DRAFT – Revised November 28, 2011

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Rubric for Evaluating Colorado's Principals and Assistant Principals

Standard I: Principals Demonstrate Strategic Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
a. **School Vision, Mission and Strategic Goals:** Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitating their integration into the life of the school community.				
		. . . and	**. . . and**	**. . . and**
Vision, mission, values, beliefs and goals of school are: ☐ Not evident or familiar to staff and other stakeholders. ☐ Developed by school administrators working in relative isolation. ☐ Not integrated into the life of the school community.	Vision, mission, values, beliefs and strategic goals of school 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.	Establishes strategic goals for students and staff that are: ☐ Focused on student achievement. ☐ Based on the analysis of multiple sources of information. ☐ Aligned with district priorities. ☐ Measurable. ☐ Rigorous. ☐ Concrete.	☐ Staff incorporate identified strategies in their instructional plans to assure that students achieve expected outcomes.	☐ Staff and other stakeholders take leadership roles in updating the school's vision, mission, and strategic goals. ☐ Staff members assume responsibility for implementing the school's vision, mission, and strategic goals.
b. **School Improvement Plan*:** Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data.				
		. . . and	**. . . and**	**. . . and**
☐ Systems and processes for planning and managing change are not evident. ☐ Works primarily in isolation to develop the unified improvement plan. ☐ Tracking of student and school progress toward achievement of school goals is limited to indicators needed to meet accountability requirements.	Communicates effectively to staff and other stakeholders: ☐ Personal commitment to continuous school and district improvement. ☐ Components of school's unified improvement plan. ☐ Progress toward meeting school improvement goals and outcomes.	Establishes clear and consistent processes and systems to: ☐ Monitor progress toward achieving school improvement goals and student outcomes. ☐ Regularly revise school improvement goals and outcomes based on data analysis and monitoring efforts.	School staff and other stakeholders adhere to established processes and procedures to: ☐ Fully and conscientiously implement all aspects of the unified improvement plan. ☐ Identify and address barriers to achieving school's vision, mission, and strategic goals.	School staff accept responsibility for: ☐ Tracking progress of all students. ☐ Developing, in collaboration with school administrators, short-term and long-term plans to address barriers to positive changes within the school.

*For the purpose of this evaluation, School Improvement Plan and Unified Improvement Plan are synonymous.

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
c. **Leading Change:** Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.				
		. . . and	**. . . and**	**. . . and**
☐ Is resistant to change. Addresses school challenges without systems or processes in place for: ☐ Planning. ☐ Prioritizing. ☐ Managing change. ☐ Monitoring progress. ☐ Addressing barriers to change.	☐ Acknowledges the importance of meaningful change. ☐ Provides support for change efforts within the school. ☐ Coaches others in leading change.	Establishes clear and effective systems and 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.	Empowers and sets expectations for staff to: ☐ Lead school wide planning efforts. ☐ Anticipate, identify and address barriers to positive change. ☐ Take action to address barriers to achieving the school's vision, mission and goals.	Staff accepts responsibility for: ☐ Leading change efforts throughout the school. ☐ Identifying research based instructional strategies appropriate for addressing school and student needs. ☐ Implementing research based instructional strategies.
d. **Distributive Leadership:** Principals create and utilize processes to distribute leadership and decision making throughout the school.				
		. . . and	**. . . and**	**. . . and**
☐ Staff and other stakeholders have little involvement in the school's decision making processes. ☐ Collects input from staff and other stakeholders but does not use it to inform decisions.	☐ Assumes responsibility for decision making process and the resulting decisions. ☐ Makes decisions unilaterally when necessary. ☐ Includes parents, families, and the larger school community in decision making processes.	Staff and other stakeholders are involved in: ☐ Selecting and implementing effective improvement strategies. ☐ Monitoring progress towards the mission, vision and goals. ☐ The development and implementation of the school's mission, vision, and goals.	Staff and other stakeholders take responsibility for: ☐ Selecting and implementing effective improvement strategies. ☐ Assessing and monitoring progress towards achieving the vision, mission, and strategic goals. ☐ Leading planning and monitoring efforts	Staff and other stakeholders: ☐ Participate in meaningful leadership activities throughout the school. ☐ Assume responsibility for making decisions related to implementation of the unified improvement plan.

