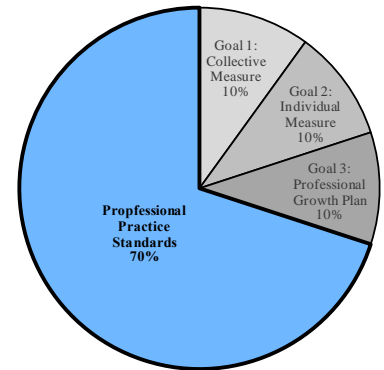


### Professional Practice Standards

- If administrator has a rating of Ineffective, Partially Effective or Highly Effective please submit supporting documentation.
- The word “school” in standards/elements could refer to the school in general but also may refer to programs within the school which are supported by an administrator.



### QUALITY STANDARD I: Principals demonstrate strategic leadership.

**Element A: Vision, Mission and Strategic Goals** Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.

Comments:

**Element B: School Plan** Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.

Comments:

**Element C: Leading Change** Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.

Comments:

**Element D: Distributive Leadership** Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.

Comments:

### Overall Score Standard I – Weighted Score TBD

#### ○ Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

#### ○ Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

#### ○ Effective

Meets expectations on all elements or meets all but one element and is making progress.

#### ○ Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

### **QUALITY STANDARD II: Principals demonstrate instructional leadership.**

**Element A: Curriculum, Instruction, Learning, and Assessment** Principals promote school-wide efforts to establish, implement and reinforce 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.

Comments:

**Element B: Instructional Time** Principals create processes and schedules which maximize instructional, collaborative and preparation time.

Comments:

**Element C: Implementing High-Quality Instruction** Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

Comments:

**Element D: High Expectations for All Students** Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.

Comments:

**Element E: Instructional Practices** Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.

Comments:

### **Overall Score Standard II – Weighted Score TBD**

☐ **Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

☐ **Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

☐ **Effective**

Meets expectations on all elements or meets all but one element and is making progress.

☐ **Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

# Administrator Evaluation

## Principal & Assistant Principal Rubric & MSLs

### **QUALITY STANDARD III: Principals demonstrate school cultural and equity leadership.**

Element A: **Intentional and Collaborative School Culture** Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

Comments:

Element B: **Commitment to the Whole Child** Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.

Comments:

Element C: **Equity Pedagogy** Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.

Comments:

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.

Comments:

### **Overall Score Standard III – Weighted Score TBD**

☐ **Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

☐ **Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

☐ **Effective**

Meets expectations on all elements or meets all but one element and is making progress.

☐ **Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD IV: Principals demonstrate human resource leadership.**

**Element A: Professional Development/Learning Communities** Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.

Comments:

**Element B: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff** Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high- performing staff.

Comments:

**Element C: Teacher and Staff Evaluation** Principals evaluate staff performance using the district’s educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.

Comments:

**Overall Score Standard IV – Weighted Score TBD**

- |  |   |   |  |
|--|---|---|--|
| <p><input type="radio"/> <b><u>Ineffective</u></b><br/>         Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.</p> | <p><input type="radio"/> <b><u>Partially Effective</u></b><br/>         Meets expectations on some elements with progress toward meeting expectation of all elements.</p> | <p><input type="radio"/> <b><u>Effective</u></b><br/>         Meets expectations on all elements or meets all but one element and is making progress.</p> | <p><input type="radio"/> <b><u>Highly Effective</u></b><br/>         Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.</p> |
|--|---|---|--|

### **QUALITY STANDARD V: Principals demonstrate managerial leadership.**

**Element A: School Resources and Budget** Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.

Comments:

**Element B: Conflict Management and Resolution** Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

Comments:

**Element C: Systematic Communication** Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

Comments:

**Element D: School-wide Expectations for Students and Staff** Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

Comments:

**Element E: Supporting Policies and Agreements** Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

Comments:

**Element F: Ensuring an Orderly and Supportive Environment** Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.

Comments:

### **Overall Score Standard II – Weighted Score TBD**

☐ **Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

☐ **Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

☐ **Effective**

Meets expectations on all elements or meets all but one element and is making progress.

