

National Association of Secondary School Principals
2021 APOY Selection Criteria and Rubric

Culture - Wellness

	1-Requires Development	2 – Approaches Standard	3 – Meets Standard	4 – Exceeds Standard
<p>How have you shaped your school’s culture to foster well-being and safety, so students and adults learn and interact productively? Assistant Principal (Q1)</p>	<p>Provides little or no evidence¹ of shaping the school’s culture to foster well-being and safety so students and adults learn and interact productively</p>	<p>Provides a general outline of his/her approach² and some evidence of shaping the school’s culture to foster well-being and safety so students and adults learn and interact productively</p>	<p>Clearly articulates his/her approach and provides evidence of shaping the school’s culture to foster well-being and safety so students and adults learn and interact productively</p>	<p>Articulates his/her approach in a compelling fashion and provides strong evidence of shaping the school’s culture to foster well-being and safety so students and adults learn and interact productively</p>
<p>How well supported and safe do you and other students feel at the school? Student (Q1)</p> <p>How well do the adults in your school know you and the other students? Student (Q2)</p> <p>How has your assistant principal shaped the school’s culture to foster well-being and safety, so students and adults learn and interact productively? Teacher (Q1) & Admin (Q1)</p> <p>How has this assistant principal shaped the school’s culture to foster everyone’s well-being and safety? Parent/Community (Q1)</p>	<p>Provides little or no corroborating evidence for the student, teacher, admin, parent/community’s answer</p>	<p>Provides anecdotal/individual evidence that supports the student, teacher, admin, parent/community’s response but does not address the school culture more broadly</p>	<p>Provides clear evidence that supports the student, teacher, admin, parent/community’s response at the school culture level</p>	<p>Provides compelling evidence that supports the student, teacher, admin, parent/community’s response at the school culture level and discusses the principal’s role in shaping the culture</p>

1. Evidence includes data and examples
2. Approach includes strategies

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Culture - Equity

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

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Culture – Student-centeredness

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

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Learning – Results-orientation

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

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Learning – Collaborative leadership

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

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Learning – Innovation

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