

**Colorado State Model Evaluation System for:  
Principals, Assistant Principals, and Teachers**

**Key Family (Parent, Guardian, and/or Significant Adult) Components  
Standards, Rules, and Rubrics Summary**

**Principals**

**Definition of Principal Effectiveness.** 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. As schools’ primary instructional leaders, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, 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 school’s ability to promote equity and to continually improve their positive impact on students and **families**.

**Quality Standard I:** Principals demonstrate strategic leadership.

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

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
	THE PRINCIPAL: ___ Includes <b>parents, families,</b> and the larger school community in decision making processes.			

**Quality Standard III:** Principals demonstrate school culture 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.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE PRINCIPAL: Communicates with <b>families</b> and the community: ___ Frequently. ___ Focusing on and including them in the school’s activities. ___ In an inclusive manner.</p>	<p>THE PRINCIPAL: Invites <b>families</b> and community members into the school to participate in: ___ Decision-making processes. ___ <b>Parent</b> conferences. ___ Activities to learn about how to help students.</p>	<p>THE PRINCIPAL: ___ Establishes an inclusive school culture based on collaboration among and between students, <b>parents</b>, staff, and the community.</p>	<p><b>PARENTS, FAMILIES, AND COMMUNITY MEMBERS:</b> Participate in: ___ A variety of meaningful school-based activities. ___ Decision-making processes related to their children’s education.</p>	<p><b>PARENTS AND SCHOOL STAFF MEMBERS:</b> ___ Collaborate on student learning initiatives.</p>

**Quality Standard V:** Principals demonstrate managerial leadership.

**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.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE PRINCIPAL: ___ Builds positive relationships between and among students, staff members, and <b>parents/guardians</b>.</p>		<p>THE PRINCIPAL: ___ Models fairness and consistency when dealing with students, staff, and <b>parents/guardians</b>.</p>	<p>SCHOOL STAFF MEMBERS: ___ Manage conflicts or tense situations between and among students, <b>parents</b>, and colleagues.</p>	

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

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE PRINCIPAL:                      ___ Communicates with students, <b>parents</b>, and the community on a regular basis.</p> <p>___ Responds to contact from <b>parents</b> and community members in a timely and meaningful manner.</p>	<p>THE PRINCIPAL:                      ___ Invites <b>parents</b> and the community to share ideas and concerns.</p>	<p>THE PRINCIPAL:                      ___ Offers a variety of venues for communication available for students, staff, <b>parents</b> /<b>guardians</b>, and community stakeholders.</p>		<p>SCHOOL STAFF MEMBERS:                      ___ Develop effective strategies to sustain positive meaningful communications with <b>parents</b>, students, and the community.</p>

**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.**

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
			<p>SCHOOL STAFF MEMBERS:                      ___ Demonstrate respectful behavior toward students, <b>parents</b>, stakeholders, and colleagues.</p>	

**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.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE PRINCIPAL: ___ Establishes a welcoming and inviting approach to <b>parents</b> and community members as visitors to the school or individual classrooms.	THE PRINCIPAL: ___ Invites <b>families</b> to participate in activities specifically focused on their children.	THE PRINCIPAL: ___ Encourage <b>s families</b> and community members to become engaged in: ___ Student learning initiatives. ___ School decision-making processes.	SCHOOL STAFF MEMBERS: ___ Support <b>family</b> and community involvement for the benefit of student learning.	SCHOOL STAFF MEMBERS: ___ Sustain meaningful <b>parent</b> and community involvement throughout the school year.

**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.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
	THE PRINCIPAL: ___ Understands and interacts with the network of agencies that provide health, social, and other services to <b>families.</b>			SCHOOL STAFF MEMBERS AND <b>PARENTS:</b> ___ Provide support /feedback to enhance the opportunities for all students to be successful and workforce ready.

**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**.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
			SCHOOL STAFF MEMBERS: ___Engage community agencies to help meet the needs of students and <b>families</b> .	

## Teachers

**Definition of Teacher Effectiveness.** Effective teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their **families** and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

**Quality Standard II:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

**Element B:** Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
	THE TEACHER: ___ Is welcoming to diverse <b>family</b> structures.			

**Element D:** Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
			STUDENTS: ___Articulate their learning needs to their teacher and/or <b>parent</b> .	

**Element E:** Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the **families and significant adults** in the lives of their students.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER : ___ Establishes a classroom environment that is inviting to <b>families and significant adults</b> .	THE TEACHER: ___Maintains respectful relationships with students, their <b>families, and/or significant adults</b> .  ___Uses a variety of methods to initiate communication with <b>families and significant adults</b> .	THE TEACHER: ___Provides clear and accurate feedback to <b>parents and significant adults</b> regarding student needs and progress.  ___Coordinates flow of information between <b>families</b> and colleagues who provide student services.	<b>FAMILIES AND SIGNIFICANT ADULTS:</b> ___Discuss student performance with the teacher.  ___Participate in school-based activities.	<b>FAMILIES AND SIGNIFICANT ADULTS:</b>  ___Partner with the teacher to support strengths and address next steps for learning.

**Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

**Element H:** Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
		<p>THE TEACHER <i>provides actionable, timely, specific, and individualized feedback about the quality of student work to:</i></p> <p><u>_____ Families and significant adults</u></p>		

**Quality Standard IV:** Teachers reflect on their practice.

**Element A:** Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
			<p>THE TEACHER develops student learning plans based on:</p> <p>___Information gathered from students, <b>families</b>, and colleagues.</p>	

**Quality Standard V:** Teachers demonstrate leadership.

**Element A:** Teachers demonstrate leadership in their schools.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER: ___ Works collaboratively for the benefit of students and <b>families</b> .		THE TEACHER: ___ Collaborates with school-based teams to leverage the skills and knowledge of colleagues and <b>families</b> .		THE TEACHER: initiates and leads collaborative activities that: Partner with <b>families</b> to coordinate learning between home and school.

