

Rubric for Evaluating Colorado’s 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. As the 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 schools' ability to promote equity and to continually improve their positive impact on students and families.

QUALITY STANDARD I Principals demonstrate strategic leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School 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.				
<p>THE PRINCIPAL ensures that the vision, mission, values, beliefs and goals of school are: Familiar to staff and other stakeholders. Developed through a collaborative process including staff and other stakeholder groups. Routinely updated.</p>	<p>... and THE PRINCIPAL ensures that the school's vision, mission and strategic goals are: Part of routine school communications with staff and other stakeholders. Integrated into school programs.</p>	<p>... and THE PRINCIPAL collaboratively establishes strategic goals that are: Focused on student achievement. Based on the analysis of multiple sources of information. Aligned with district priorities. Measurable. Rigorous. Concrete.</p>	<p>... and SCHOOL STAFF MEMBERS: Incorporate strategic goals into their instructional plans. Identify and address barriers to achieving the school's vision, mission and goals.</p>	<p>... and SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS: Collaboratively implement strategies to address the school's vision, mission and strategic goals. Assume leadership roles in updating the school's vision, mission and strategic goals.</p>

QUALITY STANDARD I

Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
THE PRINCIPAL: Implements systems and processes for planning and managing change. Works collaboratively to develop the school plan.	... and THE PRINCIPAL communicates effectively to staff and other stakeholders: Personal commitment to continuous school and district improvement. Components of school's plan. Progress toward meeting school goals and outcomes.	... and THE PRINCIPAL establishes clear and consistent processes and systems to: Monitor progress toward achieving school goals and student outcomes. Regularly revise school goals and outcomes based on progress monitoring data.	... and SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS: Conscientiously implement the school plan. Address barriers to achieving school's vision, mission and strategic goals.	... and SCHOOL STAFF MEMBERS: Track student progress. Collaboratively develop short-term and long-term plans to improve student outcomes.
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.				
THE PRINCIPAL: Acknowledges the importance of meaningful change. Has processes in place for: Resource allocation. Addressing barriers to change.	... and THE PRINCIPAL: Provides support for change efforts within the school. Coaches others in leading change.	... and THE PRINCIPAL establishes clear and effective processes to: Provide opportunities for all staff to engage in school change efforts. Manage change.	... and SCHOOL STAFF MEMBERS: Lead school planning efforts. Implement approved school change strategies. Anticipate, identify and address barriers to positive change.	... and SCHOOL STAFF MEMBERS: Lead school change efforts. Set challenging student learning goals.

QUALITY STANDARD I

Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT D: Distributive Leadership

Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.

<p>THE PRINCIPAL: Involves staff in the school's decision making processes.</p>	<p>... and THE PRINCIPAL: Assumes responsibility for decision making process. Includes parents, families and the larger school community in decision making processes.</p>	<p>... and THE PRINCIPAL involves school staff members in: Selecting and implementing effective improvement strategies.</p>	<p>... and SCHOOL STAFF MEMBERS: Lead planning and monitoring efforts. Collaborate on school planning efforts.</p>	<p>... and SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS: Participate in meaningful school leadership activities.</p>
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Response of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A: Curriculum, Instruction, Learning and Assessment

Principals promote school-wide efforts to establish, implement and refine 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.

<p>THE PRINCIPAL sets expectations for staff regarding: Differentiating instruction. Assessing student work. Monitoring student progress. Aligning instructional strategies with student performance standards. Applying research based strategies.</p>	<p>... and THE PRINCIPAL reinforces instructional initiatives through: School wide activities. Implementation of the district's approved curriculum. Clear, consistent and frequent communication with staff. Consistent and objective use of data for decision making.</p>	<p>... and THE PRINCIPAL implements a school wide instructional approach that is: Reflective of input from staff. Aligned with student performance standards. Supported by research. Enhanced by the use of appropriate technologies.</p>	<p>... and SCHOOL STAFF MEMBERS: Develop and implement ideas for improving student learning. Use evidence-based practices. Refine curriculum, instruction and assessment approaches based on data, school wide discussions and idea generation.</p>	<p>... and SCHOOL STAFF MEMBERS: Initiate classroom based changes based on discussions with colleagues and results of data analysis. Make corrections to their instructional approaches based on personal reflection. Use evidence-based strategies appropriate for addressing school and student needs.</p>
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ELEMENT B: Instructional Time

Principals create processes and schedules which maximize instructional, collaborative and preparation time.

