

CHAPTER 2

Forms

Evaluation Process Tracking Form

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	
DATE DEVELOPED	DATE REVISED	SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)	
ACTIVITY	DATE COMPLETED	PRINCIPAL/ ASSISTANT PRINCIPAL SIGNATURE	EVALUATOR/ SUPERVISOR SIGNATURE	COMMENTS
Training				
Orientation				
Self-Assessment				
Review of Annual Goals and Performance Plan				
Mid-Year Review				
Evaluator Assessment				
End-of-Year Review				
Final Ratings				
Goal-Setting and Performance Planning				

Rubric for Evaluating Colorado's Principals and Assistant Principals

QUALITY STANDARD I**Principals Demonstrate Strategic Leadership**

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
THE PRINCIPAL ensures that the vision, mission, values, beliefs and goals of school are: <input type="checkbox"/> Familiar to staff and other stakeholders. <input type="checkbox"/> Developed through a collaborative process including staff and other stakeholder groups. <input type="checkbox"/> Routinely updated.	... and THE PRINCIPAL ensures that the school's vision, mission, and strategic goals are: <input type="checkbox"/> Part of routine school communications with staff and other stakeholders. <input type="checkbox"/> Integrated into school programs.	... and THE PRINCIPAL collaboratively establishes strategic goals that are: <input type="checkbox"/> Focused on student achievement. <input type="checkbox"/> Based on the analysis of multiple sources of information. <input type="checkbox"/> Aligned with district priorities. <input type="checkbox"/> Measurable. <input type="checkbox"/> Rigorous. <input type="checkbox"/> Concrete.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Incorporate strategic goals into their instructional plans. <input type="checkbox"/> Identify and address barriers to achieving the school's vision, mission and goals.	... and SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS: <input type="checkbox"/> Collaboratively implement strategies to address the school's vision, mission, and strategic goals. <input type="checkbox"/> Assume leadership roles in updating the school's vision, mission, and strategic goals.
ELEMENT B: School Plan Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.				
THE PRINCIPAL: <input type="checkbox"/> Implements systems and processes for planning and managing change. <input type="checkbox"/> Works collaboratively to develop the school plan.	... and THE PRINCIPAL communicates effectively to staff and other stakeholders: <input type="checkbox"/> Personal commitment to continuous school and district improvement. <input type="checkbox"/> Components of school's plan. <input type="checkbox"/> Progress toward meeting school goals and outcomes.	... and THE PRINCIPAL establishes clear and consistent processes and systems to: <input type="checkbox"/> Monitor progress toward achieving school goals and student outcomes. <input type="checkbox"/> Regularly revise school goals and outcomes based on progress monitoring data.	... and SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS: <input type="checkbox"/> Conscientiously implement the school plan. <input type="checkbox"/> Address barriers to achieving school's vision, mission, and strategic goals.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Track student progress. <input type="checkbox"/> Collaboratively develop short-term and long-term plans to improve student outcomes.

QUALITY STANDARD I

Principals Demonstrate Strategic Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Leading Change Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes.				
THE PRINCIPAL: <input type="checkbox"/> Acknowledges the importance of meaningful change. Has processes in place for: <input type="checkbox"/> Resource allocation. <input type="checkbox"/> Addressing barriers to change.	... and THE PRINCIPAL: <input type="checkbox"/> Provides support for change efforts within the school. <input type="checkbox"/> Coaches others in leading change.	... and THE PRINCIPAL establishes clear and effective processes to: <input type="checkbox"/> Provide opportunities for all staff to engage in school change efforts. <input type="checkbox"/> Manage change.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Lead school planning efforts. <input type="checkbox"/> Implement approved school change strategies. <input type="checkbox"/> Anticipate, identify and address barriers to positive change.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Lead school change efforts. <input type="checkbox"/> Set challenging student learning goals.
ELEMENT D: Distributive Leadership Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.				
THE PRINCIPAL: <input type="checkbox"/> Involves staff in the school's decision making processes.	... and THE PRINCIPAL: <input type="checkbox"/> Assumes responsibility for decision making process. <input type="checkbox"/> Includes parents, families, and the larger school community in decision making processes.	... and THE PRINCIPAL involves school staff members in: <input type="checkbox"/> Selecting and implementing effective improvement strategies.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Lead planning and monitoring efforts. <input type="checkbox"/> Collaborate on school planning efforts.	... and SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS: <input type="checkbox"/> Participate in meaningful school leadership activities.
Evaluator Comments: 		Response of Principal/Assistant Principal Being Evaluated: 		

