadership is much more complex today and cannot effectively be measured by one instrument or approach, therefore, the assistant principal evaluation process for all assistant principals in the U.S. Virgin Islands includes three measures:

- **Observation** is a formal method of gathering evidence about performance. The principal completes two formal observations of the assistant principal each school year. The scores from each observation are used in the final assistant principal summative evaluation calculation. Refer to the *U. S. Virgin Islands Assistant Principal Guidebook* and the *Principal Evaluator's Manual for the Instructional Feedback Observation* for more information on the assistant principal observation procedures and tools.

- **Assistant Principal Portfolio** is an assistant principal-generated documentation of performance on the AP Framework. The assistant principal portfolio includes documentation of the completed Professional Growth Plan (PGP). The portfolio is assembled throughout the academic year and evaluated by the principal near the end of the school year, but before the assistant principal's summative evaluation meeting.

- **School Leadership Time** is indicated by an assistant principal's attendance. Attendance is an importance aspect of the VIDE's Employee Effectiveness System, and adherence to VIDE attendance policies is an aspect of an assistant principal's professional responsibility.

This guidebook provides information and forms needed to develop, present and score the **Assistant Principal Portfolio**. 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

Additional information regarding the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* and the *Interstate School Leaders Licensure Consortium (ISLLC) Standards* can be found at http://tle.vide.vi/ or by contacting the VIDE Division of Human Resources staff at evalquestions@sttj.k12.vi.

Assistant Principal Portfolio

All assistant principals are required to develop and present a portfolio as part of their annual evaluation. The Assistant Principal Portfolio is a collection of artifacts that demonstrate performance related to leadership practices and indicators detailed in the Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals (AP Framework). Artifacts are intended to represent assistant principal practice, as opposed to being a random document collection only focused on accomplishments. Evidence for all of the practices, indicators, and elements in the AP Framework must be provided in the Assistant Principal Portfolio. With input from educators on St. Thomas, St. John and St. Croix, the VIDE Assistant Principal Portfolio process was constructed to collect a set of common and individualized artifacts to be systematically reviewed and scored.

What is a Portfolio?

A portfolio is a collection of strategically chosen artifacts created and used in the everyday routines of an assistant principal, which are assembled and explained by the assistant principal for the purpose of performance evaluation.

All Assistant Principal Portfolios will be submitted and managed in **BriteLocker**, the electronic portfolio accessed through *TalentEd,* the U.S. Virgin Islands Department of Education (VIDE) electronic performance management system.

Artifacts

An **authentic artifact** is a document, chart, plan, or other piece of evidence developed in the course of work and used by the assistant principal routinely in leading a school. Authentic artifacts demonstrate exemplary school leadership practice. Because there are so many artifacts created through normal school leadership practice during a typical school year, "high density" artifacts, those that demonstrate a range of n assistant principal's performance related to all practices, indicators and elements of the AP Framework, should be submitted. Selection of high density artifacts minimizes the amount of evidence collected and reviewed, yet together can represent all essential practices related to school leadership.

A Assistant Principal Portfolio consists of required **common** artifacts all assistant principals use as part of processes or procedures in U.S. Virgin Islands districts and schools, as well as **unique** artifacts used by an assistant principal in his or her school context.

Both common and unique artifacts are included in a portfolio. A **common** artifact is a document that all assistant principals use in required processes or procedures of school leadership in the U.S. Virgin Islands districts and schools.

A **unique** artifact is one that an assistant principal identifies as an exemplar of school leadership practice specific to his/her school. Unique artifacts may differ across portfolios but can have a common theme. For example, all assistant principals are asked to include an artifact related to parental engagement, however, one assistant principal's parent engagement artifact may be a document related to PTA

meetings, where another's could include a parent presentation on their role in school improvement. Table 1 highlights the general characteristics of a high quality artifact.

Table 1.
What Makes a Quality Artifact?

Weak Artifact Evidence	Moderate Artifact Evidence	Sufficient Artifact Evidence	Strong Artifact Evidence
Artifacts are provided, but it is not clear how the artifacts demonstrate evidence for the behaviors described in the element or artifacts are unlikely to display a range of practice, and no explanation is included.	Artifacts provide clear evidence for part of the behavioral descriptors in the element and a range of practice quality is likely to be observed. Artifacts require an explanation for selection.	Artifacts provide clear evidence for more than half of the behavioral descriptors in the element, and an explanation is provided, as appropriate. A range of performance can be observed.	Artifacts provide clear evidence for all the behavioral descriptors in the element, and an explanation is provided, as appropriate. A range of performance can be observed.

