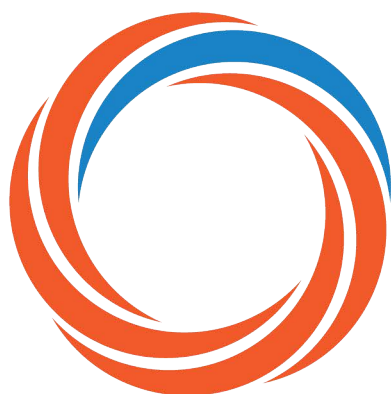


# Assistant Principal Self-Assessment and Goal Setting Forms



TEXAS  
**PRINCIPAL**  
EVALUATION &  
SUPPORT SYSTEM

**2020 Update**

## Assistant Principal Self-Assessment and Goal Setting Forms

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## Texas Principal Evaluation and Support System (T-PESS)

### (Getting Started Instructions)

**Instructions:** To begin, please complete the contact information for the assistant principal and appraiser then the **SAVE FORM** button before proceeding with the form or printing.

You may want to include the Assistant Principal's name and the school year in the file name when you save it. The information entered on this page will be populated throughout all forms in this document.

**SPECIAL NOTE:** The forms contained in this Adobe PDF document are designed to be used electronically or in a print format. Some sections of the form can also be emailed directly from the document.

Contact Information	
Assistant Principal Name:	
Assistant Principal Email:	
Assistant Principal School:	
School Year:	
Appraiser Name:	
Appraiser Email:	

## Assistant Principal Self-Assessment Form (Appraiser Pre-assessment & Pre-evaluation Conference)

### Part 1: Assistant Principal Self-Assessment Form

Assistant principals should use the Texas Principal Standards, T-PESS Assistant Principal Rubric, and data sources such as the campus needs assessment, campus improvement plan, district strategies and priorities, student and staff outcome data, and past feedback from peers and appraisers to recursively assess their performance. *Note: Returning assistant principals should use the end-of-year (EOY) refinement areas as additional data to generate new goals.*

#### Self-Assessment Instructions:

1. Towards mid-September, assistant principals use the T-PESS Assistant Principal Rubric and other guiding documents noted previously to self-assess practices and performance.
2. Preponderance of evidence is used to complete this data-driven self-assessment and identify the variances between actual and expected competence and performance as detailed in the rubric.
3. Read the first Domain carefully.
4. For each indicator, begin with the “Developing” performance descriptors and move left towards the “Distinguished” column. The performance demands and essential actions grow increasingly complex as you move to the left of the rubric.
5. Read through the descriptors for each performance level to identify those actions and practices that are consistently performed at expected performance levels and those that require growth or present challenges.
6. Mark the Beginning of Year (BOY) performance levels for each Domain and Indicator in the rubric using the same process. (See Performance Level definitions below.)
7. Use the self-assessment ratings to gain a clear idea of the highest-priority areas on which to base growth goals.

- *Distinguished – Describes an exemplary level of performance that has a profound impact on both campus- and district-level performance. These exhibited practices serve as an exemplar for other principals and campus leaders and represents a distinct group of principals. Direct comment is required.*
- *Accomplished – Describes highly skilled level of competence and automaticity with practices and performance that exceed proficiency.*
- *Proficient – Describes demonstrated competence with practices and performance with expected proficiency of the standard.*
- *Developing – Describes basic competence with practices and performance and requires direct oversight and/or growth toward achieving the standard at the proficient level.*
- *Needs Improvement – Describes subpar competence with practices and performance and requires immediate growth. Direct comment is required.*