☐ **Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD VI: Principals demonstrate external development leadership.**

**Element A: Family and Community Involvement and Outreach** Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

Comments:

**Element B: Professional Leadership Responsibilities** Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.

Comments:

**Element C: Advocacy for the School** Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

Comments:

**Overall Score Standard VI – Weighted Score TBD**

**○ Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**○ Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**○ Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**○ Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

### **QUALITY STANDARD VII: Principals demonstrate leadership around measures of student learning.**

**Element A: Student Academic Achievement and Growth** Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.

Comments:

**Element B: Student Growth and Development** Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.

Comments:

**Element C: Use of Data** Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of student academic growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.

Comments:

### **Overall Score Standard VII – Weighted Score TBD**

☐ **Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

☐ **Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

☐ **Effective**

Meets expectations on all elements or meets all but one element and is making progress.

☐ **Highly Effective**

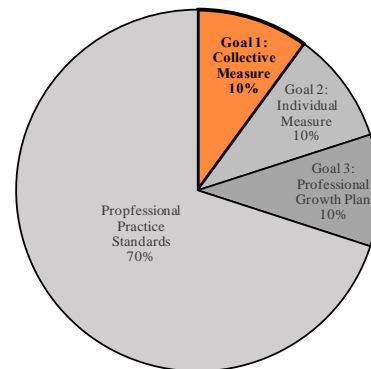
Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

### **Summary of Strengths, Concerns and Professional Growth Recommendations**

## Goal 1: Collective Measure of Student Learning – School or Other (mutually determined)

\* Description of Collective Student Growth Goal:

\* Description of specific, measurable, target to determine success:



If returning to same school or department:

### 1. School Performance Framework (SPF)

- ☐ **Exceeds Expectations:** Clearly exceeded the goal.
- ☐ **Meets Expectations:** Met the goal.
- ☐ **Does Not Meet Expectations:** Lack of substantial progress toward the goal.

OR

If new to St. Vrain, new to school, or SPF is Approaching Expectations or Does Not Meet Expectations:

### 2. Other Collective Measure (mutually determined)

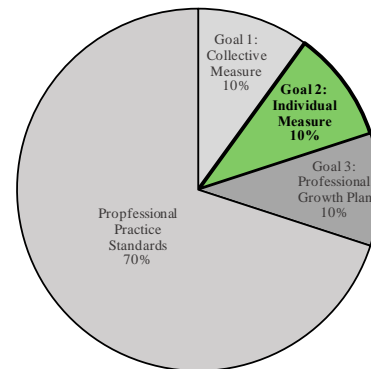
- ☐ **Exceeds Expectations:** Clearly exceeded the goal.
- ☐ **Meets Expectations:** Met the goal.
- ☐ **Does Not Meet Expectations:** Lack of substantial progress toward the goal.

## Goal 2: Individual Measure of Student Learning (mutually determined)

\* Description of Assessment:

\* Student Group:

\* Description of specific, measurable, target to determine success:



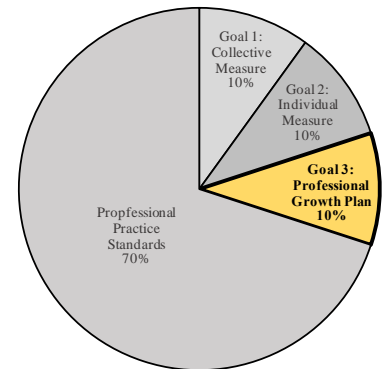
- ☐ **Exceeds Expectations:** Clearly exceeded the goal.
- ☐ **Meets Expectations:** Met the goal.
- ☐ **Does Not Meet Expectations:** Lack of substantial progress toward the goal.



## Goal 3: Professional Growth Goal – Specific Teacher Action (mutually determined)

\* Description of Professional Growth Goal:

\* Description of specific, measurable, target to determine success:



- ☐ **Exceeds Expectations:** Clearly exceeded the goal.
- ☐ **Meets Expectations:** Met the goal.
- ☐ **Does Not Meet Expectations:** Lack of substantial progress toward the goal.