Assistant Principal Portfolio Process

The Assistant Principal Portfolio process is similar to the Principal Portfolio process in many ways. The Assistant Principal Portfolio process encourages collaboration with the principal and reflection. Each assistant principal engages in planning, collecting artifacts and sharing a portfolio to demonstrate exemplary performance on all five practices in the AP Framework.

Figure1. The Portfolio Process. This figure depicts the portfolio process for assistant principals.

Portfolio Planning

Portfolio planning occurs during the **Assistant Principal Evaluation Planning Meeting** at the beginning of the school year. The assistant principal and principal discuss the five artifacts reflecting school leadership practices to include in the portfolio, as well as expectations for submission. Portfolio artifacts, when viewed in combination, provide a complete picture of the assistant principal's school leadership during the school year. The practices, indicators, and elements in the AP Framework describe what that complete picture might look like (Table 2). The AP Framework, previous principal evaluation data and current assistant principal practice can be used to inform the selection of the unique artifacts for a portfolio.

Table 2.
Example of Five Essential Practices of School Leadership Design

Five Essential Practices of School Leadership Framework

Practice is the biggest grain

Leadership Practice 1: Build Shared Purpose

Each Indicator describes part of the practice.

Indicator 1.1: Support School Mission

Element	Unsatisfactory The assistant principal performing at the *basic* level...	Basic The assistant principal performing at the *intermediate* level also...	Proficient The assistant principal performing at the *proficient* level also...	Distinguished The assistant principal performing at the *distinguished* level also...
A.	▪ 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.	▪ Gathers input from a diverse set of stakeholders, including the principal and school leadership team, when creating or implementing program[2] plans. ▪ Monitors program progress toward attaining goals, particularly with respect to the educational attainment of all students.	▪ Contributes to the development and/or enacts procedures for public reflection and collective action to improve program performance and school conditions. ▪ Implements adjustments to programs to better contribute to the attainment of the school mission. ▪ Contributes to attainment of annual and quarterly objectives in the school improvement plan.	▪ Coaches teachers, teacher leaders, and/or other assistant principals on developing, enacting, and monitoring the program or school improvement plan.

Elements combine to describe the indicator.

The following **Guiding Questions** can be used to guide the planning:

1. To what degree is the assistant principal clear about the portfolio process?

2. What possible unique artifacts are identified to demonstrate school leadership practices linked to the Indicators in the AP?

3. To what degree will the artifacts represent all five essential practices?

4. When will the artifacts be collected? Does the timeline to collect artifacts allow for enough time to complete the portfolio by the due date?

5. What, if any, support does the assistant principal need in collecting artifacts?

6. What information could be shared at the mid-year check-in meeting to demonstrate progress in completing the portfolio?

7. What supplemental information or rationale will need to be provided to explain the artifacts and how they demonstrate evidence of the indicators at the end of the school year?

At the conclusion of the meeting, the assistant principal and principal complete the **Assistant Principal Portfolio Planning Form** in *TalentEd* and schedule/confirm dates for the Mid-year Check-in and Portfolio Review.

Evidence Gathering

With input from assistant principals and principals from both school districts, the VIDE leadership identified **five artifacts** to be in the Assistant Principal Portfolio as part of the U.S. Virgin Islands assistant principal evaluation process. The artifacts were chosen because they represent multiple aspects of school leadership practices (dense) and they focus on important topics of leadership in the U. S. Virgin Islands. Both **common** and **unique** artifacts are included (Table 3).

A **common** artifact is a document, chart, plan, etc. used by all assistant principals, whereas a **unique** artifact is used by an assistant principal in his or her school context.

Table 3.
Artifacts for Assistant Principal Portfolios

REQUIRED ARTIFACTS	TYPE OF ARTIFACT
1. **A set of completed documents for one teacher's evaluation**	**Common:** All assistant principals will select one teacher for whom an evaluation has been completed and include the following documents: • Teacher Observation Danielson Framework for Teaching-1 • Teacher Observation Danielson Framework for Teaching-2 • Teacher Observation Danielson Framework for Teaching-3 (if the teacher is probationary) • Teacher Portfolio Review Form • Teacher Portfolio Scoring Form • Teacher Summative Evaluation
2. **Professional Growth Plan**	**Common:** All assistant principals include a professional growth plan using the template in *TalentEd.*
3. **Student Discipline**	**Unique:** Each assistant principal chooses an artifact related to student discipline to include in the portfolio.
4. **Professional Learning Communities Artifact**	**Unique:** Each assistant principal chooses an artifact related to professional learning communities to include in the portfolio.
5. **Choice Artifact**	**Unique:** Each assistant principal chooses one additional artifact to include in the portfolio.