## Domain 1: Strong School Leadership and Planning

## Indicator 1.1: Ethics and Standards – Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Actively leads, shares, and models related policy, ethics, and standards of practice to build capacity with other campus campus leaders and assistant principals	Collaborates with the principal and leadership teams to consistently develop and monitor strategies which fully address ethical behaviors, high expectations, and quality practices that are professional and student-centered	In conjunction with the campus principal, develops and implements processes to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 1.2: Schedules for Core Leadership Tasks – Focuses calendars and time to address principal, leadership, and instructional priorities**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Strategically adheres to core leadership tasks  Has detailed calendaring systems  Coaches and leads others on managing and prioritizing their time and tasks  Supports the principal in ensuring efficient and effective operations are upheld with instruction as the priority	Supports the principal to strategically define priorities and to lead, delegate, calendar, and communicate core leadership tasks  Develops detailed calendars for self with clear priorities for instruction and communicates the expectation for others  Makes adjustments to respond to changes in instructional needs and principal/campus priorities  Collaborates with the principal and staff to monitor calendars that consistently maximize learning time and operations that enable student learning	Leads with clear, written, and transparent assistant principal roles and responsibilities  In collaboration with the principal, develops a school calendar with key instructional leadership tasks  Defines and calendars personal core leadership tasks with clear priorities for instruction  Supports the principal in ensuring that schedules for staff are developed and accessible to maximize learning time and operations that enable student learning	Carries out general leadership roles and responsibilities under the direct supervision of the principal, and develops broad school and personal calendars that are sometimes focused on instruction and maximize learning time	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 1.3: Strategic Planning – Strategically supports focused planning processes with strategic monitoring of outcomes**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	Dis	Acc	Pro	Dev	NI	<p>Systematically collaborates with the principal to leverage strategic planning as a high-level leadership process to sustain a high performing culture of innovation, improvement, and accountability that is data- and results-driven</p> <p>Supports the principal in maintaining clear continuous improvement and decision-making processes that are linked to the plan</p>	<p>Collaborates with the principal to leverage all staff and multiple stakeholders to strategically develop a data-driven improvement plan that is comprehensive, rigorous, and instructionally focused</p> <p>Uses multiple quantitative and qualitative data sources to give critical assistance to the principal</p> <p>Strategically supports the principal's work to establish aggressive student outcomes and clear staff accountability with ongoing systems to check for fidelity of targets and actions</p> <p>Consistently uses the plan to support the principal with decision-making and adjusts, accordingly</p>	<p>Co-develops, with the principal and leadership team, a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics, and task owners</p> <p>Includes multiple sources of data</p> <p>Ensures the plan is rigorous and instructionally focused</p> <p>Uses the plan and data to assist the principal in decision-making and adjusts, accordingly</p>	<p>Understands and is able to articulate the school and principal's plan</p> <p>Sometimes conducts formative reviews of the strategies with the principal's guidance</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities

**Indicator 1.4: Change Facilitation – Productively manages and supports change processes**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Confidently challenges the status quo and serves as a driving force in initiating and managing changes under the supervision and guidance of the principal</p> <p>Proactively anticipates and manages change initiatives in collaboration with the principal</p> <p>Actively leads change initiatives with clear solutions, resiliency, and productivity, as appropriate</p> <p>Builds capacity in others to effectively lead change</p>	<p>Leads assigned leadership or campus teams to consistently create, implement, and monitor new and necessary improvement initiatives linked to best practices</p> <p>Uses productivity and achievement data to consistently communicate the need for change to the principal and staff, as applicable</p> <p>Supports the principal in developing clear and concise actions that create the opportunity for stackable success</p> <p>Relentlessly focuses on identifying solutions when presented with challenges, and shifts challenges to opportunities</p>	<p>Interacts with a solutions-oriented mindset and takes ownership of improvement initiatives under the principal's guidance</p> <p>Collaborates with principal to initiate and facilitate necessary change using a student outcome lens</p> <p>Clearly articulates and involves others in the change processes</p>	<p>Articulates the need for solutions and accepts some responsibility for change and continuous improvement</p> <p>Sometimes acts on needed change with limited solutions</p>	Comment Required
BOY										
MOY										
EOY										
Appraiser Comments/ Growth Opportunities										

