HCPS Assistant Principal Standards

Standard 1: Professional and Ethical Norms
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.

Accomplished Descriptor	Possible Evidence
a. Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as local school and/or governing board policies. b. Acknowledges that all persons are equal before the law and have inalienable rights and provides leadership that is consistent with the principles of individual freedom. c. Accepts responsibility for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community. d. Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	

Standard 2: Vision and Mission
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

Accomplished Descriptor	Possible Evidence
a. Assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. b. Collaborates in the collections, analysis, and utilization of student data to help drive decisions that support effective and rigorous instruction focused on the development of all students. c. Collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. d. Assists and supports the development and implementation of systems to achieve the vision and mission of the school—reflecting and adjusting when applicable.	

Accomplished Descriptor	Possible Evidence
e. Recognizes individuals for contributions toward the school vision and mission.	

Standard 3: Operations and School Management
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

Accomplished Descriptor	Possible Evidence
a. Collaborates with the principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.	
b. Collaborates with the principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	
c. Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	
d. Collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	
e. Utilizes best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders.	
f. Informs the school community of current local, state, and federal laws and regulations to promote the safety, success, and well-being of all students and adults.	
g. Collaborates with the principal to develop and maintain effective relationship with feeder and connecting schools for enrollment management and curricular instructional articulation.	
h. Develops and maintains effective relationships with district office and/or governing board.	
i. Collaborates with the principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.	

j. Collaborates with the principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. k. Collaborates with the principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment. l. Collaborates with the principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	

Standard 4: Student Learning and Continuous School Improvement
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

Accomplished Descriptor	Possible Evidence
a. Assists with the implementation and monitoring of systems and structures that empower instructional personnel to promote high expectations for the academic growth and well-being of all students. b. Monitors and ensures the school's learning goals and instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan. c. Collaborates with teachers and the school leadership team to create an evidence-based intervention and enrichment plan focused on learning. d. Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps. e. Utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning. f. Supports and openly communicates the need for, process for, and outcomes of improvement efforts. g. Ensures and monitors the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	

Standard 5: Learning Environment
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Accomplished Descriptor	Possible Evidence
a. Collaborates with stakeholders to maintain a safe, respectful, inclusive, and student-centered learning environment. b. Facilitates an inclusive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. c. Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. d. Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	

Standard 6: Professional Capacity and Learning
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Accomplished Descriptor	Possible Evidence
a. Assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy. b. Tends to personal learning and effectiveness by engaging in means based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. c. Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidenced-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. d. Collaborates with the principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed. e. Supports the principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement. f. Collaborates with the principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement. g. Collaborates with the principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. h. Adheres to the professional learning standards adopted by the State Board of Education and planning and implementing professional learning,	

monitoring change in professional practice, and evaluating impact on student outcomes.	

Standard 7: Building Leadership Expertise
Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

Accomplished Descriptor	Possible Evidence
a. Develops and supports open, productive, caring, and trusting working relationships among school and educator leaders to build professional capacity and improve instructional practice driven by standards-aligned content. b. Collaborates with the principal to cultivate a diverse group of emerging educator leaders. c. Develops capacity in educator leaders and holds them accountable. d. Plans for and provides opportunities for mentoring new personnel.	

Standard 8: Meaningful Family and Community Engagement
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.

Accomplished Descriptor	Possible Evidence
a. Understands, values, and employs the community's cultural, social, and intellectual context and resources. b. Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders. c. Maintains high visibility and accessibility, and actively listens and responds to all stakeholders. d. Recognizes stakeholders for contributions and engagement that enhance the school community. e. Utilizes appropriate technologies and other forms of communication to partner with families on student expectations and academic performance.	