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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	
☐	
☐	
☐	

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						
b. School Improvement Plan						
c. Leading Change						
d. Distributive Leadership						
Total Points						

0 to 2 points = Not Evident
3 to 6 points = Partially Proficient
7 to 10 points = Proficient
11 to 14 points = Accomplished
15 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.

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Standard II: Principals Demonstrate Instructional Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
a. Curriculum, Instruction, Learning and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school's curriculum and instructional approaches.				
		. . . and	**. . . and**	**. . . and**
Little or ineffective coaching and development to assist instructional staff in: ☐ Differentiating instruction. ☐ Analyzing student work. ☐ Monitoring student progress. ☐ Using data to redesign instructional approaches. ☐ Identifying appropriate research based strategies. ☐ Applying research based strategies. ☐ Aligning instructional strategies with student performance standards.	☐ Articulates the required or desired school or district instructional initiatives to staff and other stakeholders. ☐ Reinforces the instructional initiatives through school wide activities and the school's curriculum. ☐ Supports some coaching and development efforts to assist instructional staff. ☐ Uses data to differentiate instruction and assessment.	Implements an instructional approach that is: ☐ Focused on improving student performance. ☐ Aligned with student performance standards. ☐ Supported by research. ☐ Enhanced by the use of appropriate technologies. ☐ Reflective of input from staff with expertise in content areas. ☐ Regularly evaluates the effectiveness of curriculum, instruction, and assessment strategies used with students.	Establishes clear and consistent procedures that engage staff in: ☐ Developing and implementing ideas for improving student learning. ☐ Using research based best practices. ☐ Collaborating on school improvement issues. ☐ Using ideas generated during collaborative discussions to inform school improvement plans. ☐ Makes revisions to curriculum, instruction, learning and assessment approaches based on school wide discussions and idea generation.	Staff and stakeholders: ☐ Initiate classroom based changes based on discussions with colleagues and results of data analysis. ☐ Reflect on their performance and their students' progress. ☐ Make corrections to their instructional approaches based on personal reflection.
b. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.				
		. . . and	**. . . and**	**. . . and**
☐ Allows interruptions to instruction throughout the day. ☐ Creates unnecessary interruptions during the school day.	☐ Limits interruptions to instruction. ☐ Manages time so teaching and learning are the school's top priority.	☐ Implements a master schedule providing planning and collaboration time for all teachers. ☐ Quickly and efficiently resolves issues that could potentially disrupt the school day.	☐ Implements procedures prohibiting unnecessary interruptions to the school day.	Staff members protect instructional time by: ☐ Assuring that students stay on task. ☐ Limiting transitions that can influence time available.

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
c. Implementing High-quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.				
☐ Provides little or no job embedded or standards based professional development. ☐ Coaching of staff is limited to addressing immediate issues without respect to long-term goals.	☐ Aligns professional development offerings with the school's most critical needs. ☐ Actively engages in professional development activities along with staff. ☐ Provides timely and useful feedback to teachers regarding their performance.	**. . . and** 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. ☐ Evaluates professional development activities to assure that they result in improved instructional and assessment practices.	**. . . 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.
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 ambitious student outcomes.				
Student outcomes and educator goals are: ☐ Weak. ☐ Stated and then forgotten. ☐ Not aligned with district priorities. ☐ Not based on multiple sources of information.	☐ Communicates a belief in high measurable goals outcomes for students and staff. ☐ Sets high, measurable goals for student learning.	**. . . and** ☐ Holds staff accountable for achieving student achievement goals. ☐ Personifies expectations for staff and other stakeholders by conscientiously pursuing stated goals.	**. . . and** ☐ Leads school efforts to set individual learning/growth goals for students. ☐ Assures that students, meet or exceed goals.	**. . . and** ☐ Staff members take responsibility for ensuring that all students achieve the rigorous outcomes established for them.

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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	
☐	
☐	
☐	
☐	

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						
b. Instructional Time						
c. Implementing High-quality Instruction						
d. High Expectations for all Students						
Total Points						

0 to 2 points = Not Evident
3 to 6 points = Partially Proficient
7 to 10 points = Proficient
11 to 14 points = Accomplished
15 to 16 points = Exemplary

Overall Rating for Standard II = _____

Evaluator Comments:

Response from Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.

