

Rubric for Evaluating Colorado Principals and Assistant Principals

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. Effective principals are adept at creating systems that maximize the utilization of resources, foster collaboration and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families. As the schools' primary instructional leaders, effective principals enable collaborative communication and reflection based on data to inform curriculum, instruction, and assessment and create structures to facilitate improvement. Effective principals model ethical behavior and continuously reflect on their practice in order to improve systems that support student learning.

QUALITY STANDARD I Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.				
Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.				
THE PRINCIPAL: Ensures the vision, mission and strategic plan are: 1 Developed through a collaborative process including staff and other stakeholder groups. 2 Aligned with district priorities.	...and THE PRINCIPAL: 3 Ensures the school's vision, mission, and strategic plan are a part of routine school communication with stakeholders. 4 Eliminates ineffective practices and initiatives. 5 Prioritizes the implementation of the strategic plan.	...and THE PRINCIPAL: Ensures that the strategic plan is: 6 Focused on student growth and achievement. 7 Based on multiple sources of data. 8 Routinely refined. 9 Models and pursues the vision, mission, and strategic plan in daily work and decision-making.	...and STAFF: 10 Align their practice with the strategic plan. 11 Identify and address barriers to achieving the school's vision, mission, and strategic plan.	...and STAFF: 12 Assume leadership roles in refining the school's vision, mission, and strategic plan. 13 Facilitate opportunities for student voice within the school's strategic plan.

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ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.				
THE PRINCIPAL: 1 Establishes the need and purpose for change. 2 Develops systems and processes for planning and managing change.	...and THE PRINCIPAL: ports change efforts through: 3 Resource allocation. 4 Addressing barriers to change. 5 Supports staff in implementing change strategies.	...and THE PRINCIPAL: 6 Provides opportunities for all staff to engage in change efforts. 7 Ensures sustainability of the change process.	...and STAFF: 8 Implement approved change strategies. 9 Anticipate, identify, and address barriers to the change process.	...and STAFF: 10 Provide modeling and coaching to colleagues in support of change efforts. 11 Communicate the purpose of the changes to the students and/or community.
ELEMENT C: Principals establish and effectively manage systems that ensure high-quality staff.				
THE PRINCIPAL: 1 Manages personnel according to district and state policies and procedures. Ensures evaluations of school staff are: 2 Consistent. 3 High quality. 4 Collaborative. 5 Based on multiple sources of data.	...and THE PRINCIPAL: 6 Makes personnel decisions based on school and district strategic goals and student outcomes. 7 Provides opportunities for effective orientation, mentoring, and/or induction for new personnel.	...and THE PRINCIPAL: 8 Engages in conversations with staff to address climate, culture, and performance. 9 Plans for and manages staff turnover and succession. 10 Develops strategies to retain high quality staff.	...and STAFF: 11 Hold themselves accountable to feedback from supervisors and colleagues. 12 Take advantage of opportunities to improve their practice.	...and STAFF: 13 Serve as mentors for new or transitioning staff.

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ELEMENT D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.				
THE PRINCIPAL: 1 Manages school resources with respect to district guidelines and school needs. 2 Considers student and community needs in school resource planning. 3 Utilizes available technology to improve the efficiency of operations and data systems.	...and THE PRINCIPAL: Allocates resources to support: 4 The strategic plan. 5 School community. 6 Student outcomes. 7 Advocates for the needs and priorities of the school community.	...and THE PRINCIPAL: 8 Creates systems to manage fiscal, physical, and personnel resources efficiently. 9 Builds and sustains productive partnerships to promote school improvement, safety, and student outcomes.	...and STAFF: 10 Support in the alignment of resources with school goals and student outcomes.	...and STAFF: 11 Support in the development of external partnerships that benefit the school community.
ELEMENT E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.				
THE PRINCIPAL: 1 Initiates communication with stakeholders on a consistent basis. 2 Responds in a timely and meaningful manner. 3 Articulates thoughts and ideas clearly and effectively.	...and THE PRINCIPAL: Creates systems to facilitate communication among: 4 Staff. 5 Students. 6 Families. 7 Key community stakeholders. 8 Uses active listening strategies with all stakeholders.	...and THE PRINCIPAL: 9 Monitors and adjusts communication systems based on feedback.	...and STAFF: Utilize existing systems to communicate with: 10 Colleagues. 11 Students. 12 Families. 13 Key community stakeholders.	...and STAFF: Develop effective strategies to sustain positive, meaningful communication with: 14 Colleagues. 15 Students. 16 Families. 17 Key community stakeholders.