QUALITY STANDARD II**Principals Demonstrate Instructional Leadership**

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Curriculum, Instruction, Learning and Assessment Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.				
THE PRINCIPAL Sets expectations for staff regarding: <input type="checkbox"/> Differentiating instruction. <input type="checkbox"/> Assessing student work. <input type="checkbox"/> Monitoring student progress. <input type="checkbox"/> Aligning instructional strategies with student performance standards. <input type="checkbox"/> Applying research based strategies.	... and THE PRINCIPAL reinforces instructional initiatives through: <input type="checkbox"/> School wide activities. <input type="checkbox"/> Implementation of the district's approved curriculum. <input type="checkbox"/> Clear, consistent, and frequent communication with staff. <input type="checkbox"/> Consistent and objective use of data for decision making.	... and THE PRINCIPAL implements a school wide instructional approach that is: <input type="checkbox"/> Reflective of input from staff. <input type="checkbox"/> Aligned with student performance standards. <input type="checkbox"/> Supported by research. <input type="checkbox"/> Enhanced by the use of appropriate technologies.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Develop and implement ideas for improving student learning. <input type="checkbox"/> Use evidence-based practices. <input type="checkbox"/> Refine curriculum, instruction, and assessment approaches based on data, school wide discussions and idea generation.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Initiate classroom based changes based on discussions with colleagues and results of data analysis. <input type="checkbox"/> Make corrections to their instructional approaches based on personal reflection. <input type="checkbox"/> Use evidence-based strategies appropriate for addressing school and student needs.
ELEMENT B: Instructional Time Principals create processes and schedules which maximize instructional, collaborative and preparation time.				
THE PRINCIPAL: <input type="checkbox"/> Limits interruptions to instruction.	... and THE PRINCIPAL: <input type="checkbox"/> Manages time so teaching and learning are the school's top priority. <input type="checkbox"/> Implements a master schedule providing planning and collaboration time for all staff.	... and THE PRINCIPAL: <input type="checkbox"/> Quickly and efficiently resolves issues that disrupt the school day.	... and SCHOOL STAFF MEMBERS: protect instructional time by: <input type="checkbox"/> Assuring that students stay on task. <input type="checkbox"/> Limiting transitions that can influence time available.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Advocate to administrators for uninterrupted instructional time. <input type="checkbox"/> Adjust instructional strategies to maximize time on task.
ELEMENT C: Implementing High-quality Instruction Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.				

ELEMENT C: Implementing High-quality Instruction

Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

29

THE PRINCIPAL: <input type="checkbox"/> Provides needs based professional development. <input type="checkbox"/> Supports staff in the implementation of a rigorous instructional program.	... and THE PRINCIPAL: <input type="checkbox"/> Aligns professional development offerings with the school's most critical needs. <input type="checkbox"/> Actively engages in professional development activities along with staff. Provides performance feedback to teachers that is: <input type="checkbox"/> Actionable. <input type="checkbox"/> Timely.	... and THE PRINCIPAL ensures that the school's instructional program is: <input type="checkbox"/> Relevant to students' needs and interests. <input type="checkbox"/> Focused on quality of classroom instruction. <input type="checkbox"/> Aligned with P-20. <input type="checkbox"/> Evidence-based.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Actively participate in professional development activities to develop and/or sustain their leadership capacity.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Identify their professional development needs. <input type="checkbox"/> Apply lessons learned through professional development.
--	---	--	--	--

