

**Weld RE-5J
Evaluation
System for
Principals and
Assistant
Principals**

CHAPTER 1

Principal and Assistant Principal Evaluation System

Overview

With the passage of Senate Bill 10-191 (S.B. 191) during the 2010 legislative session, Colorado embarked upon a sweeping revision of its approach to evaluating the performance of Principals, Teachers, and other licensed education professionals. All Colorado districts and BOCES must implement an evaluation system that aligns with the teacher and principal Quality Standards and the State Board Rules by July 2013. SB 191 requires:

- Annual evaluations for all teachers and principals
- Evaluation based on statewide Quality Standards defining what it means to be an effective teacher or principal; the professional practice Quality Standards account for half of an educator's annual evaluation.
- The other half of an educator's annual evaluation is based on the Quality Standard that measures student learning over time.
- Non-probationary status (tenure) is earned after three consecutive years of demonstrated effectiveness.
- Non-probationary status is lost after two consecutive years of ineffective ratings

S.B. 191 was designed to make the licensed educator evaluation process more comprehensive, professionally useful, and focused on student achievement. S.B. 191 requires that Colorado school dis-

tricts transform current evaluation processes that focus primarily on compliance into more rigorous and supportive processes that provide for continuous professional learning and improvement. Anticipating that the development of high quality, rigorous, fair and equitable evaluation systems would be arduous and therefore could pose challenging for some of Colorado's districts, the Colorado Department of Education (CDE) has created a model system that was made available to all school districts in the state. The Weld Re-5J School District has adopted the state's model system for evaluating principals and assistant principals and will use this system beginning with the 2013-14 school year.

Purposes of the Evaluation

The basic purposes of this system are:

- To ensure that all licensed personnel are evaluated using multiple, fair, transparent, timely, rigorous, and valid methods, fifty percent of which evaluation is determined by the academic growth of their students;
- To ensure that all licensed personnel receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness; and

- To ensure that all licensed personnel are provided the means to share effective practices with other Educators throughout the state.

Requirements for the Model Evaluation System for Principals and Assistant Principals

All evaluation systems in Colorado must adhere to the same quality standards to determine performance levels and adhere to requirements that will ensure accurate measurement and analysis of data; at the same time, local communities will make important decisions about the “how” of evaluation that can be tailored to fit local objectives and needs. The Colorado Model Evaluation System for Principals and Assistant Principals is a high- quality, implementation-ready system with associated tools and supports available to all of Colorado’s school districts. The Colorado Department of Education will support pilot districts during the pilot test and rollout period of implementation to ensure that the resulting state model system is workable in and credible to the field, adaptable for use under the varying contexts represented by the collection of districts, and scientifically sound in terms of its psychometric properties.

Districts may choose to develop their own systems if they ensure that all required elements are included and state technical guidelines are met. Lessons learned from implementation of both the state model system and unique district systems will be integrated and used to improve the state model system at the close of the 2011-15 pilot and rollout period.

Purposes of the Evaluation

The expected outcomes of Colorado’s principal/assistant principal evaluation system are found in the Licensed Personnel Performance Evaluation Act, as amended by S.B. 10-191 (CRS 22-9-101, et. Seq.) According to statute, the purposes of the evaluation are to:

- Serve as a basis for the improvement of instruction;
- Enhance the implementation of programs of curriculum;
- Serve as a measurement of the Professional Performance and development of licensed personnel; and
- Provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, dismissal, and non-renewal of contract.

Key Priorities for Colorado's Educator Performance Evaluation System

Key priorities inform every aspect of the Principal/Assistant Principal Evaluation System. Successful implementation of the system is dependent upon attending to the priorities, which should be treated as assumptions or guiding principles for the evaluation system. They are stated here to emphasize their importance.

Priority One: Data Should Inform Decisions, but Human Judgment Will Always Be an Essential Component of Evaluations

While the technical nature of this user's guide may give the impression that evaluation is a scientific process that relies solely on objective data, evaluations ultimately rely on the perception and judgment of individuals. Like other decisions that rely on human judgment, evaluations are subject to error and even bias. The processes and accompanying materials included in this guide are directed towards the improvement of individual judgment and mini-

mization of error and bias. For example, it is absolutely essential that evaluators have adequate training to exercise judgment in a way that is fair. It is also essential that evaluators understand the various ways to measure performance and the benefits and limitations of these methods, so they can make appropriate decisions about their implications. The most technically impressive evaluation system will fail if the human aspects of the system are neglected. The implementation of the recommended evaluation system is designed to provide as much learning as possible about ways to inform human decision-making in order to make fair, reliable and credible judgments. In addition, the state and its districts will need to actively use data to identify when evaluations are inappropriate, inaccurate, or inconsistent.