A Set of Completed Documents for One Teacher's Evaluation

An important aspect of an assistant principal's work is instructional leadership. Assistant principals can have a positive impact on student learning by helping teachers improve their teaching practices. Through the teacher evaluation process, assistant principals are able to observe teachers, provide meaningful, constructive feedback to improve or expand instructional practices, and influence the quality of instruction throughout the school. As an artifact, the set of documents is reflective of the following essential practices of school leadership:

- **Focus on Learning Indicator 2.1:** Improve the Instructional Program and **Indicator 2.2:** Support Teachers' Development of a Positive Classroom Climate
- **Manage Organizational Systems Indicator 3.2:** Lead and Develop Personnel and **Indicator 3.3:** Manage Resources

An assistant principal selects a completed teacher evaluation to include as the artifact. A complete set of teacher evaluation documents include the following forms in *TalentED*:

- Teacher Observation Danielson Framework for Teaching-1
- Teacher Observation Danielson Framework for Teaching-2
- Teacher Observation Danielson Framework for Teaching-3 (if the teacher is probationary)
- Teacher Portfolio Review Form
- Teacher Portfolio Scoring Form
- Teacher Summative Evaluation

Professional Growth Plan

All assistant principals are responsible for completing an annual Professional Growth Plan (PGP), which describes professional learning goals, evidence of professional development activity completion, and evidence of applying learning to school contexts. The PGP is reflective of the following essential practices of school leadership:

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

The goal of the PGP is to advance an assistant principal's *leadership practice*. The PGP process is designed to foster reflection, collaboration, and accountability. The process is similar to the Principal Professional Growth Plan in that an assistant principal develops goals based on previous evaluation data and reflection, identifies and completes professional learning activities, applies the learning to current practice, and reflects on knowledge and skills learned and their impact on school leadership.

Developing the PGP

Two goals must be included in the plan:

- **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 AP Framework, 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).

Table 4.
Defining SMART Goals

S	Specific: States exactly what principals want to accomplish. Specify who, what, where, and why. Write a rationale for the goal based on previous performance and district or school direction.	Who will do what? Where will it be done? What activities will be completed? Where will the activities be completed?
M	Measurable: Describes how goal attainment will be demonstrated and evaluated.	What evidence will show activities are completed? How will learning be applied in practice? What evidence will show learning has been applied?
A	Achievable: Explains why the goal is achievable, yet challenging.	What is the action-oriented verb? Why are the goals achievable and challenging?
R	Relevant: Describes how the goal will be applied in the school.	Why is the goal relevant to the work you do? How will the goal help you to be better at your job? How does the goal align to performance standards?
T	Time-bound: States when activities will be completed and when learning will be applied (and observable) in the school.	When will professional development activities occur? What are the deadlines for each activity? When will learning be applied in the school?

The PGP goals should focus on *the assistant principal's professional practices* (e.g., planning programs, communicating to staff) as opposed to school-wide leadership activities (e.g., teachers use of data, professional learning community [PLC] focus on instruction). By improving professional practices, changes in school-level leadership practices may result.

Professional Learning Activities
Professional learning activities, target completion dates, anticipated outcome and application of the learning are identified for each goal. When selecting professional learning activities, the assistant principal and principal should consider *formal* activities including workshops, university courses, coaching, mentoring, action research, and PLC activities that have a scope and sequence for attaining specific intents or goals. Informal professional development includes meetings, reading, or other open-ended activities that do not have a scope and sequence of actions or specific intents or goals.

Measures of Progress and Success
The assistant principal and principal also identify how the assistant principal can show the completion of each activity and how progress towards achieving each goal will be demonstrated. The emphasis is on learning related to school leadership and applying the learning in school contexts.

Completing the PGP

The PGP is discussed and finalized during the **Assistant Principal Evaluation Planning Meeting** at the beginning of the school year. The PGP is then completed in *TalentEd*.

Throughout the school year, the assistant principal completes the professional learning activities, applies learning to meet goals, and collects evidence to demonstrate completion of the PGP. Evidence is uploaded into **BriteLocker** through *TalentEd* and the PGP is reviewed and scored as an artifact in the portfolio.