QUALITY STANDARD II

Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for

all students, staff, and community.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Principals create a professional school environment and foster relationships that promote staff and student success and well-being.				
THE PRINCIPAL: Establishes trust with and among staff and students by demonstrating: 1 Honesty. 2 Respectful behavior. 3 Competence. 4 Empathy.	...and THE PRINCIPAL: Models: 5 Follow-through. 6 Risk-taking. 7 Openness to feedback. 8 Promotes an environment that supports the personal health, well-being, and school-life balance for students and staff.	...and THE PRINCIPAL: 9 Fosters open, caring, and trusting relationships to promote a sense of belonging. 10 Promotes mutual accountability among staff and students. 11 Consistently monitors school culture and responds to needs.	...and STAFF: 12 Model risk-taking for their students. 13 Demonstrate openness to feedback from students and families. 14 Demonstrate respectful behavior toward students, parents, stakeholders, and colleagues.	...and STAFF: 15 Encourage respectful behavior between and among students and colleagues. 16 Utilize opportunities to tend to their own learning and effectiveness while maintaining a school-life balance.

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Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.				
THE PRINCIPAL: 1 Adheres to district safety policies. 2 Establish rules and procedures to maintain school safety and a supportive environment. 3 Educates students and staff on the impact of physical, cognitive, social, and emotional well-being on school safety and welfare.	...and THE PRINCIPAL: 4 Addresses school safety and environment issues immediately, consistently, and efficiently. 5 Creates schoolwide systems to integrate the physical, cognitive, social, and emotional well-being of students and staff. 6 Collects feedback on school safety and environment to ensure stakeholder voices are heard and addressed. 7 Interacts with students, staff, and other stakeholders as needed to defuse potentially stressful situations.	...and THE PRINCIPAL: 8 Monitors and adjusts protocols and processes to improve school safety and environment. 9 Facilitates productive conflict resolution between and among students, parents, and colleagues.	...and STAFF: 10 Follow rules and procedures for a safe and supportive school environment. 11 Seek advice of experts and colleagues who can help address student physical, cognitive, social, and emotional needs.	...and STAFF: 12 Improve school safety. 13 Promote physical, cognitive, social, and emotional well-being of colleagues and students. 14 Proactively address potential conflicts among students, parents, and colleagues.

QUALITY STANDARD II

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

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

THE PRINCIPAL:	...and THE PRINCIPAL:	...and THE PRINCIPAL:	...and STAFF:	...and STAFF, STUDENTS, AND COMMUNITY:
1 Integrates the cultures and languages of the school's community into the learning environment. 2 Recognizes that diversity is an asset to the school and community.	3 Sets expectations that reflect an understanding of and respect for all backgrounds, needs, and/or skills. 4 Acts with cultural competence and responsiveness in their interactions, decision-making, and practice. 5 Develops and communicates student policies. 6 Addresses student conduct in a positive, fair, and unbiased manner.	Sets the expectation that all students will: 7 Achieve one year of growth for one year of instruction. 8 Graduate from high school. 9 Be college or career ready at time of high school graduation. Ensures that all students have equitable access to: 10 Effective teachers. 11 Learning opportunities. 12 Academic supports. 13 Social supports. 14 Co- and/or extra-curricular activities.	15 Ensure that all students, families and/or significant adults, and colleagues are treated with respect and dignity. 16 Respect and leverage students' strengths, diversity, and culture as assets for teaching and learning.	17 Initiate actions that encourage an inclusive climate of respect for diversity. 18 Advocate for diversity, equity, and social awareness.