Priority Two: The Implementation and Assessment of the Evaluation System Must Embody Continuous Improvement

The model principal evaluation system will be implemented over a four-year period, with development and beta- testing activities beginning in 2011 and full statewide implementation in place by May 2015. The design of this pilot and rollout period is intended to capture what works and what doesn't (and why), and provide multiple opportunities to learn from failure and to spread success. In that spirit, the state will monitor and act on the following:

- How well the model evaluation system addresses the purposes as articulated in S.B. 10-191;
- What school districts do that works or does not work;
- What other states do that works;
- Changes in assessment practice and tools expected over the next few years, especially with respect to student growth; and
- Partially Proficient research and best practice findings with respect to educator evaluations.

As more states and districts across the country experiment with improved performance evaluation systems for their educators, more evidence will arise that should continue to inform Colorado's system. The system described in this guide represents the best possible approach for measuring professional performance against Colorado's Quality Standards for Principals, however it will be adjusted or adapted as new knowledge is made available either from the pilot and field tests or from similar experiences reported by other states.

Priority Three: The Purpose of the System is to Provide Meaningful and Credible Feedback That Improves Performance

The goal of Colorado's performance evaluation system is to provide honest and fair assessments about educator performance and meaningful opportunities to improve. If evaluators simply label and sort educators but fail to provide teachers and leaders with actionable information and opportunities for improvement, the evaluation system will have failed in its purpose. Students will be limited in their ability to perform at their best, and educators will not receive the support they need.

The collection of information about educator effectiveness and feedback to educators will take place on an ongoing basis, and not be restricted to the dates and processes set for formal evaluations. Teachers and principals should discuss instructional improvement frequently both formally and informally throughout the year. The performance evaluation system provides just one forum for such discussions.

Priority Four: The Development and Implementation of Educator Evaluation Systems Must Continue To Involve All Stakeholders in a Collaborative Process

Change is always difficult, and communication is vital. Every stakeholder, from students and families, teachers, related service providers, administrators, school board members, and others, needs to be operating with the same information and with a clear picture of what the new system is, how it will be implemented, and how it will impact them. The new evaluation system and its goals of continuous learning provide opportunities to engage the parents and guardians of students and the students themselves in

a collaborative process to assure that every student has his or her best chance of graduating from high school and being prepared for academia or a career.

Priority Five: Educator Evaluations Must Take Place within a Larger System That Is Aligned and Supportive

Improving the ways educators are evaluated will lead to improvement in their effectiveness and, in turn, to improved outcomes for students. For this to occur, evaluators must be part of a larger system that is also effective. Educator evaluation systems in which alignment occurs across all levels and components of the system, and among all positions being evaluated are most likely to be supportive of educators and to lead to improvements in performance. School districts that use the Colorado Model Educator Evaluation System are committed to the process of ensuring that the education system operates in a way that is coherent and supportive of both educator effectiveness and student outcomes.

Evaluation System Components

Principals have many areas of responsibility. They are the holders of the school's vision for itself and facilitators of the strategies needed to accomplish the school's goals. They provide instructional leadership to their teachers, manage interpersonal dynamics within the school and external relations outside the school, and oversee budget, human resources, and other operational functions. Ultimately, the principal is held accountable for the success of the school.

Principals in Colorado will be evaluated on student growth as well as their demonstrated leadership abilities, including their ability to effectively support the teachers in their schools. The use of Professional Performance Plans will guide their professional planning, goal-setting, professional development, and evaluation criteria. The Model Educator Evaluation System for Colorado Principals includes the following components:

The Statewide Definition of Principal Effectiveness:

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the school's primary instructional leader, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports the school's ability to promote equity and to continually improve its positive impact on students and families.

The Seven Colorado Principal Quality Standards and Their Related Elements and Artifacts

This section provides Colorado’s principal quality standards, their associated elements, and examples of evidence that can be used to demonstrate performance on each.

Standard I: Principals demonstrate strategic leadership.