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Standard III: Principals Demonstrate School Culture and Equity Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
a. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school's culture, and involve students, families and staff in creating a climate that supports it.				
		. . . and	**. . . and**	**. . . and**
☐ School culture is not welcoming to visitors. Communication with families and the community is: ☐ Infrequent. ☐ Not focused on including them in the school's activities.	☐ Communicates to families and the community the importance of their involvement in support of student learning. Invites families and community members into the school to participate in: ☐ Decision making processes related to school operations. ☐ Parent conferences to set learning goals and monitor/support progress. ☐ Activities to learn about how to help students.	☐ Establishes a 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.	☐ Families participate in a wide variety of meaningful activities and decision making processes related to their children's education.	☐ Parents and staff seek opportunities to collaborate on school improvement and student learning initiatives. Parents have a sense of ownership regarding: ☐ Their children's education; ☐ Increasing the consistency and intensity of their involvement in student learning initiatives. ☐ Inviting other parents to join them in school activities.
b. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social and emotional health and growth of every student.				
		. . . and	**. . . and**	**. . . and**
☐ Does not understand the interconnectedness of students' physical, cognitive, social, and emotional health.	☐ Conveys an understanding of the integration of students' cognitive, physical, social and emotional health.	☐ Implements a comprehensive approach to learning that integrates research based practices to address students' cognitive, physical, social and emotional health and welfare. ☐ Monitors and evaluates the school's activities and initiatives to assure that all of the students' needs are addressed.	☐ Ensures that all staff are well versed in identifying and addressing all student needs. ☐ Seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	☐ Staff members implement an approach to teaching that addresses student needs in an integrated and comprehensive manner.

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
c. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges.				
		. . . and	**. . . and**	**. . . and**
☐ Sets expectations that are the same for all students without recognition of their unique backgrounds, needs, or skills.	☐ 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.	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.	Staff: ☐ Implement culturally responsive instructional approaches. ☐ Ensure that all students are treated with respect and dignity. ☐ Recognize students for their unique talents and skills.	☐ Staff and 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.

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
d. Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.				
☐ Uses data and assessments infrequently to monitor progress. ☐ Staff and other stakeholders rarely use data to identify needed improvements to teaching and learning activities.	☐ Communicates the need for using data for decision making. ☐ Student outcome and assessment data are used for monitoring progress and decision making	**. . . and** ☐ 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.	**. . . and** ☐ Develops the capacity of staff and other stakeholders to use data for decision making. ☐ Engages staff, other stakeholders, and invited experts to evaluate instructional approaches and progress toward achieving goals and outcomes. ☐ Consistently and effectively uses evaluation information to drive changes to instructional approaches.	**. . . and** ☐ Activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes. ☐ Staff and other stakeholders recommend activities and initiatives for elimination or scale back.

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 ther 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						
b. Commitment to the Whole Child						
c. Equity Pedagogy						
d. Efficacy, Empowerment and a Culture of Continuous Improvement						
Total Points						

0 to 2 points = Not Evident
3 to 6 points = Partially Proficient
7 to 10 points = Proficient
11 to 14 points = Accomplished
15 to 16 points = Exemplary

Overall Rating for Standard III = _____

Evaluator Comments:

Response from Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.

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Standard IV: Principals Demonstrate Human Resource Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
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.				
Professional development is: ☐ Of poor quality. ☐ Not tailored to meet staff needs. ☐ Not focused on student learning. ☐ Not research based. ☐ Not job embedded.	Provides professional development that is: ☐ Job embedded. ☐ Research based. ☐ Designed to meet student learning needs. ☐ Aligned with the school improvement plan.	**. . . and** ☐ Demonstrates a commitment to professional development by participating in professional development that is aligned with his or her professional needs. ☐ Coaches staff to assume leadership roles within the school. ☐ Provides opportunities for staff to use leadership skills.	**. . . and** ☐ Assures that professional development offerings enhance staff performance. Engages staff in: ☐ Reflection on personal performance. ☐ Identifying professional development needs based on personnel and program evaluation results. ☐ Selecting most appropriate methods for obtaining such instruction.	**. . . and** Staff 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. ☐ Anticipating and identifying their professional development needs.
b. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities.				
☐ Makes personnel decisions and activities such as recruiting, hiring, assigning, evaluating and dismissing staff without consideration of strategic goals and student outcomes.	☐ 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** ☐ Fosters positive professional relationships with staff. ☐ Takes steps to address low performing teachers in ways that will improve their performance. ☐ Dismisses or does not rehire teachers when necessary.	**. . . and** ☐ Places staff where they are needed most to address student learning needs. ☐ Recruits staff members with the best qualifications to address needs of students.	**. . . and** ☐ Places personnel in positions to ensure that all students have equal access to highly effective teachers. ☐ Ensures that all personnel decisions support student learning. ☐ Focuses mentoring and coaching efforts on teachers in most need of support and advice.

