

Requirements

(CSB SB 191 Rules 4-27-12)

5.02 (A) Each School District shall have a ***School District advisory personnel performance evaluation council***, which shall, at a minimum, consist of the following members to be appointed by the local school board:

- 5.02 (A) (1) One Teacher;
- 5.02 (A) (2) One Administrator;
- 5.02 (A) (3) One Principal from the School District;
- 5.02 (A) (4) One resident from the School District who is a parent of a child attending a school within the School District; and
- 5.02 (A) (5) One resident of the School District who is not a parent with a child attending school within the School District.

5.02 (B) The council for a school district may be composed of any other School District committee (in our case, the DAC fits this)

- having proper membership, as defined in section 5.02 (A) of these rules.

School District advisory personnel performance evaluation council charge

- 5.02 (D) These advisory personnel performance evaluation councils shall consult with the local school board or BOCES as to the **fairness, effectiveness, credibility, and professional quality of the licensed personnel performance evaluation system** and its processes and procedures and **shall conduct continuous evaluation of the system.**

(CITE, LEAD)

DAC powers and duties

- 5.02 (F) Among the other powers and duties outlined in section 22-11-302, C.R.S., a district accountability committee shall be responsible for providing input and recommendations on an advisory basis to Principals concerning the development and use of assessment tools used for the purpose of measuring and evaluating Student Academic Growth as it relates to Teacher evaluations. (CITE 6)

SAC Powers and Duties

- 5.02 (H) Among the other powers and duties outlined in section 22-11-402, C.R.S., a school accountability committee shall be responsible for **providing input and recommendations on an advisory basis to district accountability committees and School District administration** concerning the Principal Professional Performance Plan for the Principal of their school and Principal evaluations.

Senate Bill 10-191

Senate Bill 10-191 changes the way all educators (principals, teachers and specialized service providers) will be evaluated in Colorado with the ultimate goal of continuously supporting educators' professional growth and, in turn, accelerating student results.

- The new evaluation requirements include opportunities for reflection, review, professional development and growth. S.B. 10-191 requirements include:
 - **Annual evaluations for all principals, teachers and specialized service providers**
 - **Evaluation based on statewide Quality Standards defining what it means to be an effective teacher or principal; the professional practice Quality Standards account for half of an educator's annual evaluation**
 - **The other half of an educator's annual evaluation is based on the Quality Standard that measures student learning over time**
 - **Non-probationary status (tenure) is earned after three consecutive years of demonstrated effectiveness**
 - **Non-probationary status is lost after two consecutive years of ineffective ratings**
 - **All Colorado districts and BOCES must implement an evaluation system that aligns with the teacher and principal Quality Standards and the State Board Rules by July 2013.**

State Model Evaluation System for Principals

Principal Quality Standards

- To support districts in their implementation of Senate Bill 10-191, CDE is creating a **State Model Evaluation System for principals** that aligns with State Board of Education rules. Under the model system, principals will be evaluated on seven Quality Standards:
- **Half of the evaluation** will be based on the six professional practice Quality Standards: strategic leadership, instructional leadership, school cultural and equity leadership, human resource leadership, managerial leadership and external development leadership. The Quality Standards can be measured using the state-developed rubric that identifies the practices necessary to achieve the standards.
- **The other half** of a principal's evaluation will be based on the seventh Quality Standard which measures the academic growth of the students in their school. Principals must have a team attribution student growth score and student growth scores that are aligned to their teachers. The score on the School Performance Framework would be applicable.

Requirement (CSB SB 191 Rules 4-27-12)

All School Districts and BOCES shall base their evaluations of their Principals on either the full set of Principal Quality Standards and associated Elements included below, **or shall adopt their own** locally developed standards that meet or exceed the Principal Quality Standards and Elements. **A School District or BOCES that adopts its own locally developed standards shall crosswalk those standards to the Principal Quality Standards and Elements**, so that the School District or BOCES is able to report the data required by section 6.04 of these rules.

LEAD

Summary of Districts/BOCES Using the State Model Educator Evaluation System, Hybrid Systems, or Locally-Developed Systems (CDE 9/17/13)

State Model System:

161 districts/12 BOCES are using the State Model System for teachers and principals

Hybrid System:

10 districts/0 BOCES are using a hybrid system that includes the State Model for evaluating **teachers** OR principals and a local system for the other group

- *Mapleton 1, Adams-Arapahoe 28J, Walsh RE1, Buena Vista R-31, Eagle County RE 50, Jefferson County R-1, Montrose County RE-1J, Rangely RE-4, Woodland Park RE-2, and Falcon 49.*

Locally-Developed Systems for Teachers and Principals:

6 districts/0 BOCES have developed their own evaluation systems for teachers and principals

- *Boulder Valley RE-2, Denver County 1, Douglas County RE-1, Harrison 2, Academy 20 and Granada RE-1*

Performance Evaluation Ratings for Principals (CSB SB 191 Rules 4-27-12)

The following four Performance Evaluation Ratings for Principals shall be used statewide: ineffective, partially effective, effective, and highly effective.

