

Rubric for Evaluating Colorado’s Principals and Assistant Principals

Standard I: Principals Demonstrate Strategic Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
<b>Element a: School Vision, Mission and Strategic Goals:</b> 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.				
<p><b>There is inadequate evidence</b> that the vision, mission, values, beliefs and goals of school are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Familiar to staff and other stakeholders.</li> <li><input type="checkbox"/> Collaboratively developed by school administrators.</li> <li><input type="checkbox"/> Integrated into the life of the school community.</li> </ul>	<p><b>The Principal</b> assures that the school’s vision, mission, and strategic goals are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developed through a collaborative process with staff and other stakeholder groups.</li> <li><input type="checkbox"/> Publicly available at the school.</li> <li><input type="checkbox"/> Part of routine school communications with staff and other stakeholders.</li> <li><input type="checkbox"/> Routinely updated.</li> </ul>	<p>... and</p> <p><b>The Principal</b> collaboratively establishes strategic goals that are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focused on student achievement.</li> <li><input type="checkbox"/> Based on the analysis of multiple sources of information.</li> <li><input type="checkbox"/> Aligned with district priorities.</li> <li><input type="checkbox"/> Measurable.</li> <li><input type="checkbox"/> Rigorous.</li> <li><input type="checkbox"/> Concrete.</li> <li><input type="checkbox"/> Utilizes stakeholder groups to integrate the vision, mission and strategic goals into the school.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporate strategies to address strategic goals into their instructional plans.</li> </ul>	<p>... and</p> <p><b>School staff and other stakeholders:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assume leadership roles in updating the school’s vision, mission, and strategic goals.</li> <li><input type="checkbox"/> Assume responsibility for collaboratively implementing the school’s vision, mission, and strategic goals.</li> </ul>
<b>Element b: School Plan:</b> 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.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements systems and processes for planning and managing change.</li> <li><input type="checkbox"/> Works collaboratively develop the school plan.</li> <li><input type="checkbox"/> Monitors the school’s progress toward achieving strategic goals and objectives.</li> </ul>	<p><b>The Principal</b> communicates effectively to staff and other stakeholders:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal commitment to continuous school and district improvement.</li> <li><input type="checkbox"/> Components of school’s plan.</li> <li><input type="checkbox"/> Progress toward meeting school goals and outcomes.</li> </ul>	<p>... and</p> <p><b>The Principal</b> establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor progress toward achieving school goals and student outcomes.</li> <li><input type="checkbox"/> Regularly revise school goals and outcomes based on progress monitoring data.</li> </ul>	<p>... and</p> <p><b>School staff and other stakeholders:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adhere to established processes and procedures.</li> <li><input type="checkbox"/> Fully and conscientiously implement the school plan.</li> <li><input type="checkbox"/> Address barriers to achieving school’s vision, mission, and strategic goals.</li> </ul>	<p>... and</p> <p><b>School staff members</b> accept responsibility for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tracking progress of all students.</li> <li><input type="checkbox"/> Collaboratively developing short-term and long-term plans to address barriers to positive change.</li> </ul>

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Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
<b>Element c: Leading Change:</b> 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.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledges the importance of meaningful change.</li> </ul> <p>Has processes in place for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resource allocation.</li> <li><input type="checkbox"/> Addressing barriers to change.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Embraces opportunities to bring about positive changes.</li> <li><input type="checkbox"/> Provides support for change efforts within the school.</li> <li><input type="checkbox"/> Coaches others in leading change.</li> </ul>	<p>... and</p> <p><b>The Principal</b> establishes clear and effective processes to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select the school’s leadership team.</li> <li><input type="checkbox"/> Provide opportunities for all staff to engage in school change efforts.</li> <li><input type="checkbox"/> Drive planning, monitoring, and resource allocation processes.</li> <li><input type="checkbox"/> Manage change.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead school planning efforts.</li> <li><input type="checkbox"/> Anticipate, identify and address barriers to positive change.</li> <li><input type="checkbox"/> Take action to address barriers to achieving the school’s vision, mission and goals.</li> </ul>	<p>... and</p> <p><b>School staff members</b> accept responsibility for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leading school change efforts.</li> <li><input type="checkbox"/> Using progress monitoring data to design plan revisions.</li> <li><input type="checkbox"/> Setting challenging student learning goals.</li> </ul>
<b>Element d: Distributive Leadership:</b> Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involves staff and stakeholders in the school’s decision making processes.</li> <li><input type="checkbox"/> Collects input from staff and other stakeholders.</li> <li><input type="checkbox"/> Uses staff and stakeholder input to inform decisions.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assumes responsibility for decision making process.</li> <li><input type="checkbox"/> Includes parents, families, and the larger school community in decision making processes.</li> <li><input type="checkbox"/> Makes decisions unilaterally when necessary.</li> </ul>	<p>... and</p> <p><b>The Principal</b> involves school staff members in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selecting and implementing effective improvement strategies.</li> <li><input type="checkbox"/> Monitoring progress towards achieving the school’s mission, vision and goals.</li> <li><input type="checkbox"/> Developing and implementing the school’s mission, vision, and goals.</li> </ul>	<p>... and</p> <p><b>School staff members</b> take responsibility for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring progress towards achieving the vision, mission, and strategic goals.</li> <li><input type="checkbox"/> Leading planning and monitoring efforts</li> </ul>	<p>... and</p> <p><b>Staff and other stakeholders:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in meaningful school leadership activities.</li> <li><input type="checkbox"/> Assume responsibility for making decisions related to implementation of the school plan.</li> </ul>

Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:						
<input type="checkbox"/> Unified Improvement Plan*							
<input type="checkbox"/> Teacher Feedback*							
<input type="checkbox"/> Parent Feedback							
<input type="checkbox"/> Student Feedback							
<input type="checkbox"/> Supervisor Feedback							
<input type="checkbox"/> Meeting agendas, minutes, and rosters							
<input type="checkbox"/> Quarterly Reports to SAC							
<input type="checkbox"/> Teacher Lesson Plans							
<input type="checkbox"/> Minutes of Planning Sessions							
<input type="checkbox"/> Teacher Turnover Rates							
<input type="checkbox"/> Emails and memos to staff							
<input type="checkbox"/> Descriptions of processes and procedures							
<input type="checkbox"/> ICAP							
<input type="checkbox"/> Parent newsletters							
<input type="checkbox"/> School vision, mission, and goals							
<input type="checkbox"/> Business and/or community resource agreements							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points	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
a. School Vision, Mission, and Strategic Goals							
b. School Improvement Plan							
c. Leading Change							
d. Distributive Leadership							
<b>Total Points</b>							<b>Overall Rating for Standard I =</b> _____
<b>Evaluator Comments:</b>							
<b>Response of Principal/Assistant Principal Being Evaluated:</b>							

\*Artifact is required for all principals and assistant principals.

Standard II: Principals Demonstrate Instructional Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
<b>Element a: Curriculum, Instruction, Learning and Assessment:</b> 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.				
<p><b>There is inadequate evidence that the Principal</b> provides coaching and development to assist instructional staff in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiating instruction.</li> <li><input type="checkbox"/> Analyzing student work.</li> <li><input type="checkbox"/> Monitoring student progress.</li> <li><input type="checkbox"/> Applying research based strategies.</li> <li><input type="checkbox"/> Aligning instructional strategies with student performance standards.</li> </ul>	<p><b>The Principal</b> reinforces instructional initiatives through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School wide activities.</li> <li><input type="checkbox"/> The school's curriculum.</li> <li><input type="checkbox"/> Communication with staff.</li> <li><input type="checkbox"/> Consistent and ongoing use of data for decision making.</li> <li><input type="checkbox"/> Supports coaching and development efforts to assist instructional staff.</li> </ul>	<p>... and</p> <p><b>The Principal</b> implements an instructional approach that is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflective of input from staff with expertise in content areas.</li> <li><input type="checkbox"/> Focused on improving student performance.</li> <li><input type="checkbox"/> Aligned with student performance standards.</li> <li><input type="checkbox"/> Supported by research.</li> <li><input type="checkbox"/> Enhanced by the use of appropriate technologies.</li> <li><input type="checkbox"/> Regularly evaluates the effectiveness of curriculum, instruction, and assessment strategies used with students.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and implement ideas for improving student learning.</li> <li><input type="checkbox"/> Use evidence-based practices.</li> <li><input type="checkbox"/> Collaborate on school improvement issues.</li> <li><input type="checkbox"/> Use ideas generated during collaborative discussions to inform school planning efforts</li> <li><input type="checkbox"/> Refine curriculum, instruction, and assessment approaches based on data, school wide discussions and idea generation.</li> </ul>	<p>... and</p> <p><b>School staff and stakeholders:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiate classroom based changes based on discussions with colleagues and results of data analysis.</li> <li><input type="checkbox"/> Reflect on their performance and its impact on student progress.</li> <li><input type="checkbox"/> Make corrections to their instructional approaches based on personal reflection.</li> <li><input type="checkbox"/> Use evidence-based strategies appropriate for addressing school and student needs.</li> </ul>
<b>Element b: Instructional Time:</b> Principals create processes and schedules which maximize instructional, collaborative and preparation time.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Limits interruptions to instruction throughout the day.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manages time so teaching and learning are the school's top priority.</li> <li><input type="checkbox"/> Implements a master schedule providing planning and collaboration time for all teachers.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly and efficiently resolves issues that could potentially disrupt the school day.</li> <li><input type="checkbox"/> Implements procedures prohibiting unnecessary interruptions to the school day.</li> </ul>	<p>... and</p> <p><b>School staff members</b> protect instructional time by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assuring that students stay on task.</li> <li><input type="checkbox"/> Limiting transitions that can influence time available.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate to administrators for uninterrupted instructional time.</li> <li><input type="checkbox"/> Monitor students' time on task.</li> <li><input type="checkbox"/> Adjust instructional strategies to maximize time on task.</li> </ul>