QUALITY STANDARD II
Principals Demonstrate Instructional Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: High Expectations for all Students Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.				
THE PRINCIPAL: <input type="checkbox"/> Leads the development of student outcomes and educator goals.	... and THE PRINCIPAL: <input type="checkbox"/> Communicates a belief in high measurable goals/outcomes for students and staff.	... and THE PRINCIPAL: Sets student learning goals that are: <input type="checkbox"/> Measurable. <input type="checkbox"/> Rigorous. <input type="checkbox"/> Consistently addressed. <input type="checkbox"/> Aligned with district priorities. <input type="checkbox"/> Based on multiple sources of information. <input type="checkbox"/> Holds staff accountable for achieving student learning goals.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Set rigorous but achievable individual learning goals for students. <input type="checkbox"/> Participate in the development of rigorous but achievable school goals.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Ensure that all students achieve the rigorous outcomes they set for them.
ELEMENT E: Instructional Practices Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.				
THE PRINCIPAL: <input type="checkbox"/> Provides instructional coaching for teachers. <input type="checkbox"/> Stays abreast of evidence based practices associated with improved student learning.	... and THE PRINCIPAL: <input type="checkbox"/> Participates in professional development and adult learning activities to understand evidence based student learning research. <input type="checkbox"/> Provides data-based feedback on instructional practices to teachers.	... and THE PRINCIPAL: <input type="checkbox"/> Evaluates professional development activities to assure that they result in improved instructional and assessment practices. <input type="checkbox"/> Supports teacher efforts to engage in data-based decision making.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Use data to guide and support instructional changes. <input type="checkbox"/> Collect, analyze, and share data related to changes to instructional practices.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Share knowledge of school successes with colleagues and others interested in making positive school changes.
Evaluator Comments:		Response of Principal/Assistant Principal Being Evaluated:		

QUALITY STANDARD III**Principals Demonstrate School Culture and Equity Leadership**

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Intentional and Collaborative School Culture Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.				
THE PRINCIPAL: <input type="checkbox"/> Establishes a school culture that is inviting to students, staff, and visitors. Communicates with families and the community: <input type="checkbox"/> Frequently. <input type="checkbox"/> Focusing on including them in the school's activities. <input type="checkbox"/> In an inclusive manner.	... and THE PRINCIPAL Invites families and community members into the school to participate in: <input type="checkbox"/> Decision making processes. <input type="checkbox"/> Parent conferences. <input type="checkbox"/> Activities to learn about how to help students.	... and THE PRINCIPAL: <input type="checkbox"/> Establishes an inclusive school culture based on collaboration among and between students, parents, staff, and the community. <input type="checkbox"/> Consistently monitors school culture to ensure that it is conducive to student learning.	... and PARENTS, FAMILIES, AND COMMUNITY MEMBERS participate in: <input type="checkbox"/> A variety of meaningful school-based activities. <input type="checkbox"/> Decision making processes related to their children's education.	... and PARENTS AND SCHOOL STAFF MEMBERS: <input type="checkbox"/> Collaborate on student learning initiatives.
ELEMENT B: Commitment to the Whole Child Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.				
THE PRINCIPAL: <input type="checkbox"/> Understands the interconnectedness of students' physical, cognitive, social, and emotional health and welfare.	... and THE PRINCIPAL: <input type="checkbox"/> Implements an approach to learning that integrates research based practices to address students' cognitive, physical, social and emotional health and welfare.	... and THE PRINCIPAL: <input type="checkbox"/> Monitors school activities and initiatives to assure that all of the students' needs are addressed.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Identify and address the needs of the whole child. <input type="checkbox"/> Seek advice of experts who can help address student needs when necessary.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Addresses student needs in a holistic, integrated, and comprehensive manner.

