

Creating an Individualized Principal Preparation Plan

Pursuant to *CRS 22-60.5-305.5*, individualized principal preparation plans allow for school districts and BOCES to hire a person on an alternative principal authorization to serve either as a principal or an assistant principal.

- Created collaboratively by the hiring district/BOCES and the individual, these plans allow for targeted preparation based on an individual's leadership strengths and opportunities for growth and development.
- In order to participate in alternative preparation, the qualifying candidate must be required, as evidenced by their job description, to hold a principal license to fulfill the responsibilities of the position and be under the supervision of a Colorado professional principal license-holder.
- The hiring district/BOCES is responsible for providing support services and training and may partner with a third-party organization if desired.
- All individualized plans must be vetted by the department **before** an individual will be eligible to
- Upon receipt of an application for a principal authorization, CDE will submit the individualized plan for approval by the state board of education prior to issuing the credential.

To submit an individualized plan for consideration:

1. Complete the following template in its entirety.
2. Submit it via email to CDE's [Educator Preparation](#) team. Once a determination has been made, the candidate will be notified and provided instructions for completing the application for a principal authorization. Upon receipt of the application, CDE will submit the plan to the Colorado State Board of Education for final approval. More information is available in the [alternative principal preparation guidelines](#).

*Please note: This form is an editable document with electronic signature fields and other functionality that must remain intact for the plan to be reviewed. **DO NOT print and scan this document for submission.***

Keep in mind: *In order to eventually qualify for an initial principal license, one must have three or more years of full-time licensed experience in an elementary or secondary school. Plans should be designed accordingly for candidates who do not have this experience.*

Principal Quality Standards

A principal must demonstrate an understanding of the Colorado Academic Standards, the Colorado Reading to Ensure Academic Development Act (Colorado READ Act), the adherence to strict data privacy and security practices, and of professional practices to address multiple pathways for students to be postsecondary and workforce ready. *CRS 22-2-106, 22-2-136, 22-7-1003(15) and 22-32-109*. *CRS 22-60.5-303* outlines professional competencies initial principals must also possess a satisfactory level of proficiency. They include, but are not limited to:

1. Leadership
2. Communication and human relations

3. Instruction, curriculum, design and assessment
4. Problem-solving and decision-making
5. Management, planning, organization and administration
6. Personnel administration, staff development and evaluation
7. Child growth and development
8. Knowledge and application of standards-based education

Completing the Plan Template

On the pages that follow, the district, candidate and cooperating third-party organization, if applicable, will develop a plan with descriptions and examples for each element of the principal quality standards and English learner preparation standards. With consideration to the candidate's present leadership abilities and areas for growth and development, they are to collaboratively determine the strategies and resources needed to reinforce the standard/element and yield the demonstrated outcomes that will assure the district, candidate and cooperating partner (if applicable) that the standard/element has been met to each entity's satisfaction.

Below is an example of a completed quality indicator that meets the standards. For additional examples, please refer to the Alternative Principal/ Principal Authorization Guidelines.

Quality Indicator Example:

Quality Standard 1 | Element B (6.01(2)): Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes:

Strategies and Resources		Evidence Standard is Met
<u>Strategy:</u> Create a leadership team to collaboratively find solutions to school-wide challenges.	<u>Resources:</u> <ul style="list-style-type: none"> • <i>The Adaptive School: A Sourcebook for Developing Collaborative Groups</i> (Garmston and Wellman) • <i>School Leadership That Works From Research to Results</i> (Marzano, Waters, McNulty) 	<ul style="list-style-type: none"> ● Leadership team agendas and notes will reflect the following: <ul style="list-style-type: none"> ○ Leadership team membership includes teachers from all grade levels and is representative of the school staff. ○ Work is done to collaboratively establish norms. ○ Candidate uses tools of facilitation from the Adaptive Schools framework to make decisions and elevate all voices in the room.

Alternative Individual Principal Plan

Candidate's Name:		Phone:
Confirmed Role/Position:		Email:
District/BOCES:		Phone
Candidate's supervisor/evaluator:		Email:
Candidate's Mentor:		Email:
HR Director/Officer:		Email:
Partner Organization (if applicable):		Phone:
Organization Representative:		Email:
The plan is:	Start Date:	Anticipated End Date:

As stated above, a principal must demonstrate an understanding of the Colorado Academic Standards (updated in 2020) and the Colorado Reading to Ensure Academic Development Act (Colorado READ Act).