- I. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitate their integration into the life of the school community.³ Principals engage all stakeholders in building a shared vision of student learning outcomes for the school community that reflects the State of Colorado’s definition of school readiness, and Colorado’s definition of postsecondary and workforce readiness, including student readiness for global citizenship. They ensure that the school’s mission and strategic goals all directly support this vision of student success, in a way that is aligned with district priorities.
- II. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes neces-

Examples of Evidence that Can Be Used for Standard I

- Unified Improvement Plan
- Number and percent of Highly Effective, Effective, and Ineffective Teachers
- Teacher, staff, supervisor, parent, student, and community feedback
- Teacher turnover rates
- High school graduation rates disaggregated by race/ethnicity, gender, socio-economic status, and other factors
- Meeting agendas, minutes, and rosters
- Quarterly reports to SAC
- Teacher lesson plans
- Emails and other correspondence to staff
- Descriptions of processes and procedures
- ICAP
- Parent newsletters
- School vision, mission, and goals
- Business and/or community resource agreements
- Student achievement data

sary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data. Principals ensure that the school improvement plan is an actionable, meaningful plan that includes the implementation of strategies to identify and support student engagement, healthy development, attendance and successful completion of school for all students. The plan should be reviewed frequently and revised to adjust strategies based on progress toward goals. The principal shall ensure that any school improvement plans are aligned with and mutually supportive of each other and existing district plans.

III. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students. Principals demonstrate the ability to effectively manage organizational change, developing! and fostering a collaborative culture that inspires innovation, creativity, and continuous school improvement. They model self-awareness, reflective practice, transparency and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data. They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in

their school community and can implement problem-solving strategies to seek positive solutions to school challenges.

- IV. **Distributive Leadership:** Principals create and utilize processes to distribute leadership and decision making throughout the school. Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction. Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of the school.

Standard II: Principals demonstrate instructional leadership

- I. **Curriculum, Instruction, Learning, and Assessment:** Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches. Principals demonstrate current knowledge of research in teaching, learning and child development, and ensure that their schools provide a comprehensive education that promotes cognitive, physical, mental, social emotional health and growth. They ensure that an age-appropriate curriculum consistent with the Colorado Academic Standards is taught and monitored through effective formative assessment practices, and the use of summative assessments. They engage staff in developing knowledge about

student development, curriculum, instruction, assessment and analysis and use of data in order to establish and achieve high expectations for students. Principals ensure high expectations for all students, including students identified as gifted, students with disabilities, and students considered “at risk” of school failure.

- II. **Instructional Time:** Principals create processes and schedules which maximize instructional, collaborative, and preparation time. They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.

Examples of Evidence that Can Be Used for Standard II

- Unified Improvement Plan
- Number and percent of Highly Effective, Effective, and Ineffective Teachers
- Teacher, staff, supervisor, parent, student, and community feedback
- Teacher turnover rates
- Documentation of progress monitoring
- Master schedule
- Student achievement data

- III. **Implementing High-Quality Instruction:** Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students. They demonstrate current knowledge of best practices in PK-20 instruction and assessment, and are able to monitor delivery of high-quality

instruction. They encourage and support teachers in utilizing research-based methods to develop and employ multiple instructional approaches; developing personalized learning opportunities for diverse learners; planning lessons that allow students to apply and demonstrate learning connections in creative and meaningful ways; integrating technology and formative assessment practices into instruction to increase student engagement and learning; and using multiple methods of progress monitoring to track student learning and adjust instruction as needed. Principals ensure that the school's structures and daily schedules are supportive these instructional goals. They are good listeners and coaches and are able to give and receive feedback.

IV. **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 ambitious student outcomes. Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.

Standard III: Principals Demonstrate School Cultural and Equity Leadership

I. **Intentional and Collaborative School Culture:** Principals articulate and model a clear vision of the school's culture, and involve students, families, and staff in creating a climate that supports it. Principals articulate a strong and clear vision for the school's culture, and foster broad ownership among the school community for that vision. Principals deploy school

structures in a manner the supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school cul-

ture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.