QUALITY STANDARD III

Principals Demonstrate School Culture and Equity Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Equity Pedagogy Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.				
THE PRINCIPAL: <input type="checkbox"/> Understands the diversity of the school community. <input type="checkbox"/> Recognizes that diversity is an asset to the school.	... and THE PRINCIPAL: <input type="checkbox"/> Sets student expectations that reflect an understanding of and respect for their backgrounds, needs, or skills. <input type="checkbox"/> Provides all students opportunities to showcase their skills and talents. <input type="checkbox"/> Demonstrates an appreciation for and sensitivity to diversity in the school community.	... and THE PRINCIPAL sets the expectation that all students will: <input type="checkbox"/> Achieve one year of growth for one year of instruction. <input type="checkbox"/> Graduate from high school. <input type="checkbox"/> Be college or career ready at time of high school graduation. <input type="checkbox"/> Implements activities and provides services to meet student needs.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Ensure that all students are treated with respect and dignity. <input type="checkbox"/> Respect students for their unique talents and skills.	... and SCHOOL STAFF MEMBERS AND THE COMMUNITY: <input type="checkbox"/> Initiate actions that encourage an inclusive climate of respect for student diversity. STUDENTS: <input type="checkbox"/> Accept and respect fellow students who are different from them.
ELEMENT D: Efficacy, Empowerment and a Culture of Continuous Improvement Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers, and a valid assessment of outcomes.				
THE PRINCIPAL: <input type="checkbox"/> Routinely assesses student outcomes. <input type="checkbox"/> Requires staff to use data to identify needed improvements to teaching and learning activities.	... and THE PRINCIPAL: <input type="checkbox"/> Develops the capacity of staff and other stakeholders to use data for decision making.	... and THE PRINCIPAL Creates a culture of risk taking and learning within the school by: <input type="checkbox"/> Developing new initiatives and monitoring their impact on student learning. <input type="checkbox"/> Eliminating ineffective activities and initiatives.	... and SCHOOL STAFF MEMBERS participate in the evaluation of: <input type="checkbox"/> Instructional approaches. <input type="checkbox"/> Progress toward achieving school goals and student outcomes.	... and SCHOOL STAFF MEMBERS recommend: <input type="checkbox"/> Activities and initiatives for elimination or scale back. <input type="checkbox"/> Evidence based programs, practices, and instructional programs for implementation.
Evaluator Comments:		Response of Principal/Assistant Principal Being Evaluated:		

QUALITY STANDARD IV

Principals Demonstrate Human Resource Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Professional Development/Learning Communities Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.				
THE PRINCIPAL: <input type="checkbox"/> Organizes the school as a professional learning community.	... and THE PRINCIPAL provides professional development that is: <input type="checkbox"/> Of high quality. <input type="checkbox"/> Tailored to meet staff needs. <input type="checkbox"/> Focused on student learning. <input type="checkbox"/> Research based. <input type="checkbox"/> Job embedded <input type="checkbox"/> Designed to meet student learning needs. <input type="checkbox"/> Aligned with the school improvement plan.	... and THE PRINCIPAL: <input type="checkbox"/> Provides opportunities for staff to assume leadership roles within the school.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Actively engage in the creation and implementation of the school's professional learning community.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Assume leadership roles within professional learning communities.
ELEMENT B: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.				
THE PRINCIPAL: <input type="checkbox"/> Adheres to district and state policies and procedures related to personnel activities. <input type="checkbox"/> Makes personnel assignments within the parameters of district policy.	... and THE PRINCIPAL Considers school and district strategic goals and student outcomes when making personnel decisions such as: <input type="checkbox"/> Recruiting staff. <input type="checkbox"/> Hiring staff. <input type="checkbox"/> Assigning staff. <input type="checkbox"/> Evaluating staff. <input type="checkbox"/> Dismissing staff. <input type="checkbox"/> Provides support for new teachers and staff members to help ensure their success.	... and THE PRINCIPAL: <input type="checkbox"/> Supports low performing teachers in ways that will improve their performance. <input type="checkbox"/> Places personnel in positions to ensure that all students have equal access to highly effective teachers. <input type="checkbox"/> Dismisses or does not rehire teachers when necessary.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Accept school placements where they are needed most in order to address student learning needs. <input type="checkbox"/>	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.