Colorado Academic Standards 2020: <http://www.cde.state.co.us/standardsandinstruction/standards>

Strategies and Resources		Evidence of Understanding

Colorado READ Act: <http://www.cde.state.co.us/coloradoliteracy>

All principals and administrators must complete evidenced-based training designed for school administrators in the science of reading that addresses the content of the principal literacy standards. The evidence-based training designed for school administrators in the science of reading must include a minimum of 20 hours. However, for a principal or administrator who has previously completed the CDE-approved evidence-based training in teaching reading for teachers, as described in section 13.01(C), the evidence-based training designed for school administrators in the science of reading may be

abbreviated and must include a minimum of 5 hours.

To meet this training requirement, State Board of Education rules require that the evidence-based training in teaching reading must:

- Consist of a **minimum of 20 hours (or 5 hours if the school administrator has already completed a CDE-approved evidence-based training in teaching reading for teachers)**;
- Address the content of the principal literacy standards referenced in the state board's [Rules for the Administration of The Colorado Reading to Ensure Academic Development Act \(Read Act\), 1 CCR 301-92, section 13.01\(D\)\(1\)](#) (effective December 30, 2022); and
- Include an end of course assessment that school administrators can provide evidence of passing.

Have you completed a [CDE-approved evidence-based training in teaching reading for teachers](#)?

- ☐ Yes
☐ No

If **yes**, please provide your certificate of completion along with this individualized principal preparation plan.

School administrators need to only complete one of these options to meet the READ Act school administrator training requirements *if they will be applying for licensure after July 31, 2024*. School administrators need to meet the training requirements only once. Please indicate the [CDE-approved option](#) you will use to fulfill this requirement:

- ☐ CDE-Provided Training
☐ District- or BOCES-provided Training
☐ Training Program from the CDE Advisory List of Professional Development
☐ State Board Approved Assessment of Knowledge of Science of Reading
☐ CDE-Approved Program of Preparation or Post-Graduate Course in Teaching Reading or Literacy*

*At this time, CDE does not have a list of CDE-approved courses from a program of preparation or post-graduate degree program that meet this requirement.

You must satisfy this requirement prior to completing this alternative preparation plan and include a certificate of completion in your application for an initial principal license.

Principal Quality Standards

The following standards must guide the content development of principal preparation programs and serve as the benchmark for ongoing professional development of these educators.

Standard 6.01: 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

6.01(1): 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.

Strategies and Resources		Evidence of Understanding

6.01(2): Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.

Strategies and Resources		Evidence of Understanding

6.01(3): Principals establish and effectively manage systems that ensure high-quality staff.

Strategies and Resources		Evidence of Understanding

6.01(4): Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.

Strategies and Resources		Evidence of Understanding

6.01(5): Principals facilitate the design and use of a variety of communication strategies with all stakeholders.

Strategies and Resources		Evidence of Understanding

Standard 6.02: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

6.02(1): Principals create a professional school environment and foster relationships that promote staff and student success and well-being.

Strategies and Resources		Evidence of Understanding

6.02(2): Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.

Strategies and Resources		Evidence of Understanding

6.02(3): 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.

Strategies and Resources		Evidence of Understanding

6.02(4): Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.

Strategies and Resources		Evidence of Understanding

6.02(5): Principals design and/or utilize structures and processes which result in family and community engagement and support.

Strategies and Resources		Evidence of Understanding

Standard 6.03: 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.

6.03(1): 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.

Strategies and Resources		Evidence of Understanding

6.03(2): Principals foster a collaborative culture of job-embedded professional learning.

Strategies and Resources		Evidence of Understanding

6.03(3): Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.

Strategies and Resources		Evidence of Understanding

6.03(4): Principals hold all staff accountable for setting and achieving measurable student outcomes.

Strategies and Resources		Evidence of Understanding

Standard 6.04: Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

6.04(1): Principals demonstrate high standards for professional conduct

Strategies and Resources		Evidence of Understanding

6.04(2): Principals link professional growth to their professional goals.

Strategies and Resources		Evidence of Understanding

6.04(3): 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.

Strategies and Resources		Evidence of Understanding

English Language Learner Educator Preparation Standards

In order to ensure that all Colorado educators are well-equipped and able to teach Colorado's diverse student populations, all educator pre-service programs including Colorado institutions of higher education educator preparation entities and Colorado alternative educator preparation entities must ensure the following standards are fully taught, addressed and practiced in their programs.