Standard II: Principals Demonstrate Instructional Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
<b>Element c: Implementing High-quality Instruction:</b> 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.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides job embedded or standards based professional development.</li> <li><input type="checkbox"/> Coaching of staff address immediate issues with respect to long-term goals.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aligns professional development offerings with the school’s most critical needs.</li> <li><input type="checkbox"/> Actively engages in professional development activities along with staff.</li> </ul> <p>Provides feedback to teachers regarding their performance that is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actionable.</li> <li><input type="checkbox"/> Timely.</li> </ul>	<p>... and</p> <p><b>The Principal</b> targets professional development toward improvement of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relevance of learning experiences.</li> <li><input type="checkbox"/> Quality of classroom instruction.</li> <li><input type="checkbox"/> Ability of teachers to meet the needs of all students.</li> <li><input type="checkbox"/> Alignment with P-20.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors teachers’ use of instructional strategies and approaches learned through professional development.</li> </ul>	<p>... and</p> <p><b>Staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboratively plan for effective instruction.</li> <li><input type="checkbox"/> Participate in professional development activities designed to develop and sustain their leadership capacity.</li> <li><input type="checkbox"/> Expands professional development opportunities by creating job embedded training activities.</li> </ul>	<p>... and</p> <p><b>Staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify their professional development needs.</li> <li><input type="checkbox"/> Plan short- and long-term professional development activities to address identified needs.</li> <li><input type="checkbox"/> Monitor their performance following professional development to ensure they apply lessons learned.</li> </ul>
<b>Element d: High Expectations for all Students:</b> 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.				
<p><b>There is inadequate evidence that the Principal</b> leads the development of student outcomes and educator goals that are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rigorous.</li> <li><input type="checkbox"/> Consistently addressed.</li> <li><input type="checkbox"/> Aligned with district priorities.</li> <li><input type="checkbox"/> Based on multiple sources of information.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates a belief in high measurable goals outcomes for students and staff.</li> <li><input type="checkbox"/> Sets high, measurable goals for student learning.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Holds staff accountable for achieving student achievement goals.</li> <li><input type="checkbox"/> Personifies high expectations for staff and other stakeholders by conscientiously pursuing stated goals.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set rigorous but achievable individual learning/growth goals for students.</li> <li><input type="checkbox"/> Participate in the development of rigorous but achievable school goals.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take responsibility for ensuring that all students achieve the rigorous outcomes established for them.</li> </ul>

<b>Standard II: Principals Demonstrate Instructional Leadership</b>				
<b>Not Evident</b>	<b>Partially Proficient</b>	<b>Proficient (Meets State Standard)</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Element e: Instructional Practices:</b> 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.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides instructional coaching for teachers.</li> <li><input type="checkbox"/> Stays abreast of evidence based practices associated with improved student learning.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in professional development and adult learning activities to understand evidence based student learning research.</li> <li><input type="checkbox"/> Provides data-based feedback on instructional practices to teachers.</li> </ul>	<p><b>... and</b></p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates professional development activities to assure that they result in improved instructional and assessment practices.</li> <li><input type="checkbox"/> Supports Teacher efforts to conduct action research.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use data to guide and support instructional changes.</li> <li><input type="checkbox"/> Collects, analyzes, and shares data related to changes to instructional practices.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares knowledge of school successes with staff, colleagues, and others interested in making positive school changes.</li> </ul>