LEAD Organization

- Standard (Big Statement) (5)
 - Element (Breaks it down) (32)
 - Performance Level (Description)
 - Highly Effective, Effective, Partially Effective or Ineffective (28)
 - Always or Not Always (3)
 - 4 point Matrix (1)
 - » Mastery
 - » Frequency

MASTERY	Highly Effective	2	3	4	4
	Effective	2	2	3	3
	Partially Effective	1	2	2	2
	Ineffective	1	1	1	1
		Rarely (<50%)	Sometimes (>50%)	Often (90%)	Always (100%)
		FREQUENCY			

DCSD LEAD Evaluation

Standards (5 practice + 1 results):

1. Instructional Leadership (7 elements)
2. Quality Staff (6)
3. Operational Leadership (6)
4. Leading Continuous Improvement (6)
5. Professionalism (7)
6. Student Growth and Achievement

Standard 1 Instructional Leadership

Principal is a world class instructional leader.

- 1.1 Principal inspires all staff to create World Class backward planned units. (HE, E, PE or I)
- 1.2 Principal inspires all staff to differentiate World Class Outcomes (stage 1) for all students. (HE, E, PE or I)
- 1.3 Principal inspires all staff to use a Balanced Assessment System (stage 2) for all students. (HE, E, PE or I)
- 1.4 Principal inspires all staff to provide differentiated learning opportunities (stage 3) for all students. (HE, E, PE or I)
- 1.5 Principal inspires all staff to use World Class instructional strategies (stage 3) for all students. (HE, E, PE or I)
- 1.6 Principal inspires all staff to take learner-centered risks. (HE, E, PE or I)
- 1.7 Principal is a World Class teacher. (4 point matrix)

Standard 2 Quality Staff

Principal coaches each staff member utilizing the evaluation process.

2.1 Principal evaluates staff with fidelity. (HE, E, PE or I)

2.2 Principal uses a body of evidence to evaluate staff. (HE, E, PE or I)

2.3 Principal differentiates staff coaching. (HE, E, PE or I)

2.4 Principal empowers all staff to lead. (HE, E, PE or I)

2.5 Principal protects the professional dignity of all staff by exercising confidentiality and discretion throughout the evaluation process. (Always / Not Always)

2.6 Principal holds all staff accountable for professional and ethical conduct (including abiding by laws, district policies and procedures). (Always / Not Always)

Standard 3 Operational Leadership

Principal is a World Class operational leader.

3.1 Principal creates and maintains an environment that is safe.

3.2 Principal recruits, hires, and retains World Class staff.

3.3 Principal is accountable for a student-centered, school-based-budget.

3.4 Principal creates systems for public relations. 3.5 Principal facilitates opportunities for staff to understand, construct, and practice a restorative school environment.

3.6 Principal inspires all stakeholders to understand and experience the unique qualities of their school.

Standard 4 Leading Continuous Improvement

Principal leads change through systems thinking for continuous improvement.

- 4.1 Principal leads strategic, continuous improvement – be proactive.
- 4.2 Principal leads the creation of a desired state for their school – begins with the end in mind.
- 4.3 Principal leads systemic evaluation of current state against desired state – seeks first to understand.
- 4.4 Principal leads creation of a school plan for innovation/change that employs high-leverage actions/strategies – thinks win-win.
- 4.5 Principal leads implementation of their plan for change - synergizes.
- 4.6 Principal uses multiple data points to assess impact of professional development throughout school.

Standard 5 Professionalism

Principal models professionalism

- 5.1 Principal stays current in literature, research, and trends impacting World Class Education.
- 5.2 Principal creates and implements personal professional growth plan.
- 5.3 Principal models professional relationships with all staff.
- 5.4 Principal models professional relationships with all stakeholders.
- 5.5 Principal takes responsibility for all decisions affecting their school.
- 5.6 Principal models the highest level of personal and professional integrity.
- 5.7 Principal demonstrates professional and ethical conduct including, but is not limited to, following laws, district policies and procedures.