Examples of Evidence that Can Be Used for Standard III

- Unified Improvement Plan
- Number and percent of Highly Effective, Effective, and Ineffective Teachers
- Teacher, staff, supervisor, parent, student, and community feedback
- Teacher turnover rates
- High school graduation rates disaggregated by race/ethnicity, gender, socio-economic status, and other factors
- Student achievement data

- II. **Commitment to the Whole Child:** Principals value the cognitive, physical, mental, social, and emotional health and growth of every student. Principals build a school culture that supports comprehensive education that promotes cognitive, physical, mental, social and emotional health and growth of students. They engage school and community-based resources to support students and their families.
- III. **Equity Pedagogy:** Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges. Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students' individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.
- IV. **Efficacy, Empowerment, and a Culture of Continuous Improvement:** Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes. Principals foster a school culture which supports and celebrates ongoing efforts at improvement through innovation and risk-taking. They facilitate candid discussions with the school community about student achievement and other performance indicators. They recognize the achievements of individuals and the school as a whole while ac-

knowledging areas needing improvement by modeling self-awareness, transparency and ethical behavior.

Standard IV: Principals Demonstrate Human Resource Leadership

- I. **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. Principals communicate regularly about the changing context for teaching and learning, and create a collaborative culture and overall structure for on-going learning that fosters teacher learning and develops teacher leaders.
- II. **Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff:** Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities. Principals include in their professional development plan explicit reference to the ways in which they intend to address the counts and percentages of effective teachers in the building. They recruit, retain and support high quality and effective teachers and staff, and implement a systemic process for comprehensive, effective, and research-based professional development, coaching and mentoring that is differentiated for adults to support student learning. As appropriate, principals create school-wide structures that ensure that teacher candidates and other educator interns provide support for students, and increase embedded professional learning opportu-

Examples of Evidence that Can Be Used for Standard IV

- Unified Improvement Plan
- Number and percent of Highly Effective, Effective, and Ineffective Teachers
- Teacher, staff, supervisor, parent, student, and community feedback
- Teacher turnover rates
- Personnel evaluation records
- Student achievement data
- Professional development plan for the school
- Agendas and rosters for professional development offerings
- Agendas and rosters for professional learning community meetings
- School budget
- Student achievement data

nities for experienced educators in the school. They demonstrate the ability to dismiss staff members who are ineffective or otherwise unsatisfactory after plans for professional improvement and support have proven unsuccessful.

III. Teacher and Staff Evaluation: Principals evaluate staff perform-

ance using the district's educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement. They implement a systemic process for evaluation of all staff members that leads to the continuous improvement of performance. For teachers, this includes the provision of frequent and timely feedback and supports. Principals recognize and celebrate quality teachers, and provide professional development coaching for teachers needing support in order to improve instruction and student learning outcomes.

Standard V: Principals Demonstrate Managerial Leadership

- I. 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, achievement, and healthy development for all students. They implement effective operational systems to use time, personnel, technology and resources to support student learning. Within the parameters of the district and economic environment, principals ensure that all school operation systems are managed according to principles of business management, budgeting and accounting practices.
- II. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff. They demonstrate awareness of potential problems and areas of conflict within the school, and create processes to resolve areas of conflict which allows diverse interests to be heard and respected. Using a creative problem solving approach, principals resolve conflicts to ensure the best interest of students and the school.
- III. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders. Principals communicate the school's distinctive learning environment and student learning results in an open and transparent manner, in order to attract parent and community support.
- IV. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures,

rules, and procedures for students and staff. They promote cultural competence among teachers, staff and students, and foster respects for individual needs and differences among students, staff and families. Principals design and implement

a

- Examples of Evidence that Can Be Used for Standard V**
- Unified Improvement Plan
 - Number and percent of Highly Effective, Effective, and Ineffective Teachers
 - Teacher, staff, supervisor, parent, student, and community feedback
 - Teacher turnover rates
 - School policies and procedures manual
 - Emails to staff, parents, students and the community
 - Minutes of parent and community meetings
 - Rosters of meeting attendees
 - Faculty meeting minutes
 - School Budes
 - Discipline referrals
 - Communication logs
 - Student achievement data

plan for proactive student discipline that addresses discrimination, harassment and bullying, and safeguards the values of democracy, equity, citizenship, patriotism, and diversity among students, staff and parents/guardians.

V.Supporting Policies and

Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.

Standard VI: Principals Demonstrate External Development Leadership

I. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school. They create a culture of engagement and communication with families and community to build relationships that support students and families to improve student learning, achievement and healthy development, and school performance. Principals engage parents/guardians in understanding and taking part in activities to improve their student’s learning, and partner with school- and community-based resources to support students and their families. They build and sustain school community partnerships with businesses and other civil and social organizations to ensure multiple learning opportunities for students.