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

\*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
<b>Element a: Intentional and Collaborative School Culture:</b> 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.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a school culture that is welcoming to visitors.</li> </ul> <p>Communicates with families and the community:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently.</li> <li><input type="checkbox"/> Focusing on including them in the school’s activities.</li> <li><input type="checkbox"/> In an inclusive manner.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates to families and the community the importance of their involvement.</li> </ul> <p>Invites families and community members into the school to participate in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Decision making processes.</li> <li><input type="checkbox"/> Parent conferences.</li> <li><input type="checkbox"/> Activities to learn about how to help students.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes an inclusive school culture based on collaboration among and between students, parents, staff, and the community.</li> <li><input type="checkbox"/> Consistently monitors school culture to ensure that it is conducive to student learning.</li> <li><input type="checkbox"/> Engages staff, parents, students, and others in meaningful discussions to address issues before they become challenging.</li> </ul>	<p>... and</p> <p><b>Parents, families, and community members</b> participate in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A wide variety of meaningful activities.</li> <li><input type="checkbox"/> Decision making processes related to their children’s education.</li> </ul>	<p>... and</p> <p><b>Parents and school staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seek opportunities to collaborate on student learning initiatives.</li> </ul> <p><b>Parents</b> have a sense of ownership regarding:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Their children’s education;</li> <li><input type="checkbox"/> Increasing the consistency and intensity of their involvement.</li> <li><input type="checkbox"/> Inviting other parents to join them in school activities.</li> </ul>
<b>Element b: Commitment to the Whole Child:</b> Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the interconnectedness of students’ physical, cognitive, social, and emotional health.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conveys an understanding of the importance of the interconnectedness of students’ cognitive, physical, social and emotional health.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements an approach to learning that integrates research based practices to address students’ cognitive, physical, social and emotional health and welfare.</li> <li><input type="checkbox"/> Monitors school activities and initiatives to assure that all of the students’ needs are addressed.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are well versed in identifying and addressing the needs of the whole child.</li> <li><input type="checkbox"/> Seek advice of experts who can help address student needs when necessary.</li> </ul>	<p>... and</p> <p><b>School staff members</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement an approach to teaching that addresses student needs in a holistic, integrated, and comprehensive manner.</li> </ul>



Standard III: Principals Demonstrate School Culture and Equity Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
<b>Element c: Equity Pedagogy:</b> 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.				
<p><b>There is inadequate evidence that the principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets expectations that are the same for students with and understanding of their unique backgrounds, needs, or skills.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the diversity of the school community.</li> <li><input type="checkbox"/> Articulates the need for developing cultural understanding.</li> <li><input type="checkbox"/> Recognizes that diversity is an asset to the school.</li> <li><input type="checkbox"/> Provides all students opportunities to showcase their skills and talents.</li> </ul>	<p><b>... and</b></p> <p><b>The Principal</b> 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> <li><input type="checkbox"/> Demonstrates an appreciation for and sensitivity to diversity in the school community.</li> <li><input type="checkbox"/> Implements activities and services to assist students and families from diverse cultures.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement culturally responsive instructional approaches.</li> <li><input type="checkbox"/> Ensure that all students are treated with respect and dignity.</li> <li><input type="checkbox"/> Recognize students for their unique talents and skills.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members and the community:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiate actions that encourage an inclusive climate of respect for student diversity.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accept and respect students who are different from them.</li> <li><input type="checkbox"/> Expect their peers to value diversity.</li> </ul>

**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.

<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Routinely uses data and assessments to monitor progress.</li> <li><input type="checkbox"/> Encourages staff and other stakeholders to use data to identify needed improvements to teaching and learning activities.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates the need for using data for decision making.</li> <li><input type="checkbox"/> Develops the capacity of staff and other stakeholders to use data for decision making.</li> </ul>	<p><b>... and</b></p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Models appropriate and consistent use of data to monitor performance and inform decision making.</li> </ul> <p>Creates a culture of risk taking and learning within the school by continually:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing new initiatives and monitoring their impact on student learning.</li> <li><input type="checkbox"/> Eliminating ineffective activities and initiatives.</li> <li><input type="checkbox"/> Fostering the use of data to continually learn about the impact of school initiatives.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members</b> participate in the evaluation of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional approaches.</li> <li><input type="checkbox"/> Progress toward achieving goals and outcomes.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor and evaluate progress toward achieving school goals and student outcomes.</li> </ul> <p>Recommend:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities and initiatives for elimination or scale back.</li> <li><input type="checkbox"/> Evidence based programs, practices, and instructional programs for implementation.</li> </ul>
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Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:
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<input type="checkbox"/> Unified Improvement Plan*	
<input type="checkbox"/> Teacher Feedback*	
<input type="checkbox"/> Supervisor Feedback	
<input type="checkbox"/> Parent Feedback	
<input type="checkbox"/> Student Feedback	
<input type="checkbox"/> Teacher Turnover Rates	
<input type="checkbox"/> High School Graduation Rates Disaggregated by Race/Ethnicity, Gender, SES, and other factors	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