**Indicator 1.5: Coaching, Growth, Feedback, and Professional Development – Models personal commitment to developing self and others**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Serves as a role model for continuous improvement with other campus leaders and assistant principals  Consistently coaches other leaders within campus  Embraces a lead learner role through participation in varied learning opportunities and impactful follow through to develop self and others	Proactively seeks coaching and feedback from supervisors, the principal, peers, and staff, and models these interactions as standard practices  Strategically plans for participation in learning opportunities  Consistently creates clear performance outcomes for professional development with follow-through that positively impact personal growth and student outcomes	Regularly seeks coaching and feedback from supervisors, the principal, peers and staff  Regularly incorporates refinements to adapt and improve practices  Maintains a growth mindset for self and others  Aligns growth to the needs of the school and student outcomes	Sometimes seeks coaching and feedback from supervisors  Understand the importance of growth for self and others  Engages in limited professional development	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Domain 1: Examples of Artifacts and/or Evidence**

- Code of Ethics/Behaviors
- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Calendar(s) of Activities and Core Leadership Tasks
- Master Calendar
- Visioning Documents
- Mission, Vision, Goals, Values/Beliefs
- Campus Improvement Plan and Plan Monitoring Systems
- Strategic Planning and Monitoring Processes
- Budgets and Fiscal Management Systems
- Productivity and Achievement Data: Students and Staff
- Change Processes and Actions
- Coaching and Support Systems
- Professional Development Plans and Results



## Domain 2: Effective, Well-Supported Teachers

## Indicator 2.1: Human Capital - Assists to recruit, select, assign, and induct highly effective educators

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Leads and models high standards for all positions and responsibilities with clear and established human capital management systems</p> <p>Strategically contributes and provides input to the principal to place and shift positions to best meet the needs of the school, teams, and students</p>	<p>Collaborates with campus principal and leadership teams to strategically and consistently recruit, select, assign, and induct high quality candidates that are a match for specific position expectations and student needs</p> <p>Works with campus principal to analyze existing assignments and team dynamics when assigning teachers/staff to ensure cultural fit</p>	<p>In collaboration with the campus principal, follows district-approved hiring processes and protocols to recruit, select, assign, and induct candidates</p> <p>Assists the campus principal to ensure that placements of high-quality staff are strategic based on student needs and teacher/staff strengths</p>	<p>As directed by the campus principal, uses basic criteria and teachers' qualifications to recruit, select, and assign candidates</p> <p>Sometimes becomes involved in hiring decisions and processes</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 2.2: Talent Management - Assists to supports and retains highly effective educators**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	Dis	Acc	Pro	Dev	NI	<p>Works with the campus principal to capitalize on tangible and intangible assets of staff to support and/or validate a system of highly effective practices which result in staff retention</p> <p>Collaborates with the campus principal to create clear pathways for teacher/staff advancement to ensure a pipeline of potential campus leaders with instructional insight</p>	<p>Systematically supports a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support</p> <p>Uses principal, administrative team, and teacher leader/peer feedback and leadership opportunities to consistently assist in supporting the retention of effective teachers</p>	<p>Assists the campus principal in routinely implementing targeted and personalized strategies, including the use of high performing teachers, to support, grow, and retain teachers</p> <p>In collaboration with the campus principal, gathers input from teachers to develop strategies for the retention of effective teachers</p>	<p>Sometimes supports the campus principal with using a mentoring support system as the primary means of supporting and retaining staff</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities

**Indicator 2.3: Observations, Feedback, and Coaching – Conducts rigorous, calibrated, and supported observations**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Leverages observations and feedback to build capacity with others as an established professional growth model under the supervision and guidance of the campus principal</p> <p>Maintains and models coaching and actionable feedback as primary means of interacting with staff</p> <p>Supports the establishment of a robust system of professional development that is personalized, data-driven based on student learning and observation and feedback data, and includes follow up to ensure implementation of practices covered in professional development</p>	<p>Calibrates with the campus principal to systematically use normed tools and processes with instructional leadership teams and analyze teacher observation data</p> <p>Shares responsibility with campus principal to establish and make available to staff clearly defined and reflective classroom routines and instructional strategies as exemplars for performance</p> <p>Collaborates with campus principal to conduct targeted observations based on analysis of formative student assessment data and follows up observations with coaching that leads to rapid improvement in teacher practice and student learning</p>	<p>Supports the campus principal in using normed tools and processes to conduct frequent formal and informal observations, capture data trends, and track progress over time</p> <p>Reviews observation data and student achievement to ensure alignment between the two. Systematically reviews observation data with campus principal to calibrate and make campus decisions</p> <p>Provides timely, clear, and actionable feedback and coaching to all teachers</p> <p>Feedback and coaching includes clear models/ exemplars, concise actions steps for improvement, and opportunities to practice with embedded coaching</p>	<p>Observes teachers primarily during scheduled observations and occasional walkthroughs</p> <p>Feedback is sometimes provided</p> <p>Provides coaching primarily to new teachers and those in need of support</p> <p>Sometimes reviews observation data with campus principal to calibrate and make campus decisions</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities

Indicator 2.4: Professional Development - Supports the campus principal to personalize and align professional development										
Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Models a schoolwide culture of learning and growth	Supports the campus principal to leverage leadership teams to consistently analyze performance and goal setting data	Regularly uses observation and other relevant data to support and sometimes deliver targeted professional development that is research-based and addresses staff and student learning and achievement needs	Sometimes works with and supports the campus principal to provide professional development opportunities for staff	Comment Required
BOY						Works with campus principal to leverage expertise to systematically develop and coach high fidelity practices	Works with the campus principal to customize research-based professional development and assesses implementation and impact on staff and student learning and achievement	Assists the campus principal to develop calendars for professional development that are modified based on data and teacher/student needs		
MOY						Collaborates with the campus principal to establish a comprehensive professional development system that is frequent, reflective, and recursive				
EOY						Supports the seamless integration of professional development and goal setting as cycles of improvement and refinement				
Appraiser Comments/ Growth Opportunities										

## Domain 2: Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Teacher Recruiting and Hiring Processes
- Teacher and Staff Onboarding
- Teacher Placement Decisions
- Teacher Capacity-Building Strategies
- Professional Development Plans and Resources
- Teacher and Staff Retention Data
- Teacher Professional Growth Plans
- Coaching and Other Support Systems
- Teacher Goal Setting Data and Results

## Domain 3: Positive School Culture

**Indicator 3.1: Safe Environment and High Expectations** – *Aligns the vision, mission, and goals to a safe environment and high expectations*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Serves as a catalyst and role model for campus leaders in establishing clear purpose and direction</p> <p>Works in conjunction with the campus principal to strategically connect and thread all school aspects to the visioning process</p> <p>Models and assumes high expectations from self and others</p>	<p>Leads leadership teams and stakeholders in establishing a unified purpose and shared vision in collaboration with the campus principal and independently, as appropriate</p> <p>In collaboration with the campus principal, creates and models experiences that positively promote high expectations and a relentless pursuit of success for all students</p> <p>Connects all initiatives and decisions to the campus principal's vision and supports rollout efforts</p> <p>Assists the campus principal to systematically assess and measure the climate, challenges low expectations, and refines the vision as appropriate</p>	<p>Plays a key role in the campus principal's ability to involve stakeholder groups in creating and continuously refining the school's mission, vision, goals, and values</p> <p>Uses this information to regularly guide decisions with the campus principal</p> <p>Ensures the vision and practices focus on a safe and orderly environment</p> <p>Maintains, and assumes from others including the campus principal, high expectations and shared ownership for student success</p>	<p>Understands and helps to implement the campus principal's shared vision and aligned goals</p> <p>Periodically uses the vision to guide school initiatives and decisions</p> <p>High expectations are sometimes evident</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities



**Indicator 3.2: Behavioral Expectations and Management Systems – Collaborates to establish clear expectations and systems for behaviors, including social and emotional supports**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Models a comprehensive schoolwide approach for behavior expectations and management systems that reinforce behaviors, applies clear consequence, and utilizes a multi-tier system of support for all students</p> <p>Data is reflective of minimal behavioral issues and high performance</p> <p>Systematically tracks and analyzes data with leadership teams and the campus principal to proactively identify and respond to behavioral concerns</p>	<p>Systematically and explicitly teaches, practices, and reinforces behavioral expectations that promote the school's mission, vision, values, and goals</p> <p>Embraces equity, diversity, and implications for behaviors</p> <p>Collaboratively communicates, applies, and faithfully upholds schoolwide routines and procedures that support the code of conduct and reflect the school's mission, vision, values, and goals</p> <p>Fairly implements a system of rewards and consequences</p> <p>Consistently tracks and analyzes data to address patterns of issues with the campus principal.</p>	<p>Collaborates and proactively teaches, practices, and reinforces behavioral expectations with all staff and students that are aligned with the school's mission, vision, values, and goals</p> <p>Implements and executes the code of conduct as routine practice</p> <p>Supports the campus principal and teachers in implementing rewards and consequences at the classroom and school levels</p> <p>Regularly tracks and analyzes data as part of the larger system</p>	<p>Enforces the code of conduct with established consequences</p> <p>Periodically reviews data, particularly for students with patterns of behavior</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 3.3: Proactive and Responsive Student Support Services – Assists principal in implementation of strategies to proactively provide and coordinate student support services**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Leverages high-level, comprehensive internal and external services for students and their families</p> <p>In collaboration with the campus principal, uses schoolwide routines and procedures to proactively identify and respond to students' needs.</p> <p>Plays a key role with the campus principal in incorporating wrap-around services for high-need students through established case management processes</p>	<p>Works with the campus principal to establish and implement multi-tiered systems of support to identify individual student support needs</p> <p>Ensures that students and staff connect what's taught through mental health and wellness, and social and emotional learning strategies and methodologies are transparently connected to recent and relevant cognitive science</p> <p>Co-coordinates internal and external support services for students and families to proactively respond to students' needs and maximize their learning potential, as appropriate</p>	<p>With the campus principal, ensures that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught</p> <p>With the campus principal, ensures structures to monitor individual progress, behavior, and emotional well-being are maintained</p> <p>Links internal and external support services to immediately respond to students' needs</p>	<p>Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities

**Indicator 3.4: Involving Families and Community – *Productively involves and coordinates family and community involvement***

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Confidently serves as a collaborative driving force in creating a culture that welcomes all families and community members as partners</p> <p>Develops authentic relationships with family and community partners to garner resources in support of the school's agenda and outcomes</p> <p>Incorporates varied strategies to gather feedback from family and community partners in collaboration with the campus principal</p> <p>Assists to leverage the influence and synergy of school and community stakeholders to work together in support of high levels of student achievement</p>	<p>Empowers teachers and staff to establish a welcoming culture that consistently engage and connect with all families</p> <p>Routinely supports the campus principal's systems for staff to explicitly share critical aspects of student learning, and consistently provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Purposefully uses multiple communication platforms to send consistent messages about involvement and the family/ community roles in decision making, supporting the school and student outcomes under the guidance of the campus principal</p> <p>Assists the campus principal in using productivity and achievement data to increase authentic engagement and share responsibility for student outcomes</p>	<p>Assists to provide varied opportunities for all families to engage in critical aspects of student learning</p> <p>Ensures that staff regularly provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Assists the campus principal in establishing multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities</p> <p>Supports the campus principal in analyzing data about involvement and adopts plans to increase authentic engagement and shared responsibility for student outcomes and helps guide their decision-making processes</p>	<p>Articulates the need for family and community involvement, and accepts some responsibility for engaging stakeholders</p> <p>Communicates essential information with families and the community under the campus principal's guidance</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities

**Domain 3: Examples of Artifacts and/or Evidence**

- Campus Improvement Plan
- Mission, Vision, Goals, and Beliefs/Values
- Culture and Climate Surveys
- Expectations for Performance
- Behavior Expectations and Management Systems for Students and Staff
- Teacher Retention Data
- Discipline Data Tracking System
- School Safety/Emergency Operations Plan
- Student Support Services
- Case Management Systems
- Partner Agreements
- Communication with Families
- Family and Community Engagement Data