- Examples of Evidence that Can Be Used for Standard VI**
- Unified Improvement Plan
 - Number and percent of Highly Effective, Effective, and Ineffective Teachers
 - Teacher, staff, supervisor, parent, student, and community feedback
 - Teacher turnover rates
 - Student achievement data

II. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, 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 state and federal laws, district and board policies,

and negotiated agreements where applicable. Principals act as leaders in the field to influence local/district/state or national decisions that have an effect on student learning. They are aware of state and federal laws, and district and board policies including negotiated agreements, and ensure that the protocols and processes they adopt in their schools are consistent with these requirements. As necessary they advocate for changes that better serve students, teachers and schools. They establish and maintain systems to protect the confidentiality of student records and family communications.

III. **Advocacy for the School:** Principals develop systems and relationships to leverage the 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 interests of students and families. Principals look for ways to leverage and develop district and community resources at their disposal, and to advocate for what they need to meet the needs of their schools. They understand and work collaboratively within the governance structure of the school, including with district leadership and the local school board, where consistent with local district practice, in order to improve governing relationships and develop clarity about each body's roles and responsibilities in educating students.

Standard VII: Principals Demonstrate Leadership around Student Growth

I. **Student Academic Achievement and Growth:** Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness by high school

graduation. Principals prepare students for success by ensuring mastery of Colorado Academic Standards, including 21st century skills.

- II. **Student Growth and Development:** Principals take responsibility for facilitating the preparation of students with the skills, dispositions, and attitudes necessary for success in post-secondary education, work, and life, including democratic and civic participation.
- III. **Use of Data:** Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of student growth.

Examples of Evidence that Can Be Used for Standard VII

- Unified Improvement Plan
- Number and percent of Highly Effective, Effective, and Ineffective Teachers
- Teacher, staff, supervisor, parent, student, and community feedback
- Teacher turnover rates
- Student achievement logs
- Common assessment data

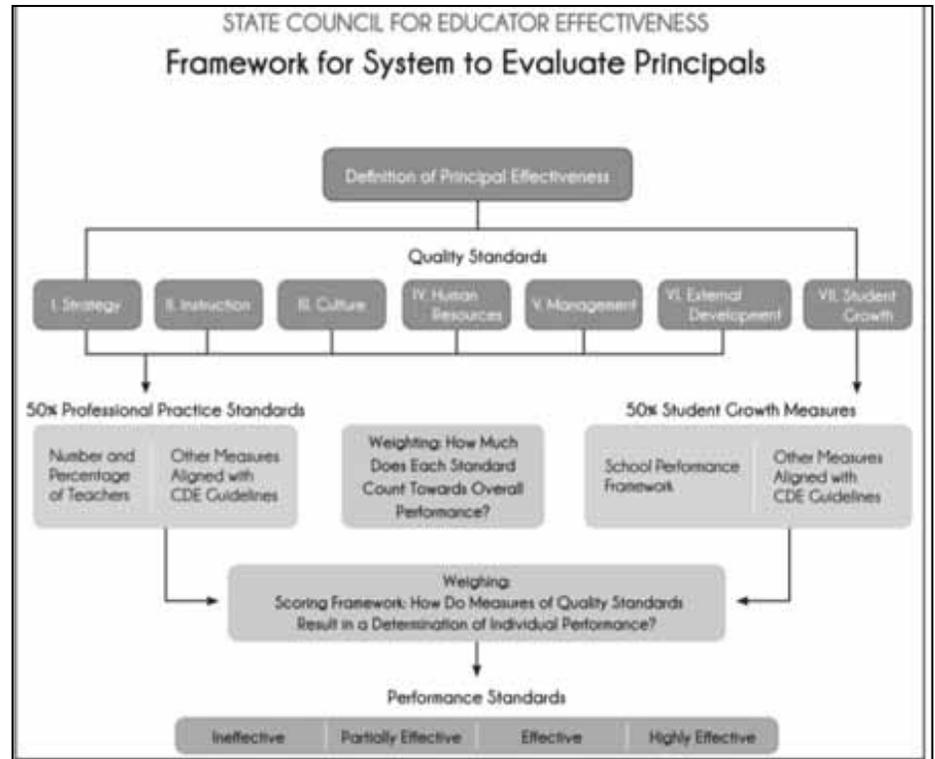
Measurement Framework

The measurement framework provides a body of evidence concerning principal performance, including:

- I. Measures of leadership practice (Standards I-VI) that include teacher and staff perceptions and the distribution of effectiveness ratings of teachers in the school, and that may include multiple other measures
- II. Multiple measures of student academic growth and achievement (Standard VII) that include measures contained in the School Performance Framework and at least one other measure, and that are consistent with student growth measures used to evaluate teachers in the school
- III. Procedures for weighting measures of performance that ensure that measures of student growth and achievement represent at least 50 percent of total performance measures
- IV. Procedures for conducting evaluations that ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided, and principals receive a formal evaluation and performance standard designation by the end of each academic year

The state scoring framework that assigns principals to performance standards based on their measured effectiveness, developed by the State Council for Educator Effectiveness illustrates the relationships of the system components and the weight the professional practice plays with respect to student growth. This document deals wholly with professional practice and the determination of principal and assistant principal ratings on Quality Stan-

dards I through VI. As illustrated, Standard VII will be included in the measure of Student Growth.



Colorado’s Model Educator Evaluation System for Principals and Assistant Principals is built upon this definition as well as on the standards discussed in the previous section. This manual describes the components, processes, and materials needed to adequately implement the system and provides examples of completed evaluations for principals at different levels of performance. As Exhibits 3 and 4 illustrate, the evaluation system consists of 9 steps, beginning with training and ending with the development of school goals and an individual professional performance plan for the subsequent year. In addition, Exhibit 5 provides an annual timeline for completion of each of these steps and Exhibit 6 explains the responsibilities for the evaluator and evaluator before, during, and after each step in the evaluation process.