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT D: Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.				

THE PRINCIPAL: 1 Assumes responsibility for decision-making and determines when shared leadership is appropriate. 2 Ensures equitable access to leadership opportunities among staff. 3 Recognizes and fosters leadership potential among staff.	...and THE PRINCIPAL: 4 Works with staff to implement schoolwide systems. 5 Engages parents, families, and the larger school community in decision-making processes. 6 Creates pathways for a variety of opportunities for leadership.	...and THE PRINCIPAL: 7 Monitors leaders in a variety of settings and provides specific feedback to support their continued development. 8 Sustains a system of shared leadership. 9 Capitalizes on staff strengths to continually elevate the profession.	...and STAFF: 10 Participate in activities designed to improve teaching and learning at the local, state, and/or national level. 11 Work with colleagues to promote changes to school-wide systems.	...and STAFF: 12 Assume leadership roles in activities designed to improve local, state, and/or national level policies and procedures.
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ELEMENT E: Principals design and/or utilize structures and processes which result in family and community engagement and support.

THE PRINCIPAL: 1 Maintains an approachable, accessible, and welcoming environment to families and the community. 2 Includes family and community engagement goals in strategic planning efforts.	...and THE PRINCIPAL: 3 Ensures access to the school as a resource for families and community. 4 Recognizes obstacles to family and community participation and works with staff and key stakeholders to seek solutions to overcome them.	...and THE PRINCIPAL: vides structures for families and community to engage in: 5 Student learning initiatives. 6 School strategic planning efforts.	...and STAFF: 7 Promote family and community involvement for the benefit of student learning. 8 Advocate for the needs and priorities of students, families, and community for the benefit of student learning.	...and STAFF: 9 Seek solutions and collaborate with the principal to enhance family and community engagement.
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QUALITY STANDARD III

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.				
THE PRINCIPAL: Establishes expectations for: 1 Alignment of instruction to Colorado Academic Standards. 2 Use of effective instructional practices. 3 Assessment of progress toward student learning outcomes.	...and THE PRINCIPAL: Supports alignment of district plan of instruction and assessment to: 4 Colorado Academic Standards. 5 Student learning outcomes. 6 School and district strategic plans.	...and THE PRINCIPAL: Ensures implementation of the district plan of instruction and assessment through: 7 Ongoing review of multiple sources of data. 8 Regular monitoring of professional practices.	...and STAFF: 9 Engage in analysis of programs and resources to determine alignment of practice to the district plan of instruction and assessment. 10 Refine instruction and assessment practices based on multiple sources of data.	...and STAFF: 11 Assume leadership roles to align the district plan of instruction and assessment to the Colorado Academic Standards.
ELEMENT B: Principals foster a collaborative culture of job-embedded professional learning.				
THE PRINCIPAL: 1 Organizes the school as a community of learners. 2 Identifies professional learning opportunities for staff. 3 Aligns professional learning with the strategic plan.	...and THE PRINCIPAL: 4 Leads staff in the development of measureable professional learning goals. 5 Provides needs-based professional learning opportunities. 6 Actively engages with staff in professional learning activities. 7 Supports the implementation of new professional learning.	...and THE PRINCIPAL: 8 Observes and collects multiple sources of data to monitor effective application of professional learning. 9 Refines professional learning opportunities, based on feedback and student outcome data.	...and STAFF: 10 Actively participate in professional learning activities to improve teaching and student outcomes. 11 Reflect on progress towards professional learning goals.	...and STAFF: 12 Advocate for their needs based on professional learning goals. 13 Assume leadership roles in professional learning activities.