**Element B:** Teachers contribute knowledge and skills to educational practices and the teaching profession.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER: ___ Actively participates in activities designed to improve policies and procedures that affect school climate, <b>family</b> partnering, and student learning.	THE TEACHER collaborates with colleagues to: ___ Partner with <b>families</b> .		THE TEACHER: ___ Participates in district-wide decision-making processes that impact the school community, including <b>families</b> .	THE TEACHER: ___ Advocates for the inclusion of teachers and <b>families</b> in education and government decision-making processes.



**Element C:** Teachers advocate for schools and students, partnering with students, **families**, and communities as appropriate.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER: ___ Advocates for students with <b>families</b> and other significant adults using a variety of communication tools and strategies.	THE TEACHER: ___ Discusses potential revisions to policies and procedures with administrator to better address student, <b>family</b> , and school needs.	THE TEACHER: ___ Contributes to school and/or district committees to advocate for students and their <b>families</b> .		

**Element D:** Teachers demonstrate high ethical standards.

**CDE Rubric**

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
		THE TEACHER: ___ Maintains confidentiality of student, <b>family</b> , and fellow teacher interactions as well as student data.		

## **5.0 LOCAL PERFORMANCE EVALUATION SYSTEMS: DUTIES AND POWERS OF LOCAL SCHOOL BOARDS AND BOARDS OF COOPERATIVE EDUCATION SERVICES**

5.01 (E) (2) (b) **Additional Measures of Principal Professional Practice.** In addition to the required measures of professional practice, school districts and BOCES may also use other sources of evidence regarding a principal's professional practice. School districts and BOCES are strongly encouraged to use measures where appropriate that capture evidence about the following: (i) student perceptions; (ii) **parent/guardian** perceptions; and (iii) perceptions of other administrators about a principal's professional performance. Other measures may include the following: (i) direct observations; and (ii) examination of a portfolio of relevant documentation regarding the principal's performance against the Principal Quality Standards, which may include but need not be limited to professional development strategies and opportunities, evidence of team development, staff meeting notes, school newsletters, content of website pages, award structures developed by the school, master school schedule, or evidence of community partnerships, parent engagement and participation rates, "360 degree" survey tools designed to solicit feedback from multiple stakeholder perspectives, examination of a Unified Improvement Plan, teacher retention data, external review of budgets, and school communications plan. The Department also shall provide technical guidance, based on research and best practices that emerge from the pilot of the State Model System and the implementation of other Local systems during the pilot period that school districts and BOCES may use in developing their own measures of professional practice.

5.01 (E) (6) **Method for Evaluating Teacher Professional Practice.** No later than July 2013, a description of the method for evaluating teachers' professional practice, which method shall include data collection for multiple measures on multiple occasions. School districts and BOCES shall collect teacher performance data related to professional practice using observations and at least one of the following measures: (a) student perception measures (e.g. surveys), where appropriate and feasible, (b) peer feedback, (c) feedback from **parents or guardians**; or (d) review of teacher lesson plans or student work samples.

## 7.0 PARENT AND STUDENT PARTNERSHIP WITH TEACHERS AND PUBLIC SCHOOL ADMINISTRATORS

7.01 **Parents and Guardians.** Districts and schools shall create systems and structures that focus on providing **parents and guardians** with meaningful opportunities to support the academic achievement and growth of their children. These systems and structures shall proactively encourage and support:

7.01 (A) high-quality and ongoing communication between **parents/guardians** and educators and schools using a variety of methods, such as various media, resources and languages;

7.01 (B) involvement of **parents/guardians** in school and district leadership as currently supported by law and further identified through the implementation of local evaluation systems; and

7.01 (C) the engagement of **parent/guardian** and community partnerships to ensure the successful implementation of the Principal and Teacher Quality Standards.

7.02 As appropriate, the Department shall provide resources and technical assistance, through the online resource bank, to support districts in developing systems and structures that provide meaningful opportunities for **parents/guardians** to support the academic achievement and growth of their children.

7.03 The Department shall encourage districts to monitor and measure the effectiveness of community and **family involvement** strategies and to use data gathered to inform system refinements.

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### This document is composed of the direct language from the following:

- Colorado Department of Education(2011). *Rules for Administration of a Statewide System to Evaluate the Effectiveness of Licensed Personnel Employed by School Districts and Boards of Cooperative Services*. Retrieved from <http://www.cde.state.co.us/sites/default/files/documents/educatoreffectiveness/downloads/rulemaking/1ccr301-87evaluationoflicensedpersonnel11.9.11.pdf>.
- Colorado Department of Education (2014). *User's Guide Colorado Model Educator Evaluation System*. Retrieved from [http://www.cde.state.co.us/sites/default/files/Ed\\_Eval\\_User\\_Guide\\_LP11\\_07\\_Links\\_REV121213.pdf](http://www.cde.state.co.us/sites/default/files/Ed_Eval_User_Guide_LP11_07_Links_REV121213.pdf).

*Note:* This is a document being used for discussion in the CDE Exceptional Student Services Unit (ESSU) online family, school, and community partnering courses.