

Texas Association of Secondary School Principals &  
National Association of Secondary School Principals  
2023 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?<br/><b>Assistant Principal (Q1)</b></p>   | <p>Provides little or no evidence<sup>1</sup> 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 approach<sup>2</sup> 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? <b>Student (Q1)</b></p> <p>How well do the adults in your school know you and the other students? <b>Student (Q2)</b></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?<br/><b>Teacher (Q1) &amp; Admin (Q1)</b></p> <p>How has this assistant principal shaped the school's culture to foster everyone's well-being and safety?<br/><b>Parent/Community (Q1)</b></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?<br/><b>Assistant Principal (Q2)</b></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?<br/><b>Student (Q3)</b></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?<br/><b>Teacher (Q2)</b></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?<br/><b>Parent/Community (Q2)</b></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   |
|--|---|--|---|--|
| How have you embedded the needs of each student as a guiding value to inform organizational decision-making?<br><a href="#">Assistant Principal (Q3)</a>   | Provides little or no evidence of using student needs as a guiding value to inform organizational decisions | Provides a general outline of his/her approach and some evidence of using student needs as a guiding value to inform organizational decisions  | Clearly articulates his/her approach and provides evidence of using each student’s needs as a guiding value to inform organizational decisions  | Articulates his/her approach in a compelling fashion and provides strong evidence of using each student’s needs as a guiding value to inform organizational decisions  |
| How well is this assistant principal guided by the needs of each student in making decisions about the learning community?<br><a href="#">Parent/Community (Q3)</a><br><br>How has this assistant principal embedded the needs of each student as a guiding value to inform organizational decision-making? <a href="#">Admin (Q2)</a> | Provides little or no corroborating evidence for the parent/community, admin’s answer                       | Provides anecdotal evidence that supports the parent/community, admin’s response but does not address how the assistant principal incorporates student—centeredness as a guiding value when making school-wide decisions | Provides clear evidence that supports the parent/community, admin’s response and shows how the assistant principal incorporates student—centeredness as a guiding value when making school-wide decisions | Provides compelling evidence that supports the parent/community, admin’s response and shows how the assistant principal consistently incorporates student—centeredness as a guiding value in school-wide decisions |

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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?<br/><b>Assistant Principal (Q4)</b></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? <b>Student (Q3)</b></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?<br/><b>Teacher (Q3)</b></p> <p>How has this assistant principal embedded the needs of his/her students as a guiding value to inform organizational decision-making?<br/><b>Parent/Community (Q4)</b></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?<br/><b>Admin (Q3)</b></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?<br><b>Assistant Principal (Q5)</b>  | 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? <b>Student (Q4)</b><br><br>How has this assistant principal empowered students and adults to assume leadership roles that promote each person’s learning and well-being?<br><b>Teacher (Q4)</b><br><br>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?<br><b>Admin (Q4)</b> | 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   |
|---|---|---|--|--|
| How have you fostered innovation and creativity as part of the learning process?<br><b>Assistant Principal (Q6)</b>   | Provides little or no evidence of fostering innovation and creativity as part of the learning process | Provides a general outline of his/her approach and some evidence of fostering innovation and creativity as part of the learning process                             | Clearly articulates his/her approach and provides evidence of fostering innovation and creativity as part of the learning process                        | Articulates his/her approach in a compelling fashion and provides strong evidence of fostering innovation and creativity as part of the learning process                           |
| Provide one or two examples of the most innovative learning opportunities you have had at your school. <b>Student (Q5)</b><br><br>Provide one or two examples of how this assistant principal fostered innovation and creativity as part of the learning process. <b>Teacher (Q5)</b> | Provides little or no corroborating evidence for the student, teacher's answer                        | Provides anecdotal evidence that supports the student, teacher's response but does not address how the assistant principal fosters innovation throughout the school | Provides clear evidence that supports the student, teacher's response and discusses how the assistant principal fosters innovation throughout the school | 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 |