QUALITY STANDARD IV**Principals Demonstrate Human Resource Leadership**

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teacher and Staff Evaluation Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.				
THE PRINCIPAL: <input type="checkbox"/> Understands the importance of consistent and rigorous evaluations of school staff members.	... and THE PRINCIPAL Conducts staff evaluation activities: <input type="checkbox"/> In line with district policies. <input type="checkbox"/> On time. <input type="checkbox"/> Using multiple measures. <input type="checkbox"/> Uses evaluation results to identify professional development and growth needs of teachers and staff.	... and THE PRINCIPAL: <input type="checkbox"/> Provides mentoring, coaching, and other resources for staff whose performance needs improvement.	...and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Hold themselves accountable for meeting or exceeding student outcomes and school goals.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Adhere to the district's personnel evaluation process. <input type="checkbox"/> Use personnel evaluation results to improve performance over time.
<i>Evaluator Comments:</i>		<i>Response of Principal/Assistant Principal Being Evaluated:</i>		

QUALITY STANDARD V**Principals Demonstrate Managerial Leadership**

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Resources and Budget Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.				
THE PRINCIPAL Manages school's budget with respect to: <input type="checkbox"/> District guidelines. <input type="checkbox"/> Standard accounting procedures. <input type="checkbox"/> Student and staff needs.	... and THE PRINCIPAL: <input type="checkbox"/> Focuses school resources on teaching and learning. Allocates resources to: <input type="checkbox"/> Fund priority needs first. <input type="checkbox"/> Support the attainment of strategic goals and student outcomes. <input type="checkbox"/> Continuous school improvement. <input type="checkbox"/> Professional development.	... and THE PRINCIPAL: <input type="checkbox"/> Manages and monitors fiscal, physical, and personnel resources efficiently and effectively. <input type="checkbox"/> Creates management structures to support the alignment of resources with school goals and student outcomes.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Support the development of external partnerships that support teaching and learning.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Use school resources for the benefit of students. <input type="checkbox"/> Fully support the alignment of resources with school goals and student outcomes. <input type="checkbox"/> Participate in the budgeting and prioritization process as requested.
ELEMENT B: Conflict Management and Resolution Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.				
THE PRINCIPAL: <input type="checkbox"/> Builds positive relationships between and among students, staff members and parents/guardians.	... and THE PRINCIPAL: <input type="checkbox"/> Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations.	... and THE PRINCIPAL: <input type="checkbox"/> Resolves issues as they arise to prevent long-term problems. <input type="checkbox"/> Models fairness and consistency when dealing with students, staff, and parents/guardians.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Build positive relationships with each other. <input type="checkbox"/> Manage conflicts or tense situations between and among students, parents, and colleagues.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Anticipate problems and adjust behaviors to avoid conflict.

QUALITY STANDARD V**Principals Demonstrate Managerial Leadership**

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Systematic Communication Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.				
THE PRINCIPAL: <input type="checkbox"/> Communicates with students, parents and the community on a regular basis. <input type="checkbox"/> Responds to contact from parents and community members in a timely and meaningful manner.	... and THE PRINCIPAL: <input type="checkbox"/> Prioritizes communication as a high priority area for the school. <input type="checkbox"/> Invites parents and the community to share ideas and concerns.	... and THE PRINCIPAL: <input type="checkbox"/> Offers a variety of venues for communication available for students, staff, parents/guardians, and community stakeholders.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Use existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Develop effective strategies to sustain positive meaningful communications with parents, students, and the community.
ELEMENT D: School-wide Expectations for Students and Staff Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.				
THE PRINCIPAL: <input type="checkbox"/> Adheres to rules and procedures required by district administration. <input type="checkbox"/> Establishes school rules and procedures.	... and THE PRINCIPAL: <input type="checkbox"/> Establishes rules and procedures appropriate for all members of the school community. <input type="checkbox"/> Routinely reviews and revises rules and procedures to assure their continued relevance.	... and THE PRINCIPAL: <input type="checkbox"/> Establishes and clearly articulates high expectations for all students and staff. <input type="checkbox"/> Demonstrates values, beliefs, and attitudes that inspire students and staff to higher levels of performance.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Adhere to school and district rules and procedures.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Establish and enforce high expectations for student classroom behavior.