<p>THE PRINCIPAL: Limits interruptions to instruction.</p>	<p>... and THE PRINCIPAL: Manages time so teaching and learning are the school's top priority. Implements a master schedule providing planning and collaboration time for all staff.</p>	<p>... and THE PRINCIPAL: Quickly and efficiently resolves issues that disrupt the school day.</p>	<p>... and SCHOOL STAFF MEMBERS protect instructional time by: Assuring that students stay on task. Limiting transitions that can influence time available.</p>	<p>... and SCHOOL STAFF MEMBERS: Advocate to administrators for uninterrupted instructional time. Adjust instructional strategies to maximize time on task.</p>
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QUALITY STANDARD II

Principals demonstrate instructional leadership.

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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.

<p>THE PRINCIPAL: Provides needs based professional development.</p> <p>Supports staff in the implementation of a rigorous instructional program.</p>	<p>... and THE PRINCIPAL: Aligns professional development offerings with the school's most critical needs.</p> <p>Actively engages in professional development activities along with staff.</p> <p>Provides performance feedback to teachers that is: Actionable. Timely.</p>	<p>... and THE PRINCIPAL ensures that the school's instructional program is: Relevant to students' needs and interests. Focused on quality of classroom instruction. Aligned with P-20. Evidence-based.</p>	<p>... and SCHOOL STAFF MEMBERS: Actively participate in professional development activities to develop and/or sustain their leadership capacity.</p>	<p>... and SCHOOL STAFF MEMBERS: Identify their professional development needs.</p> <p>Apply lessons learned through professional development.</p>
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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.

<p>THE PRINCIPAL: Leads the development of student outcomes and educator goals.</p>	<p>... and THE PRINCIPAL: Communicates a belief in high measurable goals/outcomes for students and staff.</p>	<p>... and THE PRINCIPAL sets student learning goals that are: Measurable. Rigorous. Consistently addressed. Aligned with district priorities. Based on multiple sources of information.</p> <p>Holds staff accountable for achieving student learning goals.</p>	<p>... and SCHOOL STAFF MEMBERS: Set rigorous but achievable individual learning goals for students. Participate in the development of rigorous but achievable school goals.</p>	<p>... and SCHOOL STAFF MEMBERS: Ensure that all students achieve the rigorous outcomes they set for them.</p>
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QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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.

<p>THE PRINCIPAL: Provides instructional coaching for teachers.</p> <p>Stays abreast of evidence based practices associated with improved student learning.</p>	<p>... and THE PRINCIPAL: Participates in professional development and adult learning activities to understand evidence based student learning research.</p> <p>Provides data-based feedback on instructional practices to teachers.</p>	<p>... and THE PRINCIPAL: Evaluates professional development activities to assure that they result in improved instructional and assessment practices.</p> <p>Supports teacher efforts to engage in data-based decision making.</p>	<p>... and SCHOOL STAFF MEMBERS: Use data to guide and support instructional changes.</p> <p>Collect, analyze and share data related to changes to instructional practices.</p>	<p>... and SCHOOL STAFF MEMBERS: Share knowledge of school successes with colleagues and others interested in making positive school changes.</p>
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QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>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.</p>				
<p>THE PRINCIPAL: Establishes a school culture that is inviting to students, staff and visitors.</p> <p>Communicates with families and the community: Frequently. Focusing on including them in the school’s activities. In an inclusive manner.</p>	<p>... and THE PRINCIPAL invites families and community members into the school to participate in: Decision making processes. Parent conferences. Activities to learn about how to help students.</p>	<p>... and THE PRINCIPAL: Establishes an inclusive school culture based on collaboration among and between students, parents, staff and the community.</p> <p>Consistently monitors school culture to ensure that it is conducive to student learning.</p>	<p>... and PARENTS, FAMILIES AND COMMUNITY MEMBERS participate in: A variety of meaningful school-based activities. Decision making processes related to their children’s education.</p>	<p>... and PARENTS AND SCHOOL STAFF MEMBERS: Collaborate on student learning initiatives.</p>
<p>ELEMENT B: Commitment to the Whole Child Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.</p>				
<p>THE PRINCIPAL: Understands the interconnectedness of students’ physical, cognitive, social and emotional health and welfare.</p>	<p>... and THE PRINCIPAL: Implements an approach to learning that integrates research based practices to address students’ cognitive, physical, social and emotional health and welfare.</p>	<p>... and THE PRINCIPAL: Monitors school activities and initiatives to assure that all of the students’ needs are addressed.</p>	<p>... and SCHOOL STAFF MEMBERS: Identify and address the needs of the whole child.</p> <p>Seek advice of experts who can help address student needs when necessary.</p>	<p>... and SCHOOL STAFF MEMBERS: Address student needs in a holistic, integrated and comprehensive manner.</p>

QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
THE PRINCIPAL: Understands the diversity of the school community. Recognizes that diversity is an asset to the school.	... and THE PRINCIPAL: Sets student expectations that reflect an understanding of and respect for their backgrounds, needs, or skills. Provides all students opportunities to showcase their skills and talents. Demonstrates an appreciation for and sensitivity to diversity in the school community.	... and THE PRINCIPAL sets the expectation that all students will: Achieve one year of growth for one year of instruction. Graduate from high school. Be college or career ready at time of high school graduation. Implements activities and provides services to meet student needs.	... and SCHOOL STAFF MEMBERS: Ensure that all students are treated with respect and dignity. Respect students for their unique talents and skills.	... and SCHOOL STAFF MEMBERS AND THE COMMUNITY: Initiate actions that encourage an inclusive climate of respect for student diversity. STUDENTS: Accept and respect fellow students who are different from them.

QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>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.</p>				
<p>THE PRINCIPAL: Routinely assesses student outcomes. Requires staff to use data to identify needed improvements to teaching and learning activities.</p>	<p>... and THE PRINCIPAL: Develops the capacity of staff and other stakeholders to use data for decision making.</p>	<p>... and THE PRINCIPAL creates a culture of risk taking and learning within the school by: Developing new initiatives and monitoring their impact on student learning. Eliminating ineffective activities and initiatives.</p>	<p>... and SCHOOL STAFF MEMBERS participate in the evaluation of: Instructional approaches. Progress toward achieving school goals and student outcomes.</p>	<p>... and SCHOOL STAFF MEMBERS recommend: Activities and initiatives for elimination or scale back. Evidence based programs, practices and instructional programs for implementation.</p>
<p><i>Evaluator Comments: (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)</i></p>		<p><i>Response of Person Being Evaluated: (Please indicate the element for which the comment applies if not for the standard as a whole.)</i></p>		

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>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.</p>				
<p>THE PRINCIPAL: Organizes the school as a professional learning community.</p>	<p>... and THE PRINCIPAL provides professional development that is: Of high quality. Tailored to meet staff needs. Focused on student learning. Research based. Job embedded. Designed to meet student learning needs. Aligned with the school improvement plan.</p>	<p>... and THE PRINCIPAL: Provides opportunities for staff to assume leadership roles within the school.</p>	<p>... and SCHOOL STAFF MEMBERS: Actively engage in the creation and implementation of the school's professional learning community.</p>	<p>... and SCHOOL STAFF MEMBERS: Assume leadership roles within professional learning communities.</p>
<p>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.</p>				
<p>THE PRINCIPAL: Adheres to district and state policies and procedures related to personnel activities. Makes personnel assignments within the parameters of district policy.</p>	<p>... and THE PRINCIPAL considers school and district strategic goals and student outcomes when making personnel decisions such as: Recruiting staff. Hiring staff. Assigning staff. Evaluating staff. Dismissing staff. Provides support for new teachers and staff members to help ensure their success.</p>	<p>... and THE PRINCIPAL: Supports low performing teachers in ways that will improve their performance. Places personnel in positions to ensure that all students have equal access to highly effective teachers. Dismisses or does not rehire teachers when necessary.</p>	<p>... and SCHOOL STAFF MEMBERS: Accept school placements where they are needed most in order to address student learning needs.</p>	<p>... and SCHOOL STAFF MEMBERS: Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.</p>

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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.

<p>THE PRINCIPAL: Understands the importance of consistent and rigorous evaluations of school staff members.</p>	<p>... and THE PRINCIPAL conducts staff evaluation activities: In line with district policies. On time. Using multiple measures.</p> <p>Uses evaluation results to identify professional development and growth needs of teachers and staff.</p>	<p>... and THE PRINCIPAL: Provides mentoring, coaching and other resources for staff whose performance needs improvement.</p>	<p>... and SCHOOL STAFF MEMBERS: Hold themselves accountable for meeting or exceeding student outcomes and school goals.</p>	<p>... and SCHOOL STAFF MEMBERS: Adhere to the district’s personnel evaluation process. Use personnel evaluation results to improve performance over time.</p>
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QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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.

<p>THE PRINCIPAL manages school’s budget with respect to: District guidelines. Standard accounting procedures. Student and staff needs.</p>	<p>... and THE PRINCIPAL: Focuses school resources on teaching and learning. Allocates resources to: Fund priority needs first. Support the attainment of strategic goals and student outcomes. Continuous school improvement. Professional development.</p>	<p>... and THE PRINCIPAL: Manages and monitors fiscal, physical and personnel resources efficiently and effectively. Creates management structures to support the alignment of resources with school goals and student outcomes.</p>	<p>... and SCHOOL STAFF MEMBERS: Support the development of external partnerships that support teaching and learning.</p>	<p>... and SCHOOL STAFF MEMBERS: Use school resources for the benefit of students. Fully support the alignment of resources with school goals and student outcomes. Participate in the budgeting and prioritization process as requested.</p>
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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.