The **Assistant Principal Professional Growth Plan Development Rubric** can assist assistant principals and principals in the development and implementation of the PGP.

Student Discipline Artifact

A work group of assistant principals and principals from both school districts in the U.S. Virgin Islands identified student discipline as an important focus of an assistant principal's school leadership. The assistant principal chooses an artifact that best reflects school leadership related to his or her work in addressing school discipline and the following school leadership practices:

- **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

Professional Learning Communities Artifact

Another area of focus identified by the work group of assistant principals and principals from both school districts is Professional Learning Communities. Assistant principals support professional learning communities through their school leadership. Each assistant principal chooses and artifact that reflects this support and the following school leadership practices:

- **Build Shared Purpose,** Indicator 1.1: Support School Mission
- **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

Choice Artifact

The fifth artifact is one the assistant principal chooses to include. This is an opportunity for the assistant principal to choose an artifact representing a range of his or her performance related to all practices, indicators and elements of the AP Framework.

Assistant principals should collect artifacts throughout the school year, rather than waiting until the third quarter. Waiting to the last minute can result in an incomplete collection of documents put together haphazardly that do not reflect exemplary performance. All artifacts for the Assistant Principal Portfolio must be uploaded into **BriteLocker** through *TalentED*. Information and access to **BriteLocker** can be obtained by contacting Human Resources staff at evalquestions@sttj.k12.vi.

Mid-year Check-in

During the Mid-Year Check-In Meeting, the assistant principal and principal discuss work on the Assistant Principal Portfolio. It is an opportunity to share progress in artifact collection and on PGP professional learning activities, discuss challenges, and identify possible solutions. The conversation focuses on supports needed to ensure successful completion of the portfolio. The following **Guiding Questions** can be used to facilitate the Mid-Year Check-In meeting:

1. Do artifacts collected thus far provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?

2. Do artifacts collected thus far provide evidence for all or most of the essential practices? If current artifacts suggest not all essential practices will be represented, what changes can be made to ensure evidence for all artifacts is collected before the portfolio presentation meeting?

3. What evidence do the artifacts collected at this point suggest about the assistant principal's mastery of the essential practices? What changes in practice need to be made or what additional supports are needed for mastery?

4. What other information needs to be shared so that the artifacts can be evaluated fairly?

5. Are there steps the assistant principal should take to change prior practice and make the artifacts stronger?

Portfolio Review

The assistant principal and principal meet to review the Assistant Principal Portfolio at the Portfolio Review Meeting, which occurs during the fourth quarter of the school year. The meeting is an opportunity for the assistant principal to share and answer questions to ensure the principal understands the artifacts and their relationships to the assistant principal's school leadership practices. Artifacts and explanations should provide clear evidence of behaviors described in the elements of one or more indicators of the AP Framework.

The informal discussion focuses on how effectively the artifact and explanation work *together* to demonstrate exemplary performance for the specific essential practice. The discussion should also

include the assistant principal's reflection on his or her performance, as indicated by the artifact and explanation. It is critical that a thorough explanation is provided so the principal has enough information to fairly score the portfolio.

Scoring the Assistant Principal Portfolio

Evidence provided through the portfolio comprises one of the three measures used in the calculation of the final summative score for the principal's evaluation (Table 5).

Table 5.

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					

*The table shows the alignment with the instructional feedback observation. If the principal and assistant principal decide the second observation will be a non-instructional observation, the observation may align to the other practices.

The **Assistant Principal Portfolio Scoring Form** is used to score the Assistant Principal Portfolio. The principal rates the level of school leadership performance based on the evidence provided by the artifacts and the explanation provided by the assistant principal during the portfolio review. A score is assigned to each essential practice in the AP Frame based on the evidence.

The practice scores are used with other measures to determine summative scores for each of the assistant principal essential practices of school leadership.

Forms required to complete the portfolio process are included in the appendix. More information can be found on the VIDE EES web portal at http://tle.vide.vi or by contacting the VIDE Division of Human Resources at evalquestions@sttj.k12.vi.

Appendix

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 at 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. The *U.S. Virgin Islands Assistant Principal Portfolio Guidebook* provides a detailed explanation of portfolio, including the professional growth plan (PGP) and can be accessed on the VIDE EES website 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):

- **Build Shared Purpose,** Indicator 1.1: Support School Mission
- **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

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 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:

1. **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
○	○	○	○

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
○	○	○	○

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?

