

● Ready to Advance?

Assistant Principal Assessment

Presented by Gracie Branch and Kaylen Tucker

Based on the report’s recommendations, candidates appropriate for advancement must exhibit superior leadership behaviors and be ready to move up. APs should gauge themselves on the following factors to determine whether they are prime candidates:

- Career Goals
- Alignment of Skills
- Diversity
- Culturally Responsive Leadership
- Performance
- Experience Working With Effective Principals

This tool is a customized version of [Assistant Principal Advancement: A Guide for School Districts](#) by Tiara Booker-Dwyer Daniel K. Aladjem Kathleen Fletcher Brian Eyer at Policy Studies Associates, Commissioned by The Wallace Foundation.

Use this worksheet to better understand how ready you are as an AP candidate, or how to better support yourself or others to prepare for the role.

●... ADDITIONAL RESOURCES ...

APs Rising Resource Hub
Digital resources from the National Association of Elementary School Principals



The Role of Assistant Principals: Evidence and Insights for Advancing School Leadership
Report by Ellen Goldring and Mollie Rubin, Vanderbilt University
Mariesa Herrmann, Mathematica



National Mentor Training and Certification Program™
NAESP-developed professional learning created for principals and administrators to provide support and guidance to the next generation of school leaders.



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FACTOR

Career Goals

● **PRACTICE:** Do your career goals include taking on the principalship, and how soon? The principal advances district priorities at the building level, so the AP should be prepared to internalize and support these goals.

Am I a prime candidate based on this Factor?

HIGHLY INACCURATE INNACCURATE ACCURATE HIGHLY ACCURATE

EVIDENCE

● **SUPPORTING ASSISTANT PRINCIPALS ASSESSMENT**
*Do the APs I support exhibit superior leadership in this factor?
How can I support their improvement in this area?*

● **TABLE DISCUSSION**
What are the best ways to gain proficiency?

FACTOR

Alignment of Skills

● **PRACTICE:** Aspiring principals should have the opportunity and support to demonstrate skills, competencies, and performance expectations that are in alignment with established principal standards.

Am I a prime candidate based on this Factor?

HIGHLY INACCURATE INNACCURATE ACCURATE HIGHLY ACCURATE

EVIDENCE

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Diversity

● **PRACTICE:** Evidence suggests that students in schools led by principals of the same race realize better outcomes. Diversity encompasses the full breadth of a person’s identity, however; race is only one aspect.

Am I a prime candidate based on this Factor?

HIGHLY INACCURATE INNACCURATE ACCURATE HIGHLY ACCURATE

EVIDENCE

● **SUPPORTING ASSISTANT PRINCIPALS ASSESSMENT**
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FACTOR
Culturally Responsive Leadership

PRACTICE: Culturally responsive leaders can create inclusive environments by using equity audits, tapping school data to address cultural gaps in achievement, challenging exclusionary policies, and promoting inclusive instructional and behavioral practices.

Am I a prime candidate based on this Factor?

HIGHLY INACCURATE INACCURATE ACCURATE HIGHLY ACCURATE

EVIDENCE

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FACTOR
Performance

PRACTICE: In selecting a new principal, districts will look at an assistant principal's past performance in formal evaluations and other evidence of a positive relationship between the AP's tenure and student achievement.

Am I a prime candidate based on this Factor?

HIGHLY INACCURATE INACCURATE ACCURATE HIGHLY ACCURATE

EVIDENCE

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TABLE DISCUSSION
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FACTOR
Experience Working With Effective Principals

PRACTICE: Research says APs who work with effective principals have a greater likelihood of success in the principalship, but talented APs who have excelled in low-performing schools may also make good candidates for advancement.

Am I a prime candidate based on this Factor?

HIGHLY INACCURATE INACCURATE ACCURATE HIGHLY ACCURATE

EVIDENCE

SUPPORTING ASSISTANT PRINCIPALS ASSESSMENT
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TABLE DISCUSSION
What are the best ways to gain proficiency?

Word Bank for Vision Statement

Use this list of terms and phrases to write a Vision Statement for increasing capacity for APs.

- Build AP capacity
- Build strong relationships
- Center learning in equity
- Collegial learning networks
- Continuous improvement
- Critical skills for novice principals
- Cultivate a leadership mindset
- Culturally responsive leadership
- Culture and climate
- Day-to-day duties of principals
- Effective, experienced principal
- Enhance school culture and climate
- Fiscal management
- High-quality mentoring and coaching
- Improve quality of coaching
- Input from principals
- Instructional leadership
- Job shadowing experiences
- Job-embedded learning experiences
- Learn from each other
- Meet with cohorts of principal hopefuls
- Preparation for the principalship
- Principal should provide feedback
- Principals of nearby schools
- Prioritize professional growth
- Professional learning content
- Professional organizations like NAESP
- Proficiency in leadership areas
- Reflect and enhance leadership practice
- Research-based practices
- Seek mentoring and coaching
- Seek out job-shadowing opportunities
- Served previously as an AP
- Trained as a mentor
- Worked with other assistant principals

These terms and phrases are culled from *Assistant Principal Advancement: A Guide for School Districts* by Tiara Booker-Dwyer Daniel K. Aladjem Kathleen Fletcher Brian Eyer at Policy Studies Associates, Commissioned by The Wallace Foundation

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