QUALITY STANDARD V
Principals Demonstrate Managerial Leadership

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Supporting Policies and Agreements Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.				
THE PRINCIPAL: <input type="checkbox"/> Complies with district policies and negotiated agreements. <input type="checkbox"/> Is familiar with state and federal laws and district and state policies.	... and THE PRINCIPAL: <input type="checkbox"/> Inquires about policies/laws prior to making decisions. <input type="checkbox"/> Establishes procedures to protect the confidentiality of staff and student information. <input type="checkbox"/> Studies changes to laws and policies to maintain the school's compliance.	... and THE PRINCIPAL: <input type="checkbox"/> Efficiently and effectively manages school or district contractual arrangements. <input type="checkbox"/> Provides meaningful and timely input into the development of district and board policy.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Adhere to all school and district policies and procedures.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Provide school and/or district administrators input regarding policies and procedures. <input type="checkbox"/> Suggest new or revised policies and procedures to help assure student success.
ELEMENT F: Ensuring an Orderly and Supportive Environment Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.				
THE PRINCIPAL: <input type="checkbox"/> Understands the importance of establishing a safe, positive, and supportive school environment.	... and THE PRINCIPAL: <input type="checkbox"/> Establishes rules and procedures to maintain a safe and positive school culture. <input type="checkbox"/> Addresses safety issues immediately and efficiently.	... and THE PRINCIPAL: <input type="checkbox"/> Expects students and teachers to respect diverse interests and attitudes. <input type="checkbox"/> Creates mechanisms to ensure all stakeholder voices are heard and respected.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Demonstrate respectful behavior toward students, parents, stakeholders, and colleagues.	... and SCHOOL STAFF MEMBERS: initiate activities designed to: <input type="checkbox"/> Improve school safety. <input type="checkbox"/> Encourage respect between and among students and colleagues.
Evaluator Comments:		Response of Principal/Assistant Principal Being Evaluated:		

QUALITY STANDARD VI**Principals Demonstrate External Development Leadership**

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Family and Community Involvement and Outreach Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.				
THE PRINCIPAL: <input type="checkbox"/> Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.	... and THE PRINCIPAL: <input type="checkbox"/> Conducts community outreach activities. <input type="checkbox"/> Invites families to participate in activities specifically focused on their children.	... and THE PRINCIPAL encourages families and community members to become engaged in: <input type="checkbox"/> Student learning initiatives. <input type="checkbox"/> School decision making processes.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Support family and community involvement for the benefit of student learning. <input type="checkbox"/> Use community resources to support classroom learning.	... and SCHOOL STAFF MEMBERS: <input type="checkbox"/> Sustain meaningful parent and community involvement throughout the school year.
ELEMENT B: Professional Leadership Responsibilities Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.				
THE PRINCIPAL: <input type="checkbox"/> Understands the need for strong community and organizational relationships.	... and THE PRINCIPAL: <input type="checkbox"/> Understands and interacts with the network of agencies that provide health, social, and other services to families.	... and THE PRINCIPAL: <input type="checkbox"/> Establishes and maintains strong positive relationships with key community stakeholders and external agencies. <input type="checkbox"/> Maximizes the impact of community, district, state and national relationships to benefit the school.	... and SCHOOL STAFF MEMBERS Accept responsibility for: <input type="checkbox"/> Adhering to all applicable rules, regulations, policies, and laws. <input type="checkbox"/> Utilizing available external resources for the benefit of students.	... and SCHOOL STAFF MEMBERS AND PARENTS: <input type="checkbox"/> Provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.

QUALITY STANDARD VI**Principals Demonstrate External Development Leadership**

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
-------	----------------------	--------------------------------------	--------------	-----------

ELEMENT C: Advocacy for the School

Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

THE PRINCIPAL:

- ☐ Engages community members and key stakeholders in the school's activities.
- ☐ Understands the community and the issues it is facing.

... and

THE PRINCIPAL:

- ☐ Identifies and engages key community stakeholders.
- ☐ Solicits community input and uses the input to inform decisions.

... and

THE PRINCIPAL:

- ☐ Advocates throughout the school community for school support.
- ☐ Expands personal reach and sphere of influence to maximize support for the school.

... and

SCHOOL STAFF MEMBERS:

- ☐ Engage community agencies to help meet the needs of students and families.

... and

SCHOOL STAFF MEMBERS:

- ☐ Maintain strong relationships with key community stakeholders.