## Domain 4: High-Quality Curriculum

**Indicator 4.1: Standards-based Curricula and Assessments** - Supports the campus principal in ensuring fidelity of implementation with state and district curricula and assessments

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Co-leads student achievement with the campus principal through established, rigorous, and standards-based curricula and assessments</p> <p>Works with campus principal to consistently build capacity with teachers to know and understand essential/powerful learning standards, criteria for success with students, pacing expectations, and overall alignment of high-quality curricula and assessments</p>	<p>Develops, maintains, and monitors a systematic approach for all teachers to review and internalize relevant curriculum and assessments in collaboration with the campus principal</p> <p>Works with campus principal and leadership teams to ensure teachers have access to and effectively use the curriculum in planning units and daily lessons</p> <p>Supports teachers in the development or internalization of formative assessments that can be used to identify students conceptual or procedural understanding of the content and from which targeted re-teach plans can be developed</p> <p>Establishes calendars with the campus principal that include clear checkpoints, embedded corrective instruction, and spiraling for all students</p>	<p>Assists the campus principal in ensuring that teachers have access to a standards-aligned, guaranteed, and viable curriculum and scope and sequence</p> <p>Supports the campus principal in ensuring assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content</p> <p>Corrective instruction and spiraling are built into teaching and learning</p> <p>With the campus principal, establishes systems to support teachers in managing curriculum and assessment documents</p>	<p>Assists the campus principal in providing teachers with district-approved curricula and assessments</p> <p>Sometimes supports teachers in using and implementing expected curriculum and assessments</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities



**Indicator 4.2: Instructional Resources and Professional Development – Co-facilitates access to instructional resources and professional development**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Plays a key role in the coordination of a seamless integration of high-fidelity curricula, instruction, assessments, resources, and professional development components that work in tandem to yield high quality teaching and learning processes</p> <p>Supports the campus principal as the driving force behind the design and operation of a curriculum resource system with clarity, coherence, and precision</p>	<p>Works with campus principal to strategically align instructional materials and resources with expected rigor, key ideas, essential questions, and content-rich texts through ongoing teacher discourse, collaboration, and coaching</p> <p>Consistently connects materials and resources to instructional needs of all students and student groups</p> <p>Supports the campus principal in providing ongoing, content-focused, and job-embedded professional development to hone teachers' knowledge, skills, and responsibilities</p>	<p>Works with campus principal to strategically ensure instructional materials and resources are intentionally and/or designed with expected rigor, key ideas, essential questions, and content-rich texts</p> <p>Connects materials and resources to needs of specific teachers, students and student groups</p> <p>Supports the campus principal in providing high-fidelity, content-focused professional development that is linked to the curricula and assessments and teacher's individual needs</p>	<p>As directed by the campus principal, provides teachers with relevant instructional materials and resources necessary to implement curricula and assessments</p> <p>As directed by the campus principal, provides some professional development for all teachers to assist with the use of resources</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Domain 4: Examples of Artifacts and/or Evidence**

- Curricular Materials
- Curriculum Calendars
- TEKS Studies
- Scope and Sequence
- Lesson and Unit Plans
- Formative and Summative Assessments
- Professional Development Plans and Resources
- Education Plans for Identified Students
- Student Achievement and Testing Data
- Leadership Team Decision-Making Processes