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>Overall Rating for Standard III =</b> _____
b. Commitment to the Whole Child							
c. Equity Pedagogy							
d. Efficacy, Empowerment and a Culture of Continuous Improvement							
<b>Total Points</b>							

**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
<b>a. Element a: Professional Development/Learning Communities:</b> 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.				
<p><b>There is inadequate evidence that the Principal</b> provides professional development that is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Of high quality.</li> <li><input type="checkbox"/> Tailored to meet staff needs.</li> <li><input type="checkbox"/> Focused on student learning.</li> <li><input type="checkbox"/> Research based.</li> <li><input type="checkbox"/> Job embedded.</li> </ul>	<p><b>The Principal</b> provides professional development that is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designed to meet student learning needs.</li> <li><input type="checkbox"/> Aligned with the school improvement plan.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a commitment to professional development by participating in professional development that is aligned with the needs of the school and staff.</li> <li><input type="checkbox"/> Coaches staff to assume leadership roles within the school.</li> <li><input type="checkbox"/> Provides opportunities for staff to use leadership skills.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in professional development offerings to enhance their performance.</li> <li><input type="checkbox"/> Reflect on personal performance.</li> <li><input type="checkbox"/> Identify professional development needs based on personnel and program evaluation results.</li> <li><input type="checkbox"/> Select most appropriate methods for obtaining such training.</li> </ul>	<p>... and</p> <p><b>School staff members</b> take responsibility for their own learning by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participating in professional learning communities.</li> <li><input type="checkbox"/> Assuming leadership roles within professional learning communities.</li> <li><input type="checkbox"/> Collaborating with colleagues to identify solutions to difficult problems.</li> <li><input type="checkbox"/> Identifying and communicating their professional development needs.</li> </ul>
<b>b. Element b: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff:</b> Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.				
<p><b>There is inadequate evidence that the Principal:</b></p> <p>Considers school and district strategic goals and student outcomes when making personnel decisions such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruiting staff.</li> <li><input type="checkbox"/> Hiring staff.</li> <li><input type="checkbox"/> Assigning staff.</li> <li><input type="checkbox"/> Evaluating staff.</li> <li><input type="checkbox"/> Dismissing staff.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to district and state policies and procedures related to personnel activities.</li> <li><input type="checkbox"/> Makes personnel assignments within the parameters of district policy.</li> <li><input type="checkbox"/> Provides support for new teachers and staff members to help ensure their success.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fosters positive professional relationships with staff.</li> <li><input type="checkbox"/> Takes steps to address low performing teachers in ways that will improve their performance.</li> <li><input type="checkbox"/> Places personnel in positions to ensure that all students have equal access to highly effective teachers.</li> <li><input type="checkbox"/> Dismisses or does not rehire teachers when necessary.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readily accept school placements where they are needed most in order to address student learning needs.</li> <li><input type="checkbox"/> Accept responsibility for maintaining their qualifications to address needs of students.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.</li> </ul>

Standard IV: Principals Demonstrate Human Resource Leadership											
Not Evident		Partially Proficient		Proficient		Accomplished		Exemplary			
<b>Element c: Teacher and Staff Evaluation:</b> 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.											
<b>There is inadequate evidence that the Principal:</b> <input type="checkbox"/> Understands the importance of consistent and rigorous evaluations of school staff members.		<b>The Principal:</b> Conducts staff evaluation activities: <input type="checkbox"/> In line with district policies. <input type="checkbox"/> On time. <input type="checkbox"/> Using multiple measures. <input type="checkbox"/> Uses evaluation results to identify professional development and growth needs of teachers and staff.		<b>... and</b> <b>The Principal:</b> <input type="checkbox"/> Provides on-going coaching for staff who have performance in need of improvement.		<b>...and</b> <b>School staff members:</b> <input type="checkbox"/> Reflect on their practice for the purpose of improving performance. <input type="checkbox"/> Hold themselves accountable for meeting or exceeding student outcomes and school goals.		<b>... and</b> <b>School staff members</b> hold themselves accountable for: <input type="checkbox"/> Following the district’s evaluation process. <input type="checkbox"/> Reflecting on personnel evaluation results. <input type="checkbox"/> Improving performance over time.			
<b>Examples of Artifacts That May Be Used to Support Rating:</b>					<b>Evidence Provided by Artifact:</b>						
<input type="checkbox"/> Unified Improvement Plan*											
<input type="checkbox"/> Number and Percent of Ineffective, Effective, and Highly Effective Teachers*											
<input type="checkbox"/> Teacher Feedback*											
<input type="checkbox"/> Supervisor Feedback											
<input type="checkbox"/> Parent Feedback											
<input type="checkbox"/> Student Feedback											
<input type="checkbox"/> Personnel Evaluation Records											
<input type="checkbox"/> Teacher Turnover Rates											
<input type="checkbox"/> Professional Development Plan for the School											
<input type="checkbox"/> Agendas and Rosters for Professional Development Offerings											
<input type="checkbox"/> Agendas and Rosters for Professional Learning Community Meetings											
<input type="checkbox"/>											
<input type="checkbox"/>											
<input type="checkbox"/>											
<input type="checkbox"/>											
<input type="checkbox"/>											
<b>Ratings:</b> <b>(# points per rating at this level)</b>					NE	PP	P	A	Ex	Total	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  <b>Overall Rating for Standard IV =</b> _____
					(0)	(1)	(2)	(3)	(4)	Points	
a. Professional Development/Learning Communities											
b. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff											
c. Teacher and staff evaluation											
<b>Total Points</b>											
<b>Evaluator Comments:</b>											

**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
<b>Element a: School Resources and Budget:</b> 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.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows standard accounting procedures in managing the school's budget.</li> <li><input type="checkbox"/> Manages school's budget with respect to district guidelines.</li> <li><input type="checkbox"/> Uses discretionary funds only for activities that support for teaching and learning.</li> <li><input type="checkbox"/> Aligns management structures with student and staff needs.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focuses school resources on teaching and learning.</li> <li><input type="checkbox"/> Allocates resources according to priority needs.</li> <li><input type="checkbox"/> Allocates resources in ways that support the attainment of strategic goals and student outcomes.</li> </ul> <p>Commits time and fiscal resources to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuous school improvement.</li> <li><input type="checkbox"/> Professional development.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manages and monitors fiscal, physical, and personnel resources efficiently and effectively.</li> <li><input type="checkbox"/> Creates management structures to support the alignment of resource use with school goals and student outcomes.</li> </ul> <p>Fully funds instructional initiatives necessary to achieve school goals and student outcomes by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leveraging resources</li> <li><input type="checkbox"/> Eliminating ineffective programs.</li> <li><input type="checkbox"/> Prioritizing school budget.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support the development of external partnerships that support teaching and learning.</li> </ul>	<p>... and</p> <p><b>School staff members</b> accept responsibility for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using school resources for the benefit of students.</li> <li><input type="checkbox"/> Fully supporting the alignment of resources with school goals and student outcomes.</li> <li><input type="checkbox"/> Participating in the budgeting and prioritization process as requested.</li> </ul>
<b>Element b: Conflict Management and Resolution:</b> Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Builds relationships between and among staff members in order to manage conflict and defuse tense or problematic situations as they arise.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resolves issues as they arise to prevent long-term problems.</li> <li><input type="checkbox"/> Models fairness and consistency when dealing with students and staff.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage conflicts or tense situations in order to build positive relationships with each other.</li> <li><input type="checkbox"/> Accept responsibility for building positive relationships with students, colleagues, and members of the community.</li> <li><input type="checkbox"/> Establish counseling interventions as needed.</li> </ul>	<p>... and</p> <p><b>School staff members and students</b> accept responsibility for their own relationships by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipating problems and adjusting behaviors to avoid negative situations.</li> <li><input type="checkbox"/> Adhering to operational norms in professional learning communities.</li> </ul>

Standard V: Principals Demonstrate Managerial Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
<b>Element c: Systematic Communication:</b> Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with students, parents and the community on a regular basis.</li> <li><input type="checkbox"/> Responds to contact from parents and community members in a timely and meaningful manner.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with students, staff, and the community to address immediate activities or potential problems.</li> <li><input type="checkbox"/> Responds to contact from parents and community members to address specific needs or issues.</li> <li><input type="checkbox"/> Prioritizes communication as a high need area for the school.</li> <li><input type="checkbox"/> Invites parents and the community to share ideas and concerns.</li> </ul>	<p><b>... and</b></p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Invites parents and the community to lead communication activities.</li> <li><input type="checkbox"/> Communicates with students, staff, parents and other stakeholders on a regular basis.</li> <li><input type="checkbox"/> Responds meaningfully and promptly to contact from families and community members.</li> <li><input type="checkbox"/> Offers a variety of venues for communication.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members</b> promote frequent and meaningful:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opportunities for discussions with parents and community members.</li> <li><input type="checkbox"/> Use of existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop effective strategies to sustain positive meaningful communications with parents, students, and the community.</li> </ul>
<b>Element d: School-wide Expectations for Students and Staff:</b> Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has established school rules and procedures.</li> <li><input type="checkbox"/> Sets clear expectations for students and staff.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to rules and procedures required by district administration.</li> <li><input type="checkbox"/> Enforces rules and procedures among all members of the school community</li> <li><input type="checkbox"/> Routinely reviews and revises rules and procedures to assure their continued relevance.</li> </ul>	<p><b>... and</b></p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and clearly articulates high expectations for all students and staff.</li> <li><input type="checkbox"/> Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in developing high expectations for learning and improved performance.</li> <li><input type="checkbox"/> Encourage students to reach high levels of performance.</li> <li><input type="checkbox"/> Monitor student progress toward achieving expectations.</li> </ul>	<p><b>... and</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor their performance.</li> <li><input type="checkbox"/> Strive to achieve high school-wide expectations.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor their performance.</li> <li><input type="checkbox"/> Strive to achieve expectations set by their teachers, parents and themselves.</li> </ul>



Standard V: Principals Demonstrate Managerial Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
<b>Element e: Supporting Policies and Agreements:</b> 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.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with district policies and negotiated agreements.</li> <li><input type="checkbox"/> Is familiar with state and federal laws and district and state policies.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands and complies with district and board policies and state and federal laws.</li> <li><input type="checkbox"/> Inquires about policies/laws prior to making decisions.</li> <li><input type="checkbox"/> Establishes procedures to protect the confidentiality of staff and student information.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Efficiently and effectively manages school or district contractual arrangements.</li> <li><input type="checkbox"/> Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance.</li> <li><input type="checkbox"/> Provides meaningful and timely input into the development of district and board policy.</li> </ul>	<p>... and</p> <p><b>School staff members</b> accept responsibility for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adhering to all school and district policies and procedures.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide school and/or district administrators input about the effectiveness of policies and procedures.</li> <li><input type="checkbox"/> Suggest new or revised policies and procedures to help assure student success.</li> </ul>
<b>Element f: Ensuring an Orderly and Supportive Environment:</b> Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of establishing a safe, positive, and supportive school culture.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes rules and procedures to maintain a safe and positive school culture.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expects students and teachers to respect diverse interests and attitudes.</li> <li><input type="checkbox"/> Creates mechanisms to ensure all stakeholder voices are heard and respected.</li> <li><input type="checkbox"/> Addresses safety issues immediately and efficiently.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate respectful behavior toward students, parents, stakeholders, and colleagues.</li> <li><input type="checkbox"/> Freely and openly express their opinions and recommendations.</li> <li><input type="checkbox"/> Consistently and conscientiously monitor the school environment to sustain a positive learning environment.</li> </ul>	<p>... and</p> <p><b>School staff members</b> initiate activities designed to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improve school safety.</li> <li><input type="checkbox"/> Encourage respect between and among students and colleagues.</li> <li><input type="checkbox"/> Inform administrators about potential problems before they escalate.</li> </ul>

Examples of Artifacts That May Be Used to Support Rating:	Evidence Provided by Artifact:						
<input type="checkbox"/> Unified Improvement Plan*							
<input type="checkbox"/> Teacher Feedback*							
<input type="checkbox"/> # and % of Highly Effective, Effective, and Ineffective Teachers							
<input type="checkbox"/> Parent Feedback							
<input type="checkbox"/> Student Feedback							
<input type="checkbox"/> School Handbook							
<input type="checkbox"/> School Policies and Procedures Manual							
<input type="checkbox"/> Emails to staff, parents, students, and the community							
<input type="checkbox"/> Minutes of Parent and Community Meetings							
<input type="checkbox"/> Rosters of Meeting Attendees							
<input type="checkbox"/> Faculty Meeting Minutes							
<input type="checkbox"/> School Budget							
<input type="checkbox"/> Discipline Referrals							
<input type="checkbox"/> Communication logs							
<input type="checkbox"/> Teacher Turnover Rate							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
Ratings: (# points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	Ex (4)	Total Points	0 to 4 points = Not Evident 5 to 9 points = Partially Proficient 10 to 14 points = Proficient 15 to 19 points = Accomplished 20 to 24 points = Exemplary  Overall Rating for Standard V = _____
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							
f. Ensuring an Orderly and Supportive Environment							
<b>Total Points</b>							
<b>Evaluator Comments:</b>							
<b>Response of Principal/Assistant Principal Being Evaluated:</b>							

\*Artifact is required for all principals and assistant principals.

Standard VI: Principals Demonstrate External Development Leadership				
Not Evident	Partially Proficient	Proficient	Accomplished	Exemplary
<b>Element a: Family and Community Involvement and Outreach:</b> Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of and/or how to reach out to the community to become involved in school activities.</li> <li><input type="checkbox"/> Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conducts some community outreach activities.</li> <li><input type="checkbox"/> Invites families to participate in parent/teacher conferences and other activities specifically focused on their children.</li> </ul>	<p>... and</p> <p><b>The Principal</b> encourages families and community members to become engaged in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student learning initiatives.</li> <li><input type="checkbox"/> School decision making processes.</li> <li><input type="checkbox"/> Invites parents and community members to serve on decision making committees.</li> <li><input type="checkbox"/> Maximizes the use of community resources and agencies to provide health, social, and other services to students and families.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support family and community involvement for the benefit of student learning.</li> <li><input type="checkbox"/> Use resources provided by the community and outside agencies to support learning in the classroom.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage families and community members to hold responsible and meaningful positions on school committees and task forces.</li> <li><input type="checkbox"/> Sustain meaningful parent and community involvement throughout the school year.</li> </ul>
<b>Element b: Professional Leadership Responsibilities:</b> 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.				
<p><b>There is inadequate evidence that the Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the need for strong community and organizational relationships.</li> </ul>	<p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with community agencies and key stakeholders.</li> <li><input type="checkbox"/> Understands the network of agencies that provide health, social, and other services to families.</li> </ul>	<p>... and</p> <p><b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains strong positive relationships with key community stakeholders and external agencies.</li> <li><input type="checkbox"/> Assures that all school activities meet all applicable rules, regulations, policies and laws.</li> <li><input type="checkbox"/> Maximizes the impact of community, district, state and national relationships to benefit the school.</li> </ul>	<p>... and</p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accept responsibility for:</li> <li><input type="checkbox"/> Adhering to all applicable rules, regulations, policies, and laws.</li> <li><input type="checkbox"/> Utilizing available external resources for the benefit of students.</li> </ul>	<p>... and</p> <p><b>School staff members and parents:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.</li> </ul>

Standard VI: Principals Demonstrate External Development Leadership										
Not Evident		Partially Proficient		Proficient		Accomplished		Exemplary		
<b>Element c: Advocacy for the School:</b> 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.										
<b>There is inadequate evidence that the Principal:</b> <input type="checkbox"/> Engages community members and key stakeholders in the school’s activities.  <input type="checkbox"/> Understands the community and the issues it is facing.  <input type="checkbox"/> Recognizes that diversity is an asset to the school community.		<b>The Principal:</b> <input type="checkbox"/> Solicits community input and uses the input to inform decisions.  <input type="checkbox"/> Involves community stakeholders in the school’s activities.  <input type="checkbox"/> Understands community values, interests, and needs.  <input type="checkbox"/> Identifies and engages key community stakeholders.  <input type="checkbox"/>		<b>... and</b>  <b>The Principal:</b> <input type="checkbox"/> Advocates throughout the school community for activities and initiatives that support teaching and learning.  <input type="checkbox"/> Expands personal reach and sphere of influence throughout the district and beyond in order to maximize support for school activities and initiatives and activities.		<b>... and</b>  <b>School staff members:</b> <input type="checkbox"/> Engage health, social, and other services to help meet the needs of students and families.  <input type="checkbox"/> Maintain strong relationships with key community stakeholders.		<b>... and</b>  <b>School staff members:</b> <input type="checkbox"/> Support initiatives to bring the community into the school facility to better understand its initiatives, culture, and needs.		
<b>Examples of Artifacts That May Be Used to Support Rating:</b>				<b>Evidence Provided by Artifact:</b>						
<input type="checkbox"/> Unified Improvement Plan										
<input type="checkbox"/> Number and Percent of Highly Effective, Effective, and Ineffective Teachers										
<input type="checkbox"/> Teacher Feedback										
<input type="checkbox"/> Supervisor Feedback										
<input type="checkbox"/> Parent Feedback										
<input type="checkbox"/> Student Feedback										
<input type="checkbox"/> Community Feedback										
<input type="checkbox"/> Teacher Turnover Rate										
<input type="checkbox"/>										
<input type="checkbox"/>										
<input type="checkbox"/>										
<input type="checkbox"/>										
<input type="checkbox"/>										
<b>Ratings:</b> (# points per rating at this level)				<b>NE</b> <b>(0)</b>	<b>PP</b> <b>(1)</b>	<b>P</b> <b>(2)</b>	<b>A</b> <b>(3)</b>	<b>Ex</b> <b>(4)</b>	<b>Total</b> <b>Points</b>	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>Overall Rating for Standard VI =</b> _____
b. Professional Leadership Responsibilities										
c. Advocacy for the School										
<b>Total Points</b>										
<b>Evaluator Comments:</b>  										

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

\*Artifact is required for all principals and assistant principals.