QUALITY STANDARD III

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

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.				
THE PRINCIPAL: 1 Recognizes and promotes effective instructional practice. 2 Establishes a system for classroom observation and feedback. 3 Collects multiple sources of data over time.	...and THE PRINCIPAL: 4 Uses observation data to inform instructional feedback and professional learning. Engages in feedback with staff that is: 5 Actionable. 6 Timely. 7 Consistent.	...and THE PRINCIPAL: Ensures continuous improvement by: 8 Providing staff time and support to implement feedback. 9 Engaging staff in reflection and collaborative learning.	...and STAFF: 10 Seek feedback from supervisor and/or colleagues to improve practice. 11 Set professional learning goals that are challenging and achievable.	...and STAFF: 12 Implement revised practices to improve student outcomes. 13 Monitor and revise progress toward goals to ensure professional growth.
ELEMENT D: Principals hold all staff accountable for setting and achieving measureable student outcomes.				
THE PRINCIPAL: 1 Establishes and communicates high expectations for all students and staff. 2 Builds the capacity of staff to analyze and use multiple sources of data.	...and THE PRINCIPAL: Supports staff in the development of multiple measures of student learning that are: 3 Measurable. 4 Rigorous. 5 Strategic.	...and THE PRINCIPAL: Ensures progress toward student outcomes by providing: 6 Instructional resources. 7 Time and structures for staff to regularly review multiple sources of data.	...and STAFF: 8 Assist students in setting individual learning goals. 9 Demonstrate collective responsibility for student outcomes.	...and STAFF: 10 Ensure students meet or exceed individual learning goals.

QUALITY STANDARD IV

Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Principals demonstrate high standards for professional conduct.				
THE PRINCIPAL: 1 Complies with state law, district policies, and, where applicable, negotiated agreements. 2 Maintains confidentiality including student and staff data and interactions. 3 Demonstrates ethical behavior including integrity, fairness, and trust.	...and THE PRINCIPAL: Engages in interactions that are: 4 Respectful. 5 Consistent. 6 Reasonable. 7 Establishes procedures to protect the confidentiality of staff and student information. 8 Recognizes conflicts of interest when making decisions and/or allocating resources.	...and THE PRINCIPAL: 9 Fosters ethical behavior of students and staff as individuals and as members of a community.	...and STAFF: 10 Comply with state law, district policies, and, where applicable, negotiated agreements. 11 Maintain confidentiality including student and staff data and interactions. 12 Demonstrate ethical behavior including integrity, fairness, and trust.	...and STAFF: 13 Advocate for student-centered solutions to ethical barriers or challenges. 14 Encourage colleagues' accountability to ethical behavior including integrity, fairness, and trust.
ELEMENT B: Principals link professional growth to their professional goals.				
THE PRINCIPAL: 1 Develops measureable professional goals. Engages in professional learning aligned to: 2 Current educational practices. 3 Professional goals and growth plan. 4 School and district goals. 5 Student and staff needs.	...and THE PRINCIPAL: 6 Monitors progress toward professional goals. 7 Applies knowledge and skills acquired through professional learning. 8 Solicits performance feedback from supervisor, staff, and/or colleagues to improve practice.	...and THE PRINCIPAL: 9 Reflects on and adjusts practice based on feedback from supervisor, staff, and/or colleagues.	...and THE PRINCIPAL: 10 Works with colleagues to promote the growth and development of educational leaders. 11 Gathers and responds to feedback from community and other stakeholders to improve practice.	...and THE PRINCIPAL: 12 Contributes to the professional growth of peers through external committees, presentations, leadership in district, state, and/or national organizations, and/or publications.

QUALITY STANDARD IV

Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.				
THE PRINCIPAL: 1 Includes key community stakeholders in school activities.	...and THE PRINCIPAL: Partners with: 2 Agencies that provide health, social, and other services. 3 Key community stakeholders.	...and THE PRINCIPAL: 4 Sustains partnerships with key community stakeholders. 5 Maximizes the impact of resources and partnerships.	...and STAFF: 6 Foster relationships with key community stakeholders.	...and STAFF: 7 Capitalize on external resources to benefit the school community. 8 Encourage students to make connections with key community stakeholders.