## Domain 5: Effective Instruction

Indicator 5.1: High-Performing Instructional Leadership Team – *In collaboration with the principal, creates a high-performing, skilled leadership team*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Systematically adheres to and models high levels of implementation of written protocols and processes</p> <p>In coordination with the campus principal, establishes clear instructional team roles and responsibilities with accountability measures</p> <p>Builds capacity with other campus leaders to lead highly productive meetings and tasks with clear outcomes for staff and student performance</p>	<p>Supports the campus principal to incorporate written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions</p> <p>Builds capacity with others to lead and manage instructional initiatives aligned to the campus goals and vision</p> <p>Uses targeted observation and feedback of the instructional leadership team to develop a defined set of skills</p> <p>Supports the campus principal in monitoring the effectiveness of team outcomes for staff and student performance</p>	<p>Uses written protocols and processes to regularly support the principal in leading and manage leadership teams</p> <p>Implements these protocols and processes as standard operating procedures</p> <p>Works with campus principal to identify needs and regularly supports the development of leadership team members</p>	<p>Uses some written protocols and processes for broader instructional leadership tasks</p> <p>When directed by campus principal, involves leadership teams in some instructional leadership responsibilities</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 5.2: Objective-Driven Plans – In collaboration with the principal, supports the development of objective-driven daily lesson plans**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>In coordination with the campus principal, empowers, challenges, and supports staff in leading and managing planning with respective teams</p> <p>In coordination with the campus principal, uses a system of checks and balances that are tied to student achievement results within teams and accountability for quality plans</p>	<p>Actively participates to develop, maintain, and monitor a systematic approach for all teacher to collaboratively internalize, modify, or create and submit daily lesson plans with clear learning objectives and other essential components</p> <p>Supports the utilization of leadership teams to assess the fidelity and impact of plans on learning and achievement for all students</p> <p>Consistently provides feedback on and monitors the revisions to plans based on evidence of student mastery</p>	<p>Ensures the unpacking of standards and the analysis of curricular resources, including assessments</p> <p>Communicates and monitors the campus expectation for all teachers to submit daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery</p> <p>Regularly monitors the quality of plans and provides feedback</p>	<p>Communicates the campus principal's expectation for teachers to internalize, modify, or develop daily lesson plans and submit them</p> <p>Monitors teachers' submissions</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 5.3: Effective Classroom Routines and Instructional Strategies – Actively supports the development of effective routines, instructional strategies, and experiences for all students**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Supports the campus principal to strategically develop model classrooms to showcase effective instructional practices;</p> <p>Collaboratively leads change efforts through structured practices, observations, and debriefs as teachers develop mastery of effective instructional strategies and practices across classrooms</p>	<p>Assists in actively utilizing leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies</p> <p>Provides real-time feedback to teachers as strategies are practices and implemented</p> <p>Consistently observes and coaches teachers to facilitate mastery of research-based, high-leverage instructional practices</p>	<p>Co-facilitates and supports the implementation of high-leverage instructional strategies, classroom procedures, and routines that are modeled and practiced with fidelity in all classrooms</p> <p>Conducts regular walkthroughs and observations that include feedback using a research-based instructional rubric</p>	<p>Supports campus instructional routines and strategies that are teacher-driven</p> <p>As directed by the campus principal, monitors the effectiveness of practices when teacher and/or student needs arise</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 5.4: Data-Driven Instruction – Collaboratively monitors multiple forms of data to guide instructional decisions and performance**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Supports the campus principal's work to empower, challenge, and support staff with comprehensive data management and analyses systems</p> <p>Collaboratively ensures that teams make data-driven decisions as a routine practice and individually track their own data</p> <p>Students take ownership of and act on their data</p> <p>Supports the campus principal to ensure that data extends beyond varied academic sources</p>	<p>Assists in leveraging all staff to consistently disaggregate multiple sources of student-level data which inform and prioritize student-specific instructional needs</p> <p>In coordination with the campus principal, ensures teachers, students, and strategies are matched to maximize growth</p> <p>Assists with the implementation of schedules to facilitate frequent and recurring data meetings with teachers</p> <p>Supports the implementation of data meetings that include an analysis of student work to determine procedural and conceptual errors preventing student mastery and the crafting of reteach plans targeted to the point of error(s) shown in student work</p>	<p>Supports the campus principal and teachers in analyzing multiple sources of data to regularly track and monitor the progress of all students and student groups</p> <p>Assists to ensure teachers use data to assess instructional effectiveness, prioritize needs, and determine root causes for mastery and non-mastery</p> <p>Focuses teachers on regular analysis of student work</p>	<p>Communicates the campus expectation for teachers to analyze multiple forms of academic data</p> <p>Sometimes reviews other sources of data beyond academics</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities



Indicator 5.5: Response to Intervention – Assists to leverage resources to respond in a timely manner to all students' needs									
Ratings						Needs Improvement			
	Dis	Acc	Pro	Dev	NI				
BOY									
MOY									
EOY									
<p>Collaborates with the campus principal to prioritize schedules and target resources to strategically address the instructional needs of students, address growth, and close achievement gaps</p> <p>Makes noteworthy contributions towards helping the campus principal systematically involve teams of teachers in tracking learning, growth and achievement for students who need interventions</p> <p>Closing gaps are evident and student achievement increases as a result of leadership strategies</p>						<p>Actively assists to leverage leadership teams to systematically lead and monitor diagnostics and interventions</p> <p>Collaboratively ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs</p> <p>Ensures flexibility in schedules, student groups, and resources to respond to students with varied learning needs</p> <p>Works with campus principal to create and maintain systems at varied levels within the campus to set goals and consistently monitor and track students and their growth with interventions</p>	<p>Supports the campus principal in ensuring student diagnostics and data are used to drive timely, targeted, and data-driven interventions from highly effective teachers and address learning needs</p> <p>Routinely works with the campus principal to monitor interventions with a focus on grouping configurations, differentiation, instructional effectiveness, and coordination between teachers</p> <p>Supports the campus principal in the implementation of data monitoring and tracking systems for each teacher and student</p> <p>Assists with regular and extended day schedules to regularly provide interventions</p>	<p>Uses limited data to collaboratively identify students' learning needs</p> <p>Relies on teachers to provide necessary interventions</p> <p>Focuses primarily on students with the greatest learning needs</p>	<p>Comment Required</p>
Appraiser Comments/ Growth Opportunities									

### Domain 5: Examples of Artifacts and/or Evidence

- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Use of Research-Based Campus and Instructional Practices
- Effective Classroom Routines
- Use of Objective-Driven Lesson Plans
- Monitoring Processes for Lesson Plans
- Walkthroughs and Observations
- Staff Coaching Processes
- Data Management Systems
- Student Achievement and Testing Data
- Response to Intervention Tracking, Data and Meetings
- Teacher Tracking Systems for Students

## Beginning-of-Year Goal Setting Form (For BOY Conference)

### Part 2: BOY Goal Setting and Professional Development (GSPD) Form

Assistant principals use the self-assessment to identify professional growth goals which will strengthen leadership practices and student outcomes. It is essential that the goal-setting process prioritizes areas of development for the assistant principal as a professional, independent of campus-related needs. Therefore, the primary goal is focused on the assistant principal's individual growth, while a second goal must be developed to address student growth on the campus. Although assistant principals may choose to establish more than two goals, it is not required, and any additional goals should be considered carefully, so as not to divert energies from the two required goals. In the second year and beyond, assistant principals may use summative refinement areas and additional data to establish growth goals and revisit these at the beginning of the school year.

#### Goal Setting Instructions:

1. Use the BOY ratings from the comprehensive self-assessment process to set a primary goal focused on developing assistant principal practices and a second goal focused on student growth.
2. Complete the Goal Setting and Professional Development (GSPD) Plan on the next page.
3. Prepare for the BOY Conference with the appraiser by submitting a copy of this completed Self-Assessment and GSPD Plan with the draft goals. The goals will be finalized with the appraiser during the BOY Conference.

**Goal Setting and Professional Development (GSPD) Form**

Professional Practice Goal	
Professional Practice Goal:	
Texas Principal Standard(s) and Indicator(s) to be Addressed:	
Strategies and Actions:	
Expected Measurable Outcomes:	
Timeline for Achieving Goal:	
Resources Needed:	
Professional Development:	
Comments:	
Student Growth Goal	
Student Growth Goal (can span a period greater than one year):	
Texas Principal Standard(s) and Indicator(s) to be Addressed:	
Strategies and Actions (to be taken over time):	
Expected Measurable Outcomes (to be realized over time):	
Timeline for Achieving Goal:	
Resources Needed:	
Professional Development:	
Comments:	
Assistant Principal Signature:	Date:
Appraiser Signature:	Date: