Rubric for Evaluating Colorado's Principals and Assistant Principals

Standard I: Principals Demonstrate Strategic Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element a: School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.				
There is inadequate evidence that the vision, mission, values, beliefs and goals of school are: ☐ Familiar to staff and other stakeholders. ☐ Collaboratively developed by school administrators. ☐ Integrated into the life of the school community.	**The Principal** assures that the school's vision, mission, and strategic goals are: ☐ Developed through a collaborative process with staff and other stakeholder groups. ☐ Publicly available at the school. ☐ Part of routine school communications with staff and other stakeholders. ☐ Routinely updated.	**. . . and** **The Principal** collaboratively establishes strategic goals that are: ☐ Focused on student achievement. ☐ Based on the analysis of multiple sources of information. ☐ Aligned with district priorities. ☐ Measurable. ☐ Rigorous. ☐ Concrete. ☐ Utilizes stakeholder groups to integrate the vision, mission and strategic goals into the school.	**. . . and** **School staff members:** ☐ Incorporate strategies to address strategic goals into their instructional plans.	**. . . and** **School staff and other stakeholders:** ☐ Assume leadership roles in updating the school's vision, mission, and strategic goals. ☐ Assume responsibility for collaboratively implementing the school's vision, mission, and strategic goals.
Element b: School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.				
There is inadequate evidence that the Principal: ☐ Implements systems and processes for planning and managing change. ☐ Works collaboratively develop the school plan. ☐ Monitors the school's progress toward achieving strategic goals and objectives.	**The Principal** communicates effectively to staff and other stakeholders: ☐ Personal commitment to continuous school and district improvement. ☐ Components of school's plan. ☐ Progress toward meeting school goals and outcomes.	**. . . and** **The Principal** establishes clear and consistent processes and systems to: ☐ Monitor progress toward achieving school goals and student outcomes. ☐ Regularly revise school goals and outcomes based on progress monitoring data.	**. . . and** **School staff and other stakeholders:** ☐ Adhere to established processes and procedures. ☐ Fully and conscientiously implement the school plan. ☐ Address barriers to achieving school's vision, mission, and strategic goals.	**. . . and** **School staff members** accept responsibility for: ☐ Tracking progress of all students. ☐ Collaboratively developing short-term and long-term plans to address barriers to positive change.

Standard I: Principals Demonstrate Strategic Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element c: Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes.				
There is inadequate evidence that the Principal: ☐ Acknowledges the importance of meaningful change. Has processes in place for: ☐ Resource allocation. ☐ Addressing barriers to change.	**The Principal:** ☐ Embraces opportunities to bring about positive changes. ☐ Provides support for change efforts within the school. ☐ Coaches others in leading change.	**. . . and** **The Principal** establishes clear and effective processes to: ☐ Select the school's leadership team. ☐ Provide opportunities for all staff to engage in school change efforts. ☐ Drive planning, monitoring, and resource allocation processes. ☐ Manage change.	**. . . and** **School staff members:** ☐ Lead school planning efforts. ☐ Anticipate, identify and address barriers to positive change. ☐ Take action to address barrier*s* to achieving the school's vision, mission and goals.	**. . . and** **School staff members** accept responsibility for: ☐ Leading school change efforts. ☐ Using progress monitoring data to design plan revisions. ☐ Setting challenging student learning goals.
Element d: Distributive Leadership: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.				
There is inadequate evidence that the Principal: ☐ Involves staff and stakeholders in the school's decision making processes. ☐ Collects input from staff and other stakeholders. ☐ Uses staff and stakeholder input to inform decisions.	**The Principal:** ☐ Assumes responsibility for decision making process. ☐ Includes parents, families, and the larger school community in decision making processes. ☐ Makes decisions unilaterally when necessary.	**. . . and** **The Principal** involves school staff members in: ☐ Selecting and implementing effective improvement strategies. ☐ Monitoring progress towards achieving the school's mission, vision and goals. ☐ Developing and implementing the school's mission, vision, and goals.	**. . . and** **School staff members** take responsibility for: ☐ Monitoring progress towards achieving the vision, mission, and strategic goals. ☐ Leading planning and monitoring efforts	**. . . and** **Staff and other stakeholders:** ☐ Participate in meaningful school leadership activities. ☐ Assume responsibility for making decisions related to implementation of the school plan.

Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:
☐ **Unified Improvement Plan***	
☐ **Teacher Feedback***	
☐ Parent Feedback	
☐ Student Feedback	
☐ Supervisor Feedback	
☐ Meeting agendas, minutes, and rosters	
☐ Quarterly Reports to SAC	
☐ Teacher Lesson Plans	
☐ Minutes of Planning Sessions	
☐ Teacher Turnover Rates	
☐ Emails and memos to staff	
☐ Descriptions of processes and procedures	
☐ ICAP	
☐ Parent newsletters	
☐ School vision, mission, and goals	
☐ Business and/or community resource agreements	
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Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points	
a. School Vision, Mission, and Strategic Goals							0 to 2 points = Not Evident
b. School Improvement Plan							3 to5 points = Partially Proficient
c. Leading Change							6 to 10 points = Proficient
d. Distributive Leadership							11 to 13 points = Accomplished
Total Points							14 to 16 points = Exemplary
							Overall Rating for Standard I = _____

Evaluator Comments:

Response of Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.

Standard II: Principals Demonstrate Instructional Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element a: Curriculum, Instruction, Learning and Assessment: Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.				
There is inadequate evidence that the **Principal** provides coaching and development to assist instructional staff in: ☐ Differentiating instruction. ☐ Analyzing student work. ☐ Monitoring student progress. ☐ Applying research based strategies. ☐ Aligning instructional strategies with student performance standards.	**The Principal** reinforces instructional initiatives through: ☐ School wide activities. ☐ The school's curriculum. ☐ Communication with staff. ☐ Consistent and ongoing use of data for decision making. ☐ Supports coaching and development efforts to assist instructional staff.	. . . and **The Principal** implements an instructional approach that is: ☐ Reflective of input from staff with expertise in content areas. ☐ Focused on improving student performance. ☐ Aligned with student performance standards. ☐ Supported by research. ☐ Enhanced by the use of appropriate technologies. ☐ Regularly evaluates the effectiveness of curriculum, instruction, and assessment strategies used with students.	. . . and **School staff members:** ☐ Develop and implement ideas for improving student learning. ☐ Use evidence-based practices. ☐ Collaborate on school improvement issues. ☐ Use ideas generated during collaborative discussions to inform school planning efforts ☐ Refine curriculum, instruction, and assessment approaches based on data, school wide discussions and idea generation.	. . . and **School staff and stakeholders:** ☐ Initiate classroom based changes based on discussions with colleagues and results of data analysis. ☐ Reflect on their performance and its impact on student progress. ☐ Make corrections to their instructional approaches based on personal reflection. ☐ Use evidence-based strategies appropriate for addressing school and student needs.
Element b: Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.				
There is inadequate evidence that the **Principal:** ☐ Limits interruptions to instruction throughout the day.	**The Principal:** ☐ Manages time so teaching and learning are the school's top priority. ☐ Implements a master schedule providing planning and collaboration time for all teachers.	. . . and **The Principal:** ☐ Quickly and efficiently resolves issues that could potentially disrupt the school day. ☐ Implements procedures prohibiting unnecessary interruptions to the school day.	. . . and **School staff members** protect instructional time by: ☐ Assuring that students stay on task. ☐ Limiting transitions that can influence time available.	. . . and **School staff members:** ☐ Advocate to administrators for uninterrupted instructional time. ☐ Monitor students' time on task. ☐ Adjust instructional strategies to maximize time on task.

Standard II: Principals Demonstrate Instructional Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element c: Implementing High-quality Instruction: Principals support Teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.				
There is inadequate evidence that the Principal: ☐ Provides job embedded or standards based professional development. ☐ Coaching of staff address immediate issues with respect to long-term goals.	**The Principal:** ☐ Aligns professional development offerings with the school's most critical needs. ☐ Actively engages in professional development activities along with staff. Provides feedback to teachers regarding their performance that is: ☐ Actionable. ☐ Timely.	**. . . and** **The Principal** targets professional development toward improvement of: ☐ Relevance of learning experiences. ☐ Quality of classroom instruction. ☐ Ability of teachers to meet the needs of all students. ☐ Alignment with P-20. ☐ Monitors teachers' use of instructional strategies and approaches learned through professional development.	**. . . and** **Staff members:** ☐ Collaboratively plan for effective instruction. ☐ Participate in professional development activities designed to develop and sustain their leadership capacity. ☐ Expands professional development opportunities by creating job embedded training activities.	**. . . and** **Staff members:** ☐ Identify their professional development needs. ☐ Plan short- and long-term professional development activities to address identified needs. ☐ Monitor their performance following professional development to ensure they apply lessons learned.
Element d: High Expectations for all Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.				
There is inadequate evidence that the Principal leads the development of student outcomes and educator goals that are: ☐ Rigorous. ☐ Consistently addressed. ☐ Aligned with district priorities. ☐ Based on multiple sources of information.	**The Principal:** ☐ Communicates a belief in high measurable goals outcomes for students and staff. ☐ Sets high, measurable goals for student learning.	**. . . and** **The Principal:** ☐ Holds staff accountable for achieving student achievement goals. ☐ Personifies high expectations for staff and other stakeholders by conscientiously pursuing stated goals.	**. . . and** **School staff members:** ☐ Set rigorous but achievable individual learning/growth goals for students. ☐ Participate in the development of rigorous but achievable school goals.	**. . . and** **School staff members:** ☐ Take responsibility for ensuring that all students achieve the rigorous outcomes established for them.

Standard II: Principals Demonstrate Instructional Leadership				
Not Evident	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element e: Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide Teachers in data-based decision making regarding effective practices to maximize student success.				
There is inadequate evidence that the Principal: ☐ Provides instructional coaching for teachers. ☐ Stays abreast of evidence based practices associated with improved student learning.	The Principal: ☐ Participates in professional development and adult learning activities to understand evidence based student learning research. ☐ Provides data-based feedback on instructional practices to teachers.	. . . and The Principal: ☐ Evaluates professional development activities to assure that they result in improved instructional and assessment practices. ☐ Supports Teacher efforts to conduct action research.	. . . and School staff members: ☐ Use data to guide and support instructional changes. ☐ Collects, analyzes, and shares data related to changes to instructional practices.	. . . and School staff members: ☐ Shares knowledge of school successes with staff, colleagues, and others interested in making positive school changes.

Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:
☐ **Unified Improvement Plan***	
☐ **Teacher Feedback***	
☐ Supervisor Feedback	
☐ Parent Feedback	
☐ Student Feedback	
☐ Documentation of Progress Monitoring	
☐ Master Schedule	
☐ Student Achievement Data	
☐ Teacher Turnover Rates	
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Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points	
a. Curriculum, Instruction, Learning and Assessment							0 to 3 points = Not Evident
b. Instructional Time							4 to 7 points = Partially Proficient
c. Implementing High-Quality Instruction							8 to 12 points = Proficient
d. High Expectations for all Students							13 to 16 points = Accomplished
e. Instructional Practices							17 to 20 points = Exemplary
Total Points							**Overall Rating for Standard II = _ _____**

Evaluator Comments:

Response from Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.

Standard III: Principals Demonstrate School Culture and Equity Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element a: Intentional and Collaborative School Culture: Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.				
There is inadequate evidence that the Principal: ☐ Establishes a school culture that is welcoming to visitors. Communicates with families and the community: ☐ Frequently. ☐ Focusing on including them in the school's activities. ☐ In an inclusive manner.	**The Principal:** ☐ Communicates to families and the community the importance of their involvement. Invites families and community members into the school to participate in: ☐ Decision making processes. ☐ Parent conferences. ☐ Activities to learn about how to help students.	. . . and **The Principal:** ☐ Establishes an inclusive school culture based on collaboration among and between students, parents, staff, and the community. ☐ Consistently monitors school culture to ensure that it is conducive to student learning. ☐ Engages staff, parents, students, and others in meaningful discussions to address issues before they become challenging.	. . . and **Parents, families, and community members** participate in: ☐ A wide variety of meaningful activities. ☐ Decision making processes related to their children's education.	. . . and **Parents and school staff members:** ☐ Seek opportunities to collaborate on student learning initiatives. **Parents** have a sense of ownership regarding: ☐ Their children's education; ☐ Increasing the consistency and intensity of their involvement. ☐ Inviting other parents to join them in school activities.
Element b: Commitment to the Whole Child: Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.				
There is inadequate evidence that the Principal: ☐ Understands the interconnectedness of students' physical, cognitive, social, and emotional health.	**The Principal:** ☐ Conveys an understanding of the importance of the interconnectedness of students' cognitive, physical, social and emotional health.	. . . and **The Principal:** ☐ Implements an approach to learning that integrates research based practices to address students' cognitive, physical, social and emotional health and welfare. ☐ Monitors school activities and initiatives to assure that all of the students' needs are addressed.	. . . and **School staff members:** ☐ Are well versed in identifying and addressing the needs of the whole child. ☐ Seek advice of experts who can help address student needs when necessary.	. . . and **School staff members** ☐ Implement an approach to teaching that addresses student needs in a holistic, integrated, and comprehensive manner.

Standard III: Principals Demonstrate School Culture and Equity Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element c: Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.				
There is inadequate evidence that the principal: ☐ Sets expectations that are the same for students with and understanding of their unique backgrounds, needs, or skills.	**The Principal:** ☐ Understands the diversity of the school community. ☐ Articulates the need for developing cultural understanding. ☐ Recognizes that diversity is an asset to the school. ☐ Provides all students opportunities to showcase their skills and talents.	**. . . and** **The Principal** sets the expectation that all students will: ☐ Achieve one year of growth for one year of instruction. ☐ Graduate from high school. ☐ Be college or career ready at time of high school graduation. ☐ Demonstrates an appreciation for and sensitivity to diversity in the school community. ☐ Implements activities and services to assist students and families from diverse cultures.	**. . . and** **School staff members**: ☐ Implement culturally responsive instructional approaches. ☐ Ensure that all students are treated with respect and dignity. ☐ Recognize students for their unique talents and skills.	**. . . and** **School staff members and the community:** ☐ Initiate actions that encourage an inclusive climate of respect for student diversity. **Students:** ☐ Accept and respect students who are different from them. ☐ Expect their peers to value diversity.

9

Element d: Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes.

There is inadequate evidence that the Principal:	The Principal:	. . . and The Principal:	. . . and School staff members	. . . and School staff members.
☐ Routinely uses data and assessments to monitor progress. ☐ Encourages staff and other stakeholders to use data to identify needed improvements to teaching and learning activities.	☐ Communicates the need for using data for decision making. ☐ Develops the capacity of staff and other stakeholders to use data for decision making.	☐ Models appropriate and consistent use of data to monitor performance and inform decision making. Creates a culture of risk taking and learning within the school by continually: ☐ Developing new initiatives and monitoring their impact on student learning. ☐ Eliminating ineffective activities and initiatives. ☐ Fostering the use of data to continually learn about the impact of school initiatives.	participate in the evaluation of: ☐ Instructional approaches. ☐ Progress toward achieving goals and outcomes.	☐ Monitor and evaluate progress toward achieving school goals and student outcomes. Recommend: ☐ Activities and initiatives for elimination or scale back. ☐ Evidence based programs, practices, and instructional programs for implementation.

Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:
☐ **Unified Improvement Plan***	
☐ **Teacher Feedback***	
☐ Supervisor Feedback	
☐ Parent Feedback	
☐ Student Feedback	
☐ Teacher Turnover Rates	
☐ High School Graduation Rates Disaggregated by Race/Ethnicity, Gender, SES, and other factors	
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Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points	
a. Intentional and Collaborative School Culture							0 to 2 points = Not Evident 3 to 5 points = Partially Proficient 6 to 10 points = Proficient 11 to 13 points = Accomplished 14 to 16 points = Exemplary
b. Commitment to the Whole Child							
c. Equity Pedagogy							**Overall Rating for Standard III =**
d. Efficacy, Empowerment and a Culture of Continuous Improvement							_____
Total Points							

Evaluator Comments:
Response from Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.

Standard IV: Principals Demonstrate Human Resource Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
a. Element a: Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters Teacher learning and develops Teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.				
There is inadequate evidence that the Principal provides professional development that is: ☐ Of high quality. ☐ Tailored to meet staff needs. ☐ Focused on student learning. ☐ Research based. ☐ Job embedded.	**The Principal** provides professional development that is: ☐ Designed to meet student learning needs. ☐ Aligned with the school improvement plan.	**. . . and** **The Principal:** ☐ Demonstrates a commitment to professional development by participating in professional development that is aligned with the needs of the school and staff. ☐ Coaches staff to assume leadership roles within the school. ☐ Provides opportunities for staff to use leadership skills.	**. . . and** **School staff members:** ☐ Participate in professional development offerings to enhance their performance. ☐ Reflect on personal performance. ☐ Identify professional development needs based on personnel and program evaluation results. ☐ Select most appropriate methods for obtaining such training.	**. . . and** **School staff members** take responsibility for their own learning by: ☐ Participating in professional learning communities. ☐ Assuming leadership roles within professional learning communities. ☐ Collaborating with colleagues to identify solutions to difficult problems. ☐ Identifying and communicating their professional development needs.
b. Element b: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.				
There is inadequate evidence that the Principal: Considers school and district strategic goals and student outcomes when making personnel decisions such as: ☐ Recruiting staff. ☐ Hiring staff. ☐ Assigning staff. ☐ Evaluating staff. ☐ Dismissing staff.	**The Principal:** ☐ Adheres to district and state policies and procedures related to personnel activities. ☐ Makes personnel assignments within the parameters of district policy. ☐ Provides support for new teachers and staff members to help ensure their success.	**. . . and** **The Principal:** ☐ Fosters positive professional relationships with staff. ☐ Takes steps to address low performing teachers in ways that will improve their performance. ☐ Places personnel in positions to ensure that all students have equal access to highly effective teachers. ☐ Dismisses or does not rehire teachers when necessary.	**. . . and** **School staff members:** ☐ Readily accept school placements where they are needed most in order to address student learning needs. ☐ Accept responsibility for maintaining their qualifications to address needs of students.	**. . . and** **School staff members:** ☐ Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.

Standard IV: Principals Demonstrate Human Resource Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
Element c: Teacher and Staff Evaluation: Principals evaluate staff performance using the District's Educator evaluation system in order to ensure that Teachers and staff are evaluated in a fair and equitable manner with a focus on improving Teacher and staff performance and, thus, student achievement.				
There is inadequate evidence that the Principal: ☐ Understands the importance of consistent and rigorous evaluations of school staff members.	The Principal: Conducts staff evaluation activities: ☐ In line with district policies. ☐ On time. ☐ Using multiple measures. ☐ Uses evaluation results to identify professional development and growth needs of teachers and staff.	. . . and The Principal: ☐ Provides on-going coaching for staff who have performance in need of improvement.	. . .and School staff members: ☐ Reflect on their practice for the purpose of improving performance. ☐ Hold themselves accountable for meeting or exceeding student outcomes and school goals.	. . . and School staff members hold themselves accountable for: ☐ Following the district's evaluation process. ☐ Reflecting on personnel evaluation results. ☐ Improving performance over time.

Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:
☐ **Unified Improvement Plan***	
☐ **Number and Percent of Ineffective, Effective, and Highly Effective Teachers***	
☐ **Teacher Feedback***	
☐ Supervisor Feedback	
☐ Parent Feedback	
☐ Student Feedback	
☐ Personnel Evaluation Records	
☐ Teacher Turnover Rates	
☐ Professional Development Plan for the School	
☐ Agendas and Rosters for Professional Development Offerings	
☐ Agendas and Rosters for Professional Learning Community Meetings	
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Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points	0 to 1 points = Not Evident 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary
a. Professional Development/Learning Communities							
b. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff							**Overall Rating for Standard IV =** _____
c. Teacher and staff evaluation							
Total Points							

Evaluator Comments:

Response from Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.

Standard V: Principals Demonstrate Managerial Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element a: School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.				
There is inadequate evidence that the Principal: ☐ Follows standard accounting procedures in managing the school's budget. ☐ Manages school's budget with respect to district guidelines. ☐ Uses discretionary funds only for activities that support for teaching and learning. ☐ Aligns management structures with student and staff needs.	**The Principal:** ☐ Focuses school resources on teaching and learning. ☐ Allocates resources according to priority needs. ☐ Allocates resources in ways that support the attainment of strategic goals and student outcomes. Commits time and fiscal resources to: ☐ Continuous school improvement. ☐ Professional development.	. . . and **The Principal:** ☐ Manages and monitors fiscal, physical, and personnel resources efficiently and effectively. ☐ Creates management structures to support the alignment of resource use with school goals and student outcomes. Fully funds instructional initiatives necessary to achieve school goals and student outcomes by: ☐ Leveraging resources ☐ Eliminating ineffective programs. ☐ Prioritizing school budget.	. . . and **School staff members:** ☐ Support the development of external partnerships that support teaching and learning.	. . . and **School staff members** accept responsibility for: ☐ Using school resources for the benefit of students. ☐ Fully supporting the alignment of resources with school goals and student outcomes. ☐ Participating in the budgeting and prioritization process as requested.
Element b: Conflict Management and Resolution: Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.				
There is inadequate evidence that the Principal: ☐ Builds relationships between and among staff members in order to manage conflict and defuse tense or problematic situations as they arise.	**The Principal:** ☐ Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations.	. . . and **The Principal:** ☐ Resolves issues as they arise to prevent long-term problems. ☐ Models fairness and consistency when dealing with students and staff.	. . . and **School staff members:** ☐ Manage conflicts or tense situations in order to build positive relationships with each other. ☐ Accept responsibility for building positive relationships with students, colleagues, and members of the community. ☐ Establish counseling interventions as needed.	. . . and **School staff members and students** accept responsibility for their own relationships by: ☐ Anticipating problems and adjusting behaviors to avoid negative situations. ☐ Adhering to operational norms in professional learning communities.

Standard V: Principals Demonstrate Managerial Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element c: Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.				
There is inadequate evidence that the Principal: ☐ Communicates with students, parents and the community on a regular basis. ☐ Responds to contact from parents and community members in a timely and meaningful manner.	The Principal: ☐ Communicates with students, staff, and the community to address immediate activities or potential problems. ☐ Responds to contact from parents and community members to address specific needs or issues. ☐ Prioritizes communication as a high need area for the school. ☐ Invites parents and the community to share ideas and concerns.	. . . and The Principal: ☐ Invites parents and the community to lead communication activities. ☐ Communicates with students, staff, parents and other stakeholders on a regular basis. ☐ Responds meaningfully and promptly to contact from families and community members. ☐ Offers a variety of venues for communication.	. . . and School staff members promote frequent and meaningful: ☐ Opportunities for discussions with parents and community members. ☐ Use of existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community.	. . . and School staff members: ☐ Develop effective strategies to sustain positive meaningful communications with parents, students, and the community.
Element d: School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.				
There is inadequate evidence that the Principal: ☐ Has established school rules and procedures. ☐ Sets clear expectations for students and staff.	The Principal: ☐ Adheres to rules and procedures required by district administration. ☐ Enforces rules and procedures among all members of the school community ☐ Routinely reviews and revises rules and procedures to assure their continued relevance.	. . . and The Principal: ☐ Establishes and clearly articulates high expectations for all students and staff. ☐ Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance.	. . . and School staff members: ☐ Engage in developing high expectations for learning and improved performance. ☐ Encourage students to reach high levels of performance. ☐ Monitor student progress toward achieving expectations.	. . . and School staff members: ☐ Monitor their performance. ☐ Strive to achieve high school-wide expectations. **Students:** ☐ Monitor their performance. ☐ Strive to achieve expectations set by their teachers, parents and themselves.

Standard V: Principals Demonstrate Managerial Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element e: Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws, and School District and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.				
There is inadequate evidence that the Principal: ☐ Complies with district policies and negotiated agreements. ☐ Is familiar with state and federal laws and district and state policies.	The Principal: ☐ Understands and complies with district and board policies and state and federal laws. ☐ Inquires about policies/laws prior to making decisions. ☐ Establishes procedures to protect the confidentiality of staff and student information.	. . . and The Principal: ☐ Efficiently and effectively manages school or district contractual arrangements. ☐ Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance. ☐ Provides meaningful and timely input into the development of district and board policy.	. . . and School staff members accept responsibility for: ☐ Adhering to all school and district policies and procedures.	. . . and School staff members: ☐ Provide school and/or district administrators input about the effectiveness of policies and procedures. ☐ Suggest new or revised policies and procedures to help assure student success.
Element f: Ensuring an Orderly and Supportive Environment: Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.				
There is inadequate evidence that the Principal: ☐ Understands the importance of establishing a safe, positive, and supportive school culture.	The Principal: ☐ Establishes rules and procedures to maintain a safe and positive school culture.	. . . and The Principal: ☐ Expects students and teachers to respect diverse interests and attitudes. ☐ Creates mechanisms to ensure all stakeholder voices are heard and respected. ☐ Addresses safety issues immediately and efficiently.	. . . and School staff members: ☐ Demonstrate respectful behavior toward students, parents, stakeholders, and colleagues. ☐ Freely and openly express their opinions and recommendations. ☐ Consistently and conscientiously monitor the school environment to sustain a positive learning environment.	. . . and School staff members initiate activities designed to ☐ Improve school safety. ☐ Encourage respect between and among students and colleagues. ☐ Inform administrators about potential problems before they escalate.

Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:
☐ **Unified Improvement Plan***	
☐ **Teacher Feedback***	
☐ **# and % of Highly Effective, Effective, and Ineffective Teachers**	
☐ Parent Feedback	
☐ Student Feedback	
☐ School Handbook	
☐ 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 Budget	
☐ Discipline Referrals	
☐ Communication logs	
☐ Teacher Turnover Rate	
☐	
☐	
☐	
☐	
☐	

Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points	
a. School Resources and Budget							0 to 4 points = Not Evident
b. Conflict Management and Resolution							5 to 9 points = Partially Proficient
c. Systematic Communication							10 to 14 points = Proficient
d. School-wide Expectations for Students and Staff							15 to 19 points = Accomplished
e. Supporting Policies and Agreements							20 to 24 points = Exemplary
f. Ensuring an Orderly and Supportive Environment							**Overall Rating for Standard V =** _____
Total Points							

Evaluator Comments:

Response of Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.

Standard VI: Principals Demonstrate External Development Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element a: Family and Community Involvement and Outreach: Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.				
There is inadequate evidence that the Principal: □ Understands the importance of and/or how to reach out to the community to become involved in school activities. □ Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.	**The Principal:** □ Conducts some community outreach activities. □ Invites families to participate in parent/teacher conferences and other activities specifically focused on their children.	**. . . and** **The Principal** encourages families and community members to become engaged in: □ Student learning initiatives. □ School decision making processes. □ Invites parents and community members to serve on decision making committees. □ Maximizes the use of community resources and agencies to provide health, social, and other services to students and families.	**. . . and** **School staff members:** □ Support family and community involvement for the benefit of student learning. □ Use resources provided by the community and outside agencies to support learning in the classroom.	**. . . and** **School staff members:** □ Encourage families and community members to hold responsible and meaningful positions on school committees and task forces. □ Sustain meaningful parent and community involvement throughout the school year.
Element b: Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, School District leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, Teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, School District and board policies, and negotiated agreements where applicable.				
There is inadequate evidence that the Principal: □ Understands the need for strong community and organizational relationships.	**The Principal:** □ Interacts with community agencies and key stakeholders. □ Understands the network of agencies that provide health, social, and other services to families.	**. . . and** **The Principal:** □ Establishes and maintains strong positive relationships with key community stakeholders and external agencies. □ Assures that all school activities meet all applicable rules, regulations, policies and laws. □ Maximizes the impact of community, district, state and national relationships to benefit the school.	**. . . and** **School staff members:** □ Accept responsibility for: □ Adhering to all applicable rules, regulations, policies, and laws. □ Utilizing available external resources for the benefit of students.	**. . . and** **School staff members and parents:** □ Provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.

Standard VI: Principals Demonstrate External Development Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
Element c: Advocacy for the School: Principals develop systems and relationships to leverage the School District and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.				
There is inadequate evidence that the Principal: ☐ Engages community members and key stakeholders in the school's activities. ☐ Understands the community and the issues it is facing. ☐ Recognizes that diversity is an asset to the school community.	The Principal: ☐ Solicits community input and uses the input to inform decisions. ☐ Involves community stakeholders in the school's activities. ☐ Understands community values, interests, and needs. ☐ Identifies and engages key community stakeholders. ☐	. . . and The Principal: ☐ Advocates throughout the school community for activities and initiatives that support teaching and learning. ☐ Expands personal reach and sphere of influence throughout the district and beyond in order to maximize support for school activities and initiatives and activities.	. . . and School staff members: ☐ Engage health, social, and other services to help meet the needs of students and families. ☐ Maintain strong relationships with key community stakeholders.	. . . and School staff members: ☐ Support initiatives to bring the community into the school facility to better understand its initiatives, culture, and needs.

Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:
☐ **Unified Improvement Plan**	
☐ **Number and Percent of Highly Effective, Effective, and Ineffective Teachers**	
☐ **Teacher Feedback**	
☐ Supervisor Feedback	
☐ Parent Feedback	
☐ Student Feedback	
☐ Community Feedback	
☐ Teacher Turnover Rate	
☐	
☐	
☐	
☐	
☐	

Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points	0 to 1 points = Not Evident 2 to 4 points = Partially Proficient 5 to 7 points = Proficient 8 to 10 points = Accomplished 11 to 12 points = Exemplary
a. Family and Community Involvement and Outreach							
b. Professional Leadership Responsibilities							
c. Advocacy for the School							**Overall Rating for Standard VI =** _____
Total Points							

Evaluator Comments:

Response of Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.