Smart Goal Quality Checklist

		Yes	No
Specific	The plan for attaining professional learning goals is clear. It identifies one or more formal professional learning activities, where the activities will occur, what scope and sequence of the activities are, who will support learning, what resources are needed, how learning will be applied in practice, and what evidence will be provided to show activities have been completed.		
Measurable	Criteria for completion of the professional development activities are clearly measurable because specific evidence of completion is identified. Criteria for applying learning to leadership practices also are clearly measurable because specific evidence for applying learning to leadership practices has been identified.		
Achievable	The rationale for selecting professional learning activities is ambitious but achievable, given the leader's career trajectory, available time, learning preferences, and resources. The proposed achievable of learning to practice also is ambitious and achievable, given the leader's career trajectory, time, and school context.		
Relevant	The rationale for the goal is clearly linked to summative ratings on performance evaluations and school or district leadership improvement plans. Application of learning is linked to performance levels in the Five Essential Practices of School Leadership Framework and school or district improvement objectives.		
Time-bound	Times, dates, and benchmarks for professional development and application of learning have been defined. Professional development and application of learning occurs within one school year.		

Assistant Principal Professional Growth Plan Development Rubric SY15-16

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

GROWTH PERSONAL LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	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.
The Essential Practice	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.
The Rationale	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.
The Learning Activity	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.
Application of assistant principal Learning	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 how the use of new knowledge and skills will improve assistant principal related to the focus of assistant principal's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to assistant principal leadership beyond the school.

The Outcome(s)	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.
Progress In Completing The Activity And Achieving The Goal	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.
Supports That Might Be Needed To Reach The Goal	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.
COLLABORATIVE LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	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.
The Essential Practice	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.
The Rationale	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.
The Learning Activity	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.
Application of assistant principal Learning	Assistant principal does not indicate how the new knowledge and skills will be used.	Assistant principal indicates how and when the new knowledge	AND will expand on current effective assistant principal leadership.	AND will result in school improvement.

		and skills will be used.		
The Outcome(s)	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.
Progress In Completing The Activity And Achieving The Goal	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.
Supports That Might Be Needed To Reach The Goal	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.
PGP Implementation				
OVERALL ASSISTANT PRINCIPAL PROFESSIONAL GROWTH PLAN	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.
EVIDENCE	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
ASSISTANT PRINCIPAL REFLECTION	There is no 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.
ENGAGEMENT	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.

Assistant Principal Portfolio Scoring Form SY15-16

An Assistant Principal Portfolio is one of the measures used to determine an assistant principal's summative evaluation rating. **The principal completes this form during or after the portfolio review meeting with the assistant principal**.

The following scale is used to score each Essential Practice of School Leadership. Refer to the descriptions in the *Five Essential Practices of School Leadership Framework: A Framework for Supporting Assistant Principals* accessible on VIDE EES web portal at http://tle.vide.vi. Indicate the artifact(s) evidence and rationale for each score.

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.

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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.

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Principal's Comments (Optional)

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Assistant Principal Portfolio Quick Reference Guide

All assistant principals are required to develop and present a portfolio as part of their annual evaluation.

Required Elements

Five Portfolio Artifacts	Related Essential Practices of School Leadership
1. **A set of completed documents for one teacher's evaluation**	**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
2. **Assistant Principal Professional Growth Plan (PGP)**	**Lead with Integrity Indicator 5.1:** Demonstrate Personal and Professional Responsibility
3. **Student Discipline**	**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
4. **Professional Learning Communities Artifact**	**Build Shared Purpose Indicator 1.1:** Support School Mission **Focus on Learning Indicator 2.1:** Improve the Instructional Program and Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate **Manage Organizational Systems Indicator 3.2:** Lead and Develop Personnel **Lead with Integrity Indicator 5.1:** Demonstrate Personal and Professional Responsibility
5. **Choice Artifact**	Assistant principal chooses and artifact and indicates the practices and indicators demonstrated by the artifact

Portfolio Process and General Timeline

Step	What Is Done	When It Is Done
Develop the PGP	Assistant Principals develop the PGP.	At the beginning of the school year
Portfolio Planning	Assistant principals and principals plan contents of portfolio and finalize the PGP.	At the beginning of the school year
Collect Evidence	Assistant principals collect artifacts and implement the PGP.	Throughout the school year
Check progress	Assistant principals and principals check on progress and adjust the PGP as needed.	At the end of the second quarter
Portfolio Review	Assistant principals share the portfolio with the principal, who evaluates the artifacts in relation to the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals (AP Framework)* practices and indicators.	Near the end of the fourth quarter