*Evaluator Comments:**Response of Principal/Assistant Principal Being Evaluated:*

Summary Evaluation Sheet

QUALITY STANDARD I**Principals Demonstrate Strategic Leadership**

	B	PP	P	A	E
A. School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.					
B. School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.					
C. Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.					
D. Distributive Leadership: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.					
Overall Rating for Standard I					

Comments:**Recommended actions for improvement:****Resources needed to complete these actions:****Artifacts that may be used to support rating:**

- Unified Improvement Plan
- Number and percent of Ineffective, Effective, and Highly Effective Teachers
- Teacher and Staff Feedback
- Meeting agendas, minutes, and rosters
- Quarterly Reports to SAC
- Teacher Lesson Plans
- Minutes of planning sessions
- Teacher Turnover Rates
- Supervisor feedback
- Parent and community member feedback
- Emails and memos to staff
- Parent newsletters
- School vision, mission, and goals
- Business and/or community resource agreement

QUALITY STANDARD II**Principals Demonstrate Instructional Leadership**

	B	PP	P	A	E
A. Curriculum, Instruction, Learning and Assessment: Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.					
B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.					
C. Implementing High-quality Instruction: Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.					
D. High Expectations for all Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.					
E. Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.					
Overall Rating for Standard II					

Comments:**Recommended actions for improvement:****Resources needed to complete these actions:****Artifacts that may be used to support rating:**

- Unified Improvement Plan
- Number and percent of Ineffective, Effective, and Highly Effective Teachers
- Supervisor Feedback
- Teacher Feedback
- TELL Survey
- 360 Survey
- Parent Survey
- Student Survey
- Number of teachers improving their practice

QUALITY STANDARD III					
Principals Demonstrate School Culture and Equity Leadership					
	B	PP	P	A	E
A. Intentional and Collaborative School Culture: Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.					
B. Commitment to the Whole Child: Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.					
C. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.					
D. Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes.					
Overall Rating for Standard III					
Comments: Recommended actions for improvement: Resources needed to complete these actions:		Artifacts that may be used to support rating: <ul style="list-style-type: none"> Unified Improvement Plan Number and percent of Ineffective, Effective, and Highly Effective Teachers Supervisor Feedback Teacher Feedback TELL Survey 360 Survey Parent Survey Student Survey 			

QUALITY STANDARD IV**Principals Demonstrate Human Resource Leadership**

	B	PP	P	A	E
A. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.					
B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.					
C. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.					
Overall Rating for Standard IV					

Comments:**Recommended actions for improvement:****Resources needed to complete these actions:****Artifacts that may be used to support rating:**

- Unified Improvement Plan
- Number and percent of Ineffective, Effective, and Highly Effective Teachers
- Supervisor Feedback
- Teacher Feedback
- TELL Survey
- 360 Survey
- Parent Survey
- Student Survey

QUALITY STANDARD V**Principals Demonstrate Managerial Leadership**

	B	PP	P	A	E
A. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.					
B. Conflict Management and Resolution: Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.					
C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.					
D. School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.					
E. Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.					
F. Ensuring an Orderly and Supportive Environment: Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.					
Overall Rating for Standard V					

Comments:**Recommended actions for improvement:****Resources needed to complete these actions:****Artifacts that may be used to support rating:**

- Unified Improvement Plan
- Number and percent of Highly Effective, Effective, and Ineffective Teachers
- Supervisor Feedback
- Teacher Feedback
- TELL Survey
- 360 Survey
- Parent Survey
- Student Survey
- Number of teachers improving their practice

QUALITY STANDARD VI**Principals Demonstrate External Development Leadership**

	B	PP	P	A	E
A. Family and Community Involvement and Outreach: Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.					
B. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.					
C. Advocacy for the School: Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.					
Overall Rating for Standard VI					

Comments:**Recommended actions for improvement:****Resources needed to complete these actions:****Artifacts that may be used to support rating:**

- Unified Improvement Plan
- Supervisor Feedback
- Teacher Feedback
- TELL Survey
- 360 Survey
- Parent Survey
- Student Survey
- Percent and number of Highly Effective, Effective, and Ineffective Teachers
- Number of teachers improving their practice