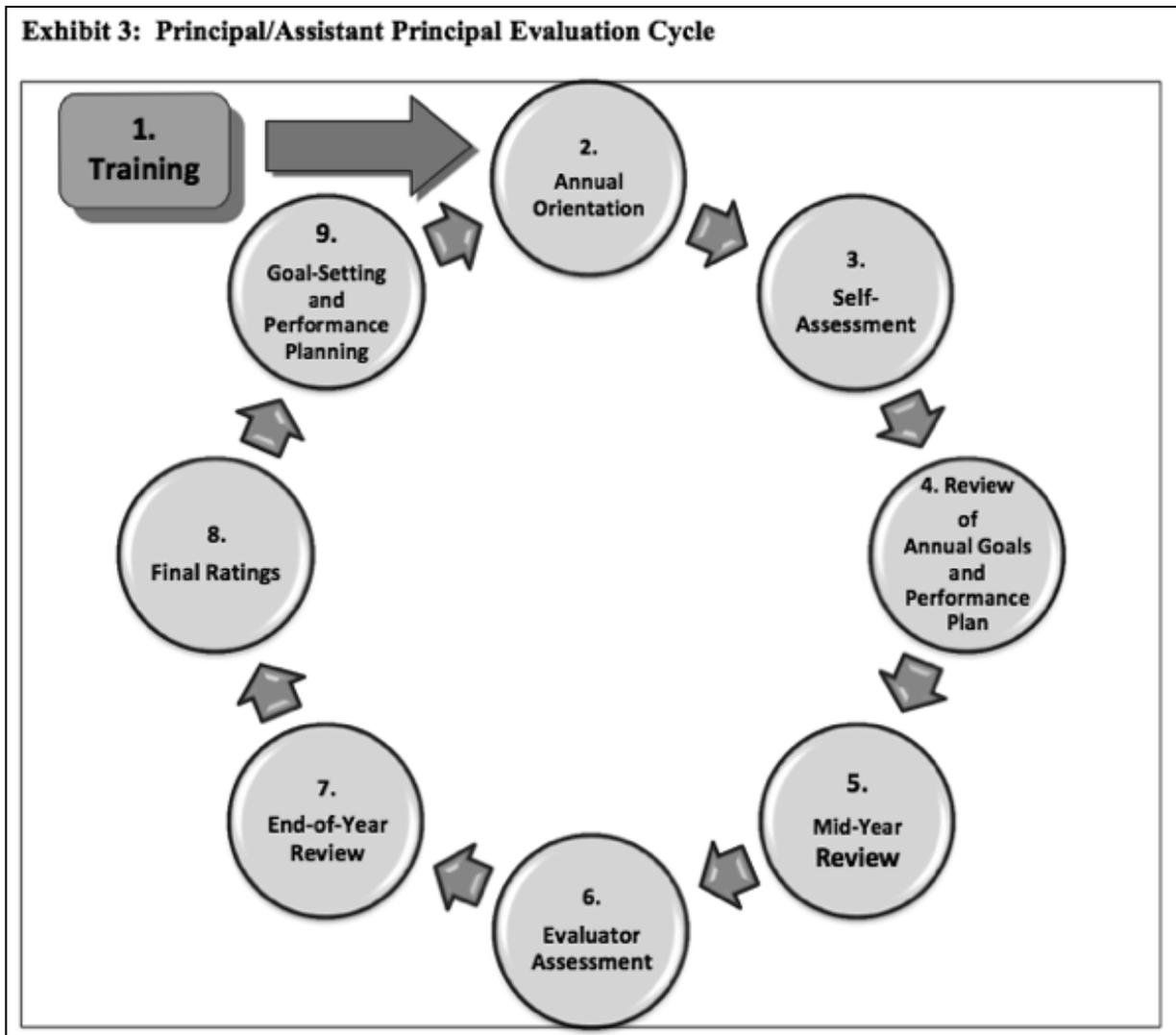


Exhibit 4: Explanation of Each Step in Evaluation Process

1. Training

- Every person involved in using the Colorado Model Evaluation System for Principals and Assistant Principals must be trained by persons approved by the Colorado Department of Education to conduct such training. This process helps to ensure reliability and validity and makes certain that everyone has the same foundational knowledge to apply to this high stakes decision making process.

2. Orientation

- Each district should provide an orientation on the evaluation system at the beginning of each school year, preferably prior to the opening of school and at a minimum within the first week of school. This will ensure that principals who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for district staff to review the system and learn of any changes made since the previous year.

3. Self - Assessment

- Each principal or assistant principal should complete a self-assessment using the Rubric for Evaluating Colorado's Principals and Assistant Principals at the beginning of the school year. This step in the process provides the person being evaluated with an opportunity to reflect on personal performance over the course of the previous year and in the context of the students, teachers, and school for the current year.

4. Review of Goals and Performance Plan

- As soon as the principal's/assistant principal's self-assessment has been completed, the evaluator and person being evaluated should review the school's annual goals as well as the performance plan for the person being evaluated. This step allows the principal/assistant principal to consider the unique context for that year with respect to the school's culture, student body, community issues, and changes in district initiatives and to adjust professional and school goals.

5. Mid - Year Review

- The principal/assistant principal and evaluator should schedule time to review progress toward achieving school and personal goals. As a result of this review, every person being evaluated should have a clear understanding of their potential effectiveness rating based on evidence available to date.

6. Evaluator Assessment

- Evaluators should review the performance of principals and assistant principals throughout the year and record their ratings on the rubric as such information is collected. This is not an end of the year activity, but rather one that is conducted in a consistent and ongoing manner. The evaluator should complete the rubric prior to the end-of-year review.

7. End-of-Year Review

- The evaluator and principal/assistant principal being evaluated discuss the principal/assistant principal's performance ratings, self-assessment ratings, artifacts, and any evidence needed to support either the self-assessment or evaluator ratings.

8. Final Ratings

- Should the evaluator and the principal/assistant principal being evaluated not agree on the final ratings during the end-of-year review, they should determine what additional evidence is needed in order to arrive at the correct rating. The suggested two-week period provides adequate time to collect and summarize the evidence and have a discussion to determine final ratings.

9. Goal-Setting & Performance Planning

- Using the element and standard ratings, comments, and artifacts discussed during the end-of-year review and the establishment of final ratings, the principal/assistant principal will develop a professional performance plan designed to address any areas in which growth and develop are needed, professional development or training required, and other resources needed to fully implement the professional performance plan.

Exhibit 6: Evaluator and Evaluatee Responsibilities Before, During and After Each Step of Evaluation Process

Evaluation Process Step	To be done by:	To be done:		
		Before	During	After
	Superintendent	Determine who will evaluate each principal and assistant principal and notify all involved of the assignments.		
1. Training	Evaluator	Review and be thoroughly familiar with User's Guide and all other required evaluation documents.	Actively participate in all training activities to assure that they have a thorough understanding of what's expected and when it's expected to be completed.	Discuss training and jointly confirm understanding of expectations and how they will be addressed during the year.
	Evaluatee			
2. Orientation	Evaluator	Request information about changes to system since previous year.	Discuss changes to evaluation system since previous year and agree on how to address any new requirements in order to meet expectations.	Prepare for completing the year-long evaluation process based on current guidelines discussed during orientation.
	Evaluatee			
3. Self - Assessment	Evaluator	Encourage evaluatee to be thoughtful, comprehensive and honest in approach to self-assessment.		
	Evaluatee	Review rubric and other evaluation materials.	Thoughtfully reflect on past performance and identification of strengths and weaknesses.	Review self-assessment throughout the year to make sure strengths are maintained and weaknesses addressed.
4. Review of Annual Goals and Performance Plan	Evaluator	Hold beginning of year conference with evaluatee to determine what sources of evidence/artifacts will be used to measure performance against professional practices.	Review Professional Performance Plan, Goal-Setting Form, and prior years' evaluations to finalize goals and performance plan.	Monitor progress toward achieving goals and addressing all items in performance plan throughout the year.
	Evaluatee	Send Self-Assessment, Professional Performance Plan and Goal-Setting Form to evaluator so he/she has time to review it.	Honestly and openly discuss strengths and weaknesses and what it will require to maintain strengths and improve upon weaknesses.	Review Professional Performance Plan and Goal-Setting Form periodically throughout the year to ensure adherence to both.

Evaluation Process Step	To be done by:	To be done:		
		Before	During	After
5. Mid-Year Review	Evaluator	Review Professional Performance Plan and Goal-Setting Form.	Discuss progress toward achieving annual school goals and professional performance goals. Adjust Professional Performance Plan if necessary	Provide ongoing feedback based on multiple school visits, data, targeted development activities, and other information.
	Evaluated	Provide Professional Performance Plan and Goal-Setting Form to evaluator in time to allow for review prior to discussion.		Request discussions with evaluator to share progress and adjust Professional Performance Plan if necessary.
6. Evaluator Assessment	Evaluator	Become familiar with all materials collected during the year for the purpose of determining levels of performance.	Assign rating level to each standard and element based on performance associated professional practices.	Provide a copy of the rubric and other materials used to determine rating levels to the principal/assistant principal being evaluated.
	Evaluated	Provide all information requested by evaluator.	Cooperate fully in the assessment.	Objectively review evaluator ratings and prepare for End-of-Year Review by collecting additional artifacts/evidence if necessary.
7. End-of-Year Review	Evaluator	Schedule appointment at the evaluatee's location to assure that additional artifacts/evidence will be conveniently located should it be necessary to review them.	Reflect on the extent to which Professional Performance and School Goals have been met and determine growth areas to target during the coming year.	Provide written comments to evaluatee summarizing discussion and noting any follow-up necessary.
	Evaluated	Provide additional artifacts/evidence to support rating levels under consideration.		Prepare additional evidence if called for during end-of-year review.

 <p>8. Final Ratings</p>	Evaluator	Schedule appointment to conduct final performance discussion.	Assign a rating for each element and standard to determine professional practices rating for the year.	Process all necessary paperwork and notify Human Resources Department of Final Ratings for evaluatee.
	Evaluatee	Provide evaluator with additional artifacts/ evidence prior to appointment.	Openly and honestly discuss year's performance and work with evaluator to determine final professional practices ratings for the year.	Sign off on Final Ratings. If there is disagreement between evaluator and evaluatee regarding rating level, evaluatee should complete all required paperwork in order to contest results.
 <p>9. Goal-Setting and Performance Planning</p>	Evaluator	Determine professional development offerings of the state and school district for the coming year and map them against the evaluatee's materials.	Agree upon professional development and other improvement necessary during the coming year as well as the resources needed to complete the work and how accomplishment of goals will be measured.	Offer suggestions for revisions to Goal-Setting Form and Professional Performance Plan as appropriate and submit all required paperwork. Provide resources necessary to implement plans.
	Evaluatee	Prepare Goal-Setting Form and Professional Performance Plan to be used in discussion and provide them to evaluator in advance of the discussion.		Revise Goal-Setting Form and Professional Performance plan in alignment with performance discussions and final ratings on professional practice