****Instruction pertaining to the following standards must equate to approximately six (6) semester hours or the equivalent of 90 contact hours.****

Please note: The following standards supplement, not supplant, the culturally and linguistically diverse education (CLD) endorsement. These standards can and should be aligned to the CLD endorsement standards outlined in 1 CCR 301-101.

Standard 5.12: Educators are knowledgeable about CLD populations.

5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

Activity/Contact Hours Dedicated to this Element	How does this activity model strategies for English learners that educators can use in the classroom?	How will the candidate lead for this element?	How and from whom will the candidate receive feedback on this element?

5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

Activity/Contact Hours Dedicated to this Element	How does this activity model strategies for English learners that educators can use in the classroom?	How will the candidate lead for this element?	How and from whom will the candidate receive feedback on this element?

Standard 5.13: Educators should be knowledgeable in first and second language acquisition.

5.13(1) ELEMENT A: Educators understand and implement strategies and select materials to aid in English language and content learning.

Activity/Contact Hours Dedicated to this Element	How does this activity model strategies for English learners that educators can use in the classroom?	How will the candidate lead for this element?	How and from whom will the candidate receive feedback on this element?

5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

Activity/Contact Hours Dedicated to this Element	How does this activity model strategies for English learners that educators can use in the classroom?	How will the candidate lead for this element?	How and from whom will the candidate receive feedback on this element?

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Standard 5.14: Educators should understand literacy development for CLD students.

5.14(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students.

Activity/Contact Hours Dedicated to this Element	How does this activity model strategies for English learners that educators can use in the classroom?	How will the candidate lead for this element?	How and from whom will the candidate receive feedback on this element?

5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.

Activity/Contact Hours Dedicated to this Element	How does this activity model strategies for English learners that educators can use in the classroom?	How will the candidate lead for this element?	How and from whom will the candidate receive feedback on this element?

Standard 5.15: Educators are knowledgeable in the teaching strategies, including methods, materials and assessment for CLD students.

5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.

Activity/Contact Hours Dedicated to this Element	How does this activity model strategies for English learners that educators can use in the classroom?	How will the candidate lead for this element?	How and from whom will the candidate receive feedback on this element?

5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

Activity/Contact Hours Dedicated to this Element	How does this activity model strategies for English learners that educators can use in the classroom?	How will the candidate lead for this element?	How and from whom will the candidate receive feedback on this element?

Educator Effectiveness Training <https://www.cde.state.co.us/educatoreffectiveness/e-train>

Per Colorado Senate Bill 22-070, all evaluators of licensed personnel must complete CDE-provided or -approved training that is focused on the skills and knowledge necessary to provide observation and feedback in support of the overall evaluation process and an educator's ongoing professional growth and development.

Select the training you completed:

- ☐ CDE-provided
☐ CDE-approved

_____ (List title of approved training)

If you are applying for initial principal licensure after July 31, 2024, you must satisfy this requirement prior to completing this alternative preparation plan. You will need to include a certificate of completion in your application for an initial principal license.

Assurances

By signing below, each partner agrees to implement the plan as described and to satisfy the requirements for obtaining a principal authorization and employing and developing a principal or assistant principal on an individualized alternative principal plan.

Principal Authorization Candidate Assurance	
Name:	
Email address: <i>Please include a personal (NOT a school or work) email address.</i>	
Signature:	
District/BOCES Assurance	
Name of Superintendent/BOCES Director/Authorized Representative:	
Title:	
Email address:	
Signature:	
Partner Organization Assurance (if applicable)	
Name of Authorized Representative:	
Title:	
Email address:	
Signature:	

Reflective Feedback

To be completed by the alternative principal candidate upon satisfaction of the individualized alternative principal plan.

Name	
Date	
Signature	

What three parts of your plan/experience were most meaningful to you? Why?

In what area(s) would you have liked to have more support or access to opportunity? What next steps will you take to make this happen?

In what ways did your plan/experience both support your areas of strength *and* challenge you to grow as a leader?

Describe the data or evidence you have that supports your successful completion of the plan.

Please upload this completed page along with your signed program verification form in your application for an initial principal license. See [this webpage](#) for full instructions on how to advance from an authorization to a principal license. Please note the Praxis 5412 is a requirement for principal licensure.