Principal/Assistant Principal Summary Evaluation Score Sheet

QUALITY STANDARD	ELEMENT	RATING					
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	# Points Earned
II. INSTRUCTIONAL LEADERSHIP	A. Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.						
	B. Principals create processes and schedules which maximize instructional, collaborative and preparation time.						
	C. Principals support Teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.						
	D. Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.						
	E. Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide Teachers in data-based decision making regarding effective practices to maximize student success.						
	Raw Points Earned for Standard II =						
	Determine Overall Rating for Standard II: 0 to 3 = Basic 4 to 7 = Partially Proficient 8 to 12 = Proficient 13 to 16 = Accomplished 17 to 20 = Exemplary						
	Rating Level for Standard II =						
	Determine Contribution of Standard II to the Final Professional Practices Rating: (Standard II weight [ex. .25=25%]) * 540 * Total raw Standard II points / 20 = Standard II points calculated (Σ all 6 standards points calculated = total professional practices score)						
	Points Calculated for Standard II =						
	(this number will be used in the overall professional practices calculation)						

QUALITY STANDARD	ELEMENT	RATING					# Points Earned
		B 0 pts	PP 1 pt	P 2 pts	A 3 pts	E 4 pts	
V. MANAGERIAL LEADERSHIP	A. Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.						
	B. Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.						
	C. Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.						
	D. Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.						
	E. Principals regularly update their knowledge of federal and state laws, and School District and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.						
	F. Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.						
	Raw Points Earned for Standard V =						
	Determine Overall Rating for Standard V: 0 to 4 = Basic 5 to 9 = Partially Proficient 10 to 14 = Proficient 15 to 19 = Accomplished 20 to 24 = Exemplary						
	Rating Level for Standard V =						
	Determine Contribution of Standard III to the Final Professional Practices Rating: (Standard V weight {ex. .25=25%}) * 540 * Total raw Standard V points / 24 = Standard V points calculated (Σ all 6 standards points calculated = total professional practices score)						
	Points Calculated for Standard V = <i>(this number will be used in the overall professional practices calculation)</i>						

QUALITY STANDARD	Total Points Calculated	Standards Rating Level
I. Strategic Leadership		
II. Instructional Leadership		
III. School Culture and Equity Leadership		
IV. Human Resource Leadership		
V. Managerial Leadership		
VI. External Development Leadership		
Total Points for All Standards		

Translating the Total Points for All Standards to Overall Professional Practices Rating

Total Number of Points Received	Rating for Number of Points Received	Total Number of Points Received for this Evaluation =
0 to 108 points	Basic	
109 to 216 points	Partially Proficient	
217 to 324 points	Proficient	
325 to 432 points	Accomplished	
433 to 540 points	Exemplary	

Goal-Setting Form for Colorado Principals and Assistant Principals

Mid-Year Performance Discussion

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	DATE DEVELOPED	DATE REVISED

Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments

Professional Growth Goals and Action Steps	Status of Action Steps	Barriers to Successful Completion by Year End	Strategies to Address Barriers	Comments
Goal 1:				
Goal 2:				
Goal 3:				

Principal/Assistant Principal Professional Performance Plan

NAME	POSITION/TITLE	SCHOOL	GRADE LEVEL(S)	EVALUATION RATINGS BY STANDARD	
DATE DEVELOPED	DATE REVISED	SUPERVISOR APPROVAL	EVALUATOR APPROVAL (if different from supervisor)	Strategic Leadership	
				Instructional Leadership	
				School Culture and Equity Leadership	
				Human Resource Leadership	
				Managerial Leadership	
				External Development Leadership	
				Student Growth	

Action Step	Who is Responsible for Support and/or Mentoring?	Role of Responsible Person	Data to be Collected to Demonstrate Progress	Dates Data will be Collected (at least twice during the year)	Evidence of Progress Toward Achieving Goal
Professional Growth Goal #1:					
1.					
2.					
3.					
Professional Growth Goal #2:					
1.					
2.					
3.					
Professional Growth Goal #3:					
1.					
2.					
3.					