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
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 performance and, thus, student achievement.				
☐ Allows lapses in evaluation and observation system. ☐ Follow-up on evaluation process is inconsistent and infrequent.	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** ☐ Provides on-going coaching for staff who have performance in need of improvement.	**. . .and** ☐ Develops the capacity of staff to reflect on their own practice for the purpose of improving performance. ☐ Holds all staff members accountable for student outcomes and school goals.	**. . . and** ☐ Staff hold themselves accountable for following the district's evaluation process. ☐ Staff reflect on personnel evaluation results and take responsibility for 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	
☐	
☐	
☐	
☐	

Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points
a. Professional Development/Learning Communities						
b. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff						
c. Teacher and staff evaluation						
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

Overall Rating for Standard IV =
_____

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

*Artifact is required for all principals and assistant principals.

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Standard V: Principals Demonstrate Managerial Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
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, achievement and healthy development for all students.				
☐ Does not follow standard accounting procedures in managing the school's budget. ☐ Manages school's budget without respect to district guidelines. ☐ Uses discretionary funds for activities other than support for teaching and learning. ☐ Management structures to align resource use with student and staff needs are not in place.	School resources are: ☐ Focused on teaching and learning. ☐ Allocated according to priority needs. ☐ Allocated in ways that support the attainment of strategic goals and student outcomes.	**. . . and** ☐ 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. Commits time and fiscal resources to: ☐ Continuous school improvement. ☐ Professional development.	**. . . and** ☐ Develops external partnerships that support teaching and learning. ☐ Leverages resources to fully fund instructional initiatives necessary to achieve school goals and student outcomes.	**. . . and** ☐ Prioritizes school budget to ensure sustained support for worthwhile instructional activities, professional development, and other school-based improvement strategies over time.
b. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.				
☐ Limits involvement in relationship building and conflict management to defusing tense or problematic situations.	☐ Interacts with students, staff and other stakeholders on an as needed basis in order to defuse potentially stressful situations.	**. . . and** ☐ Resolves issues as they arise to prevent potential problems. ☐ Models fairness and consistency when dealing with students and staff.	**. . . and** ☐ Coaches students and staff and other stakeholders to manage conflict and build relationships. ☐ Empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school culture. ☐ Establishes counseling interventions.	**. . . and** Staff and students accept responsibility for their own relationships by: ☐ Anticipating problems and adjusting behaviors to avoid negative situations. ☐ Engaging parents, students, and colleagues in discussions designed to build positive relationships. ☐ Defining operational norms and adhering to them in their professional learning communities.

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
c. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.				
		. . . and	**. . . and**	**. . . and**
☐ Communications with students, parents and the community are infrequent. ☐ Responses to contact from parents and community members are neither timely nor meaningful.	☐ Communications with students, staff, and the community are focused on immediate activities or problems. ☐ Responses to contact from parents and community members 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.	☐ Communicates with students, staff, parents and other stakeholders frequently. ☐ Responds meaningfully and promptly to contact from families and community members. ☐ Offers a variety of venues for communication. ☐ Invites parents and the community to lead communication activities.	Promotes frequent and meaningful communication among students, staff, and the community by: ☐ Creating opportunities for discussions ☐ Using existing communication structures such as newsletters and blogs.	☐ Develops effective strategies to sustain positive meaningful communications with parents, students, and the community.
d. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules and procedures for students and staff.				
		. . . and	**. . . and**	**. . . and**
☐ School rules and procedures are not in evidence. ☐ Expectations for students and staff are unclear.	☐ School rules and procedures include primarily those required by district administration. ☐ Communicates expectations for students and staff. ☐ Enforces rules and procedures for students and staff. ☐ Routinely reviews and revises rules and procedures to assure their continued relevance and utility.	☐ Establishes and clearly articulates high expectations for all students and staff. ☐ Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. ☐ Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance.	☐ Engages students and staff members in developing expectations for learning and improved performance. ☐ Encourages students and staff to reach higher levels of performance. ☐ Monitors progress toward achieving expectations.	Staff: ☐ Monitor their own performance. ☐ Strive to achieve high school-wide expectations. Students: ☐ Monitor their performance. ☐ Strive to achieve expectations set by their teachers, parents and themselves.

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
e. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and districts and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.				
		. . . and	**. . . and**	**. . . and**
☐ Does not comply with all policies and negotiated agreements. ☐ Is familiar with state and federal laws and district and state policies.	☐ Understands and complies with district and board policies and state and federal laws. ☐ Inquires about policies/laws prior to making decisions.	☐ Efficiently and effectively manages school or district contractual arrangements. ☐ Establishes procedures to protect the confidentiality of staff and student information.	☐ Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance.	☐ Expands his/her sphere of influence to provide meaningful and timely input into the development of district and board policy.

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						
b. Conflict Management and Resolution						
c. Systematic Communication						
d. School-wide Expectations for Students and Staff						
e. Supporting Policies and Agreements						
Total Points						

0 to 3 points = Not Evident
4 to 8 points = Partially Proficient
9 to 13 points = Proficient
14 to 17 points = Accomplished
18 to 20 points = Exemplary

Overall Rating for Standard V =
_____

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

*Artifact is required for all principals and assistant principals.

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Standard VI: Principals Demonstrate External Development Leadership				
Not Evident	**Partially Proficient**	**Proficient**	**Accomplished**	**Exemplary**
a. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support and ownership of the school.				
		. . . and	**. . . and**	**. . . and**
☐ Does not reach out to the community to become involved in school activities. ☐ School culture does not welcome parents and community members as visitors to the school or individual classrooms.	☐ Conducts community outreach activities. ☐ Families participate in parent/teacher conferences and other activities specifically focused on their children.	Encourages families and community members to become engaged in ☐ Student learning initiatives. ☐ School decision making processes. ☐ Models expectations by inviting parents and community members to serve on decision making committees.	☐ Establishes systems that support family and community involvement for the benefit of student learning. ☐ Maximizes the use of community resources and agencies to provide health, social, and other services to students and families.	☐ Ensures that families and community members hold responsible and meaningful positions on decision making committees and task forces. ☐ Sustains meaningful parent and community involvement through implementation of strategies designed to sustain their involvement.
b. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system.				
		. . . and	**. . . and**	**. . . and**
☐ Understands the need for strong community and organizational relationships.	☐ Interacts with community agencies and key stakeholders. ☐ Adheres to all local, state, and federal laws, policies, and regulations.	☐ Understands the network of agencies that provide health, social, and other services to families. ☐ 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.	☐ Leverages relationships with external agencies, organizations, and partners in ways that enable him/her to influence district, state and federal policies and laws for the benefit of teaching and learning. ☐ Staff and parents provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
c. Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.				
☐ Community members and key stakeholders are not meaningfully engaged in the school's activities. ☐ Has a superficial understanding of the community and issues it is facing.	☐ Solicits community input and occasionally uses the input to inform decisions. ☐ Involves community stakeholders in the school's activities.	**. . . and** ☐ Recognizes that diversity is an asset to the school community. ☐ Identifies and engages key community stakeholders. ☐ Understands community values, interests, and needs.	**. . . and** ☐ Advocates throughout the school community for activities and initiatives that support teaching and learning. ☐ Engages health, social, and other services to meet the needs of students and families. ☐ Maintains strong relationships with all key community stakeholders.	**. . . and** ☐ Expands personal reach and sphere of influence throughout the district and beyond in order to maximize support for school activities and initiatives and activities. ☐ Activates 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
a. Family and Community Involvement and Outreach						
b. Professional Leadership Responsibilities						
c. Advocacy for the School						
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

Overall Rating for Standard VI = _____

Evaluator Comments:

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Response of Principal/Assistant Principal Being Evaluated:

*Artifact is required for all principals and assistant principals.

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