

2019-2020

**Standard I:** Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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**Element A:** Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.

<p><b>THE PRINCIPAL:</b> Ensures the vision, mission and strategic plan are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developed through a collaborative process including staff and other stakeholder groups.</li> <li><input type="checkbox"/> Aligned with district priorities.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures the school’s vision, mission, and strategic plan are a part of routine school communication with stakeholders.</li> <li><input type="checkbox"/> Eliminates ineffective practices and initiatives.</li> <li><input type="checkbox"/> Prioritizes the implementation of the strategic plan.</li> </ul>	<p><b>...and THE PRINCIPAL:</b> Ensures that the strategic plan is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focused on student growth and achievement.</li> <li><input type="checkbox"/> Based on multiple sources of data.</li> <li><input type="checkbox"/> Routinely refined.</li> <li><input type="checkbox"/> Models and pursues the vision, mission, and strategic plan in daily work and decision-making.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Align their practice with the strategic plan.</li> <li><input type="checkbox"/> Identify and address barriers to achieving the school’s vision, mission, and strategic plan</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assume leadership roles in refining the school’s vision, mission, and strategic plan.</li> <li><input type="checkbox"/> Facilitate opportunities for student voice within the school’s strategic plan.</li> </ul>
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**Element B:** Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes the need and purpose for change.</li> <li><input type="checkbox"/> Develops systems and processes for planning and managing change.</li> </ul>	<p><b>...and THE PRINCIPAL:</b> Supports change efforts through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resource allocation.</li> <li><input type="checkbox"/> Addressing barriers to change.</li> <li><input type="checkbox"/> Supports staff in implementing change strategies.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides opportunities for all staff to engage in change efforts.</li> <li><input type="checkbox"/> Ensures sustainability of the change process.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement approved change strategies.</li> <li><input type="checkbox"/> Anticipate, identify, and address barriers to the change process.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide modeling and coaching to colleagues in support of change efforts.</li> <li><input type="checkbox"/> Communicate the purpose of the changes to the students and/or community.</li> </ul>
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**Standard I:** Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

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**Element C:** Principals establish and effectively manage systems that ensure high-quality staff.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manages personnel according to district and state policies and procedures.</li> </ul> <p><b>Ensures evaluations of school staff are:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent.</li> <li><input type="checkbox"/> High quality.</li> <li><input type="checkbox"/> Collaborative.</li> <li><input type="checkbox"/> Based on multiple sources of data.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes personnel decisions based on school and district strategic goals and student outcomes.</li> <li><input type="checkbox"/> Provides opportunities for effective orientation, mentoring, and/or induction for new personnel.</li> </ul>	<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engages in conversations with staff to address climate, culture, and performance.</li> <li><input type="checkbox"/> Plans for and manages staff turnover and succession.</li> <li><input type="checkbox"/> Develops strategies to retain high quality staff.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold themselves accountable to feedback from supervisors and colleagues.</li> <li><input type="checkbox"/> Take advantage of opportunities to improve their practice.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serve as mentors for new or transitioning staff.</li> </ul>
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**Element D:** Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manages school resources with respect to district guidelines and school needs.</li> <li><input type="checkbox"/> Considers student and community needs in school resource planning.</li> <li><input type="checkbox"/> Utilizes available technology to improve the efficiency of operations and data systems.</li> </ul>	<p><b>...and THE PRINCIPAL:</b> Allocates resources to support:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The strategic plan.</li> <li><input type="checkbox"/> School community.</li> <li><input type="checkbox"/> Student outcomes.</li> <li><input type="checkbox"/> Advocates for the needs and priorities of the school community.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creates systems to manage fiscal, physical, and personnel resources efficiently.</li> <li><input type="checkbox"/> Builds and sustains productive partnerships to promote school improvement, safety, and student outcomes.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support in the alignment of resources with school goals and student outcomes.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support in the development of external partnerships that benefit the school community.</li> </ul>
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<b>Element E:</b> Principals facilitate the design and use of a variety of communication strategies with all stakeholders.				

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiates communication with stakeholders on a consistent basis.</li> <li><input type="checkbox"/> Responds in a timely and meaningful manner.</li> <li><input type="checkbox"/> Articulates thoughts and ideas clearly and effectively.</li> </ul>	<p><b>...and THE PRINCIPAL:</b> Creates systems to facilitate communication among:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff.</li> <li><input type="checkbox"/> Students.</li> <li><input type="checkbox"/> Families.</li> <li><input type="checkbox"/> Key community stakeholders.</li> <li><input type="checkbox"/> Uses active listening strategies with all stakeholders.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors and adjusts communication systems based on feedback.</li> </ul>	<p><b>...and STAFF:</b> Utilize existing systems to communicate with:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Colleagues.</li> <li><input type="checkbox"/> Students.</li> <li><input type="checkbox"/> Families.</li> <li><input type="checkbox"/> Key community stakeholders.</li> </ul>	<p><b>...and STAFF:</b> Develop effective strategies to sustain positive, meaningful communication with:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Colleagues.</li> <li><input type="checkbox"/> Students.</li> <li><input type="checkbox"/> Families.</li> <li><input type="checkbox"/> Key community stakeholders.</li> </ul>
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**2019-2020**

**Standard I Summary:** Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
<b>a.</b> Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.						
<b>b.</b> Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.						
<b>c.</b> Principals establish and effectively manage systems that ensure high-quality staff.						
<b>d.</b> Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.						
<b>e.</b> Principals facilitate the design and use of a variety of communication strategies with all stakeholders.						

<b>Total Points for Standard I</b>						
B (0-3)	PP (4-7)	P (8-12)	A (13-16)	E (17-20)	Standard I Rating	

**Evaluator Comments:**

**Comments of the person being evaluated:**

2019-2020

**Standard II:** Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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**Element A:** Principals create a professional school environment and foster relationships that promote staff and student success and well-being.

<p><b>THE PRINCIPAL:</b> Establishes trust with and among staff and students by demonstrating:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Honesty.</li> <li><input type="checkbox"/> Respectful behavior.</li> <li><input type="checkbox"/> Competence.</li> <li><input type="checkbox"/> Empathy.</li> </ul>	<p><b>...and THE PRINCIPAL:</b> Models:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow-through.</li> <li><input type="checkbox"/> Risk-taking.</li> <li><input type="checkbox"/> Openness to feedback.</li> <li><input type="checkbox"/> Promotes an environment that supports the personal health, well-being, and school-life balance for students and staff.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fosters open, caring, and trusting relationships to promote a sense of belonging.</li> <li><input type="checkbox"/> Promotes mutual accountability among staff and students.</li> <li><input type="checkbox"/> Consistently monitors school culture and responds to needs.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model risk-taking for their students.</li> <li><input type="checkbox"/> Demonstrate openness to feedback from students and families.</li> <li><input type="checkbox"/> Demonstrate respectful behavior toward students, parents, stakeholders, and colleagues.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage respectful behavior between and among students and colleagues.</li> <li><input type="checkbox"/> Utilize opportunities to tend to their own learning and effectiveness while maintaining a school-life balance.</li> </ul>
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**Element B:** Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to district safety policies.</li> <li><input type="checkbox"/> Establish rules and procedures to maintain school safety and a supportive environment.</li> <li><input type="checkbox"/> Educates students and staff on the impact of physical, cognitive, social, and emotional well-being on school safety and welfare.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Addresses school safety and environment issues immediately, consistently, and efficiently.</li> <li><input type="checkbox"/> Creates schoolwide systems to integrate the physical, cognitive, social, and emotional well-being of students and staff.</li> <li><input type="checkbox"/> Collects feedback on school safety and environment to ensure stakeholder voices are heard and addressed</li> <li><input type="checkbox"/> Interacts with students, staff, and other stakeholders as needed to defuse potentially stressful situations.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors and adjusts protocols and processes to improve school safety and environment.</li> <li><input type="checkbox"/> Facilitates productive conflict resolution between and among students, parents, and colleagues.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow rules and procedures for a safe and supportive school environment.</li> <li><input type="checkbox"/> Seek advice of experts and colleagues who can help address student physical, cognitive, social, and emotional needs.</li> </ul>	<p><b>...and STAFF:</b> Initiate activities designed to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improve school safety.</li> <li><input type="checkbox"/> Promote physical, cognitive, social, and emotional well-being of colleagues and students.</li> <li><input type="checkbox"/> Proactively address potential conflicts among students, parents, and colleagues.</li> </ul>
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**Standard II:** Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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**Element C:** Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrates the cultures and languages of the school's community into the learning environment.</li> <li><input type="checkbox"/> Recognizes that diversity is an asset to the school and community.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets expectations that reflect an understanding of and respect for all backgrounds, needs, and/or skills.</li> <li><input type="checkbox"/> Acts with cultural competence and responsiveness in their interactions, decision-making, and practice.</li> <li><input type="checkbox"/> Develops and communicates student policies.</li> <li><input type="checkbox"/> Addresses student conduct in a positive, fair, and unbiased manner.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <p>Sets the expectation that all students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Achieve one year of growth for one year of instruction.</li> <li><input type="checkbox"/> Graduate from high school.</li> <li><input type="checkbox"/> Be college or career ready at time of high school graduation.</li> </ul> <p><b>Ensures that all students have equitable access to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective teachers.</li> <li><input type="checkbox"/> Learning opportunities.</li> <li><input type="checkbox"/> Academic supports.</li> <li><input type="checkbox"/> Social supports.</li> <li><input type="checkbox"/> Co- and/or extra-curricular activities.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that all students, families and/or significant adults, and colleagues are treated with respect and dignity.</li> <li><input type="checkbox"/> Respect and leverage students' strengths, diversity, and culture as assets for teaching and learning.</li> </ul>	<p><b>...and STAFF, STUDENTS, AND COMMUNITY:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiate actions that encourage an inclusive climate of respect for diversity.</li> <li><input type="checkbox"/> Advocate for diversity, equity, and social awareness.</li> </ul>

**Element D:** Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assumes responsibility for decision-making and determines when shared leadership is appropriate.</li> <li><input type="checkbox"/> Ensures equitable access to leadership opportunities among staff.</li> <li><input type="checkbox"/> Recognizes and fosters leadership potential among staff.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with staff to implement school-wide systems.</li> <li><input type="checkbox"/> Engages parents, families, and the larger school community in decision-making processes.</li> <li><input type="checkbox"/> Creates pathways for a variety of opportunities for leadership.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors leaders in a variety of settings and provides specific feedback to support their continued development.</li> <li><input type="checkbox"/> Sustains a system of shared leadership.</li> <li><input type="checkbox"/> Capitalizes on staff strengths to continually elevate the profession.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in activities designed to improve teaching and learning at the local, state, and/or national level.</li> <li><input type="checkbox"/> Work with colleagues to promote changes to school-wide systems.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assume leadership roles in activities designed to improve local, state, and/or national level policies and procedures.</li> </ul>
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**Standard II:** Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

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**Element E:** Principals design and/or utilize structures and processes which result in family and community engagement and support.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains an approachable, accessible, and welcoming environment to families and the community.</li> <li><input type="checkbox"/> Includes family and community engagement goals in strategic planning efforts.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures access to the school as a resource for families and community.</li> <li><input type="checkbox"/> Recognizes obstacles to family and community participation and works with staff and key stakeholders to seek solutions to overcome them.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <p>Provides structures for families and community to engage in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student learning initiatives.</li> <li><input type="checkbox"/> School strategic planning efforts.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promote family and community involvement for the benefit of student learning.</li> <li><input type="checkbox"/> Advocate for the needs and priorities of students, families, and community for the benefit of student learning.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seek solutions and collaborate with the principal to enhance family and community engagement.</li> </ul>
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**Standard II Summary:** Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

Artifact Titles	Description											
Element Ratings (points per rating)							B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
<b>a.</b> Principals create a professional school environment and foster relationships that promote staff and student success and well-being.												
<b>b.</b> Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.												
<b>c.</b> Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.												
<b>d.</b> Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.												
<b>e.</b> Principals design and/or utilize structures and processes which result in family and community engagement and support.												
Total Points for Standard II												
B (0-3)		PP (4-7)		P (8-12)		A (13-16)		E (17-20)		Standard II Rating		
<b>Evaluator Comments:</b>												
<b>Comments of the person being evaluated:</b>												



2019-2020

**Standard III:** Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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**Element A:** Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.

<p><b>THE PRINCIPAL:</b> Establishes expectations for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alignment of instruction to Colorado Academic Standards.</li> <li><input type="checkbox"/> Use of effective instructional practices.</li> <li><input type="checkbox"/> Assessment of progress toward student learning outcomes.</li> </ul>	<p><b>...and THE PRINCIPAL:</b> Supports alignment of district plan of instruction and assessment to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Colorado Academic Standards.</li> <li><input type="checkbox"/> Student learning outcomes.</li> <li><input type="checkbox"/> School and district strategic plans.</li> </ul>	<p><b>...and THE PRINCIPAL:</b> Ensures implementation of the district plan of instruction and assessment through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing review of multiple sources of data.</li> <li><input type="checkbox"/> Regular monitoring of professional practices.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in analysis of programs and resources to determine alignment of practice to the district plan of instruction and assessment.</li> <li><input type="checkbox"/> Refine instruction and assessment practices based on multiple sources of data.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assume leadership roles to align the district plan of instruction and assessment to the Colorado Academic Standards.</li> </ul>
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**Element B:** Principals foster a collaborative culture of job-embedded professional learning.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes the school as a community of learners.</li> <li><input type="checkbox"/> Identifies professional learning opportunities for staff.</li> <li><input type="checkbox"/> Aligns professional learning with the strategic plan.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads staff in the development of measurable professional learning goals.</li> <li><input type="checkbox"/> Provides needs-based professional learning opportunities.</li> <li><input type="checkbox"/> Actively engages with staff in professional learning activities.</li> <li><input type="checkbox"/> Supports the implementation of new professional learning.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observes and collects multiple sources of data to monitor effective application of professional learning.</li> <li><input type="checkbox"/> Refines professional learning opportunities, based on feedback and student outcome data.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively participate in professional learning activities to improve teaching and student outcomes.</li> <li><input type="checkbox"/> Reflect on progress towards professional learning goals.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for their needs based on professional learning goals.</li> <li><input type="checkbox"/> Assume leadership roles in professional learning activities.</li> </ul>
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**Standard III:** Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

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**Element C:** Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes and promotes effective instructional practice.</li> <li><input type="checkbox"/> Establishes a system for classroom observation and feedback.</li> <li><input type="checkbox"/> Collects multiple sources of data over time.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent.</li> <li><input type="checkbox"/> Uses observation data to inform instructional feedback and professional learning.</li> </ul> <p><b>Engages in feedback with staff that is:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actionable.</li> <li><input type="checkbox"/> Timely.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <p>Ensures continuous improvement by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Providing staff time and support to implement feedback.</li> <li><input type="checkbox"/> Engaging staff in reflection and collaborative learning.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seek feedback from supervisor and/or colleagues to improve practice.</li> <li><input type="checkbox"/> Set professional learning goals that are challenging and achievable.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement revised practices to improve student outcomes.</li> <li><input type="checkbox"/> Monitor and revise progress toward goals to ensure professional growth.</li> </ul>
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**Element D:** Principals hold all staff accountable for setting and achieving measureable student outcomes.

<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and communicates high expectations for all students and staff.</li> <li><input type="checkbox"/> Builds the capacity of staff to analyze and use multiple sources of data.</li> </ul>	<p><b>THE PRINCIPAL:</b></p> <p>Supports staff in the development of multiple measures of student learning that are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measurable.</li> <li><input type="checkbox"/> Rigorous.</li> <li><input type="checkbox"/> Strategic.</li> </ul>	<p><b>THE PRINCIPAL:</b></p> <p>Ensures progress toward student outcomes by providing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional resources.</li> <li><input type="checkbox"/> Time and structures for staff to regularly review multiple sources of data.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assist students in setting individual learning goals.</li> <li><input type="checkbox"/> Demonstrate collective responsibility for student outcomes.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure students meet or exceed individual learning goals.</li> </ul>
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\* Meets State Standard  
 ○ Professional Practice is OBSERVABLE during a classroom observation  
 Professional Practice is NOT OBSERVABLE during a classroom observation

**2019-2020**

**Standard III Summary:** Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

Artifact Titles		Description						
		Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
<b>a.</b> Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.								
<b>b.</b> Principals foster a collaborative culture of job-embedded professional learning.								
<b>c.</b> Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.								
<b>d.</b> Principals hold all staff accountable for setting and achieving measureable student outcomes.								
Total Points for Standard III								
B (0-1)	PP (2-5)	P (6-9)	A (10-13)	E (14-16)	Standard III Rating			
<b>Evaluator Comments:</b>								
<b>Comments of the person being evaluated:</b>								

2019-2020

Standard IV: Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
<b>Element A: Principals demonstrate high standards for professional conduct.</b>				
<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with state law, district policies, and, where applicable, negotiated agreements.</li> <li><input type="checkbox"/> Maintains confidentiality including student and staff data and interactions.</li> <li><input type="checkbox"/> Demonstrates ethical behavior including integrity, fairness, and trust.</li> </ul>	<p><b>...and THE PRINCIPAL:</b> Engages in interactions that are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respectful.</li> <li><input type="checkbox"/> Consistent.</li> <li><input type="checkbox"/> Reasonable.</li> <li><input type="checkbox"/> Establishes procedures to protect the confidentiality of staff and student information.</li> <li><input type="checkbox"/> Recognizes conflicts of interest when making decisions and/or allocating resources.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fosters ethical behavior of students and staff as individuals and as members of a community.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comply with state law, district policies, and, where applicable, negotiated agreements.</li> <li><input type="checkbox"/> Maintain confidentiality including student and staff data and interactions.</li> <li><input type="checkbox"/> Demonstrate ethical behavior including integrity, fairness, and trust.</li> </ul>	<p><b>...and STAFF:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for student-centered solutions to ethical barriers or challenges.</li> <li><input type="checkbox"/> Encourage colleagues' accountability to ethical behavior including integrity, fairness, and trust.</li> </ul>
<b>Element B: Principals link professional growth to their professional goals.</b>				
<p><b>THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops measureable professional goals.</li> </ul> <p><b>Engages in professional learning aligned to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current educational practices.</li> <li><input type="checkbox"/> Professional goals and growth plan.</li> <li><input type="checkbox"/> School and district goals.</li> <li><input type="checkbox"/> Student and staff needs.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors progress toward professional goals.</li> <li><input type="checkbox"/> Applies knowledge and skills acquired through professional learning.</li> <li><input type="checkbox"/> Solicits performance feedback from supervisor, staff, and/or colleagues to improve practice.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflects on and adjusts practice based on feedback from supervisor, staff, and/or colleagues.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with colleagues to promote the growth and development of educational leaders.</li> <li><input type="checkbox"/> Gathers and responds to feedback from community and other stakeholders to improve practice.</li> </ul>	<p><b>...and THE PRINCIPAL:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to the professional growth of peers through external committees, presentations, leadership in district, state, and/or national organizations, and/or publications.</li> </ul>
<p>* Meets State Standard                  ○ Professional Practice is OBSERVABLE during a classroom observation                  □ Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

**2019-2020**

<b>Standard IV:</b> Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.				
<b>Level 1 Practices</b>	<b>Level 2 Practices</b>	<b>Level 3 Practices *</b>	<b>Level 4 Practices</b>	<b>Level 5 Practices</b>
<b>Element C:</b> Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.				
<b>THE PRINCIPAL:</b> <input type="checkbox"/> Includes key community stakeholders in school activities.	<b>...and THE PRINCIPAL:</b> Partners with: <input type="checkbox"/> Agencies that provide health, social, and other services. <input type="checkbox"/> Key community stakeholders.	<b>...and THE PRINCIPAL:</b> <input type="checkbox"/> Sustains partnerships with key community stakeholders. <input type="checkbox"/> Maximizes the impact of resources and partnerships.	<b>...and STAFF:</b> <input type="checkbox"/> Foster relationships with key community stakeholders.	<b>...and STAFF:</b> <input type="checkbox"/> Capitalize on external resources to benefit the school community. <input type="checkbox"/> Encourage students to make connections with key community stakeholders.
* Meets State Standard <input type="radio"/> Professional Practice is <b>OBSERVABLE</b> during a classroom observation <input type="checkbox"/> Professional Practice is <b>NOT OBSERVABLE</b> during a classroom observation				

**2019-2020**

**Standard IV Summary:** Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
<b>a.</b> Principals demonstrate high standards for professional conduct.						
<b>b.</b> Principals link professional growth to their professional goals.						
<b>c.</b> Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.						

Total Points for Standard IV

B (0-1)	PP (2-3)	P (4-6)	A (7-9)	E (10-12)	Standard IV Rating

**Evaluator Comments:**

  
  
  
  

**Comments of the person being evaluated:**

2019-2020

**Standard V:** Principals build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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**Element A:** Principals demonstrate compassion, empathy, and graciousness in their schools.

<p><b>There is some evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes and responds to the needs of others.</li> <li><input type="checkbox"/> Is kind, patient, and positive when interacting with others within the school environment.</li> <li><input type="checkbox"/> Participates in developing positive solutions to repair, restore, and maintain relationships.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes the needs of others.</li> <li><input type="checkbox"/> Is working towards effective relationships with others in the school environment.</li> <li><input type="checkbox"/> Is developing capacity to restore relational issues efficiently so that damage is minimized.</li> </ul>	<p><b>...and the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serves consistently when the needs of others are apparent.</li> <li><input type="checkbox"/> Protects and supports the dignity of others as relational issues arise.</li> <li><input type="checkbox"/> Solves relational issues quickly and efficiently by demonstrating compassion, empathy and graciousness to others.</li> </ul>	<p><b>...and the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads others within the school environment to become more compassionate, empathetic, and gracious.</li> <li><input type="checkbox"/> Designs programs and/or activities that fosters compassion, empathy, and graciousness within the school environment.</li> </ul>	<p><b>...and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students consistently reflect the principal's commitment to compassion, empathy, and graciousness within the classroom.</li> <li><input type="checkbox"/> Colleagues consistently recognize the principal as a key leader in developing compassion, empathy, and graciousness within the school.</li> </ul>
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**Element B:** Principals demonstrate professionalism inside and outside of the school environment.

<p><b>There is some evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses good judgment when interacting with others.</li> <li><input type="checkbox"/> Fulfills assigned tasks and responsibilities with fidelity.</li> <li><input type="checkbox"/> Conducts professional practices and interactions with others with integrity.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to fulfill all assigned tasks and responsibilities.</li> <li><input type="checkbox"/> Is working toward utilizing good judgement when making decisions or interacting with others.</li> <li><input type="checkbox"/> Is developing capacity to conduct themselves with integrity.</li> </ul>	<p><b>...and the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fulfills all assigned tasks and responsibilities efficiently.</li> <li><input type="checkbox"/> Uses good judgment when making decisions or interacting with others.</li> <li><input type="checkbox"/> Works collaboratively with others to resolve conflict and to restore relationships.</li> <li><input type="checkbox"/> Is an individual with utmost integrity demonstrating honesty, kindness, and principled leadership daily.</li> </ul>	<p><b>...and the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads others within the school environment by modeling professionalism and supporting colleagues to become more professional.</li> <li><input type="checkbox"/> Designs programs and/or activities that fosters professionalism inside and outside of school.</li> </ul>	<p><b>...and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The principal mentors others to become more professional.</li> <li><input type="checkbox"/> Students reflect the professionalism of their principal by being responsible, kind, positive and acting with integrity.</li> </ul>
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 ○ Professional Practice is OBSERVABLE during a classroom observation  
 □ Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

<b>Standard V:</b> Principals build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.				
<b>Level 1 Practices</b>	<b>Level 2 Practices</b>	<b>Level 3 Practices *</b>	<b>Level 4 Practices</b>	<b>Level 5 Practices</b>
<b>Element C:</b> Principals build community by engaging all stakeholders to create shared ownership and responsibility.				
<p><b>There is some evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates effectively with students, parents, or colleagues.</li> <li><input type="checkbox"/> Has engaged stakeholders to create ownership and responsibility for student learning and growth.</li> <li><input type="checkbox"/> Works productively with others to develop cohesiveness and a team approach to increasing student learning.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to communicate with all stakeholders.</li> <li><input type="checkbox"/> Is developing systems to increase community among stakeholders.</li> <li><input type="checkbox"/> Is developing capacity to work collaboratively and not in isolation regarding increasing student learning.</li> </ul>	<p><b>...and the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with all stakeholders efficiently and effectively.</li> <li><input type="checkbox"/> Uses the feedback acquired from stakeholders to adjust/modify instruction.</li> <li><input type="checkbox"/> Builds community by working well with others and refrains from solving issues in isolation.</li> </ul>	<p><b>...and the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads others within the school environment by designing systems that build community by engaging all stakeholders to create ownership and responsibility.</li> </ul>	<p><b>...and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students demonstrate community within the classroom by sharing ownership and responsibility for their learning.</li> <li><input type="checkbox"/> Stakeholders consistently recognize the principal for building deep, meaningful relationships and for building a community that shares ownership and responsibility for student learning and growth.</li> </ul>
<p>* Meets State Standard                  ○ Professional Practice is <b>OBSERVABLE</b> during a classroom observation                  □ Professional Practice is <b>NOT OBSERVABLE</b> during a classroom observation</p>				



**2019-2020**

**Standard V Summary:** Principals build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
<b>a.</b> Principals demonstrate compassion, empathy, and graciousness in their schools.						
<b>b.</b> Principals demonstrate professionalism inside and outside of the school environment.						
<b>c.</b> Principals build community by engaging all stakeholders to create shared ownership and responsibility.						
Total Points for Standard V						

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating

**Evaluator Comments:**

  
  
  

**Comments of the person being evaluated:**

2019-2020

**Overall Professional Practices Rating Summary**

**Standard I:** Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

B (0-3)	PP (4-7)	P (8-12)	A (13-16)	E (17-20)	Standard I Rating (10%)	Wtd Pts

**Standard II:** Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

B (0-3)	PP (4-7)	P (8-12)	A (13-16)	E (17-20)	Standard II Rating (10%)	Wtd Pts

**Standard III:** Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

B (0-1)	PP (2-5)	P (6-9)	A (10-13)	E (14-16)	Standard III Rating (10%)	Wtd Pts

**Standard IV:** Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

B (0-1)	PP (2-3)	P (4-6)	A (7-9)	E (10-12)	Standard IV Rating (10%)	Wtd Pts

**Standard V:** Principals build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating (60%)	Wtd Pts

**OVERALL PROFESSIONAL PRACTICES RATING**

B (0-3)	PP (4-7)	P (8-12)	A (13-17)	E (18-20)	Overall Professional Practices	Wtd Pts

*End of Report*