<p>THE PRINCIPAL: Builds positive relationships between and among students, staff members and parents/guardians</p>	<p>... and THE PRINCIPAL: Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations.</p>	<p>... and THE PRINCIPAL: Resolves issues as they arise to prevent long-term problems. Models fairness and consistency when dealing with students, staff and parents/guardians.</p>	<p>... and SCHOOL STAFF MEMBERS: Build positive relationships with each other. Manage conflicts or tense situations between and among students, parents and colleagues.</p>	<p>... and SCHOOL STAFF MEMBERS: Anticipate problems and adjust behaviors to avoid conflict.</p>
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QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Systematic Communication Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.				
<p>THE PRINCIPAL: Communicates with students, parents and the community on a regular basis.</p> <p>Responds to contact from parents and community members in a timely and meaningful manner.</p>	<p>... and</p> <p>THE PRINCIPAL: Prioritizes communication as a high priority area for the school.</p> <p>Invites parents and the community to share ideas and concerns.</p>	<p>... and</p> <p>THE PRINCIPAL: Offers a variety of venues for communication available for students, staff, parents/guardians and community stakeholders.</p>	<p>... and</p> <p>SCHOOL STAFF MEMBERS: Use existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community.</p>	<p>... and</p> <p>SCHOOL STAFF MEMBERS: Develop effective strategies to sustain positive meaningful communications with parents, students and the community.</p>
ELEMENT D: School-wide Expectations for Students and Staff Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.				
<p>THE PRINCIPAL: Adheres to rules and procedures required by district administration.</p> <p>Establishes school rules and procedures.</p>	<p>... and</p> <p>THE PRINCIPAL: Establishes rules and procedures appropriate for all members of the school community.</p> <p>Routinely reviews and revises rules and procedures to assure their continued relevance.</p>	<p>... and</p> <p>THE PRINCIPAL: Establishes and clearly articulates high expectations for all students and staff.</p> <p>Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance.</p>	<p>... and</p> <p>SCHOOL STAFF MEMBERS: Adhere to school and district rules and procedures.</p>	<p>... and</p> <p>SCHOOL STAFF MEMBERS: Establish and enforce high expectations for student classroom behavior.</p>

QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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.

<p>THE PRINCIPAL: Complies with district policies and negotiated agreements.</p> <p>Is familiar with state and federal laws and district and state policies.</p>	<p>... and THE PRINCIPAL: Inquires about policies/laws prior to making decisions.</p> <p>Establishes procedures to protect the confidentiality of staff and student information.</p> <p>Studies changes to laws and policies to maintain the school's compliance.</p>	<p>... and THE PRINCIPAL: Efficiently and effectively manages school or district contractual arrangements.</p> <p>Provides meaningful and timely input into the development of district and board policy.</p>	<p>... and SCHOOL STAFF MEMBERS: Adhere to all school and district policies and procedures.</p>	<p>... and SCHOOL STAFF MEMBERS: Provide school and/or district administrators input regarding policies and procedures.</p> <p>Suggest new or revised policies and procedures to help assure student success.</p>
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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.

<p>THE PRINCIPAL: Understands the importance of establishing a safe, positive and supportive school environment.</p>	<p>... and THE PRINCIPAL: Establishes rules and procedures to maintain a safe and positive school culture.</p> <p>Addresses safety issues immediately and efficiently.</p>	<p>... and THE PRINCIPAL: Expects students and teachers to respect diverse interests and attitudes.</p> <p>Creates mechanisms to ensure all stakeholder voices are heard and respected.</p>	<p>... and SCHOOL STAFF MEMBERS: Demonstrate respectful behavior toward students, parents, stakeholders and colleagues.</p>	<p>... and SCHOOL STAFF MEMBERS initiate activities designed to: Improve school safety. Encourage respect between and among students and colleagues.</p>
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QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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.

<p>THE PRINCIPAL: Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.</p>	<p>... and THE PRINCIPAL: Conducts community outreach activities. Invites families to participate in activities specifically focused on their children.</p>	<p>... and THE PRINCIPAL encourages families and community members to become engaged in: Student learning initiatives. School decision making processes.</p>	<p>... and SCHOOL STAFF MEMBERS: Support family and community involvement for the benefit of student learning. Use community resources to support classroom learning.</p>	<p>... and SCHOOL STAFF MEMBERS: Sustain meaningful parent and community involvement throughout the school year.</p>
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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.

<p>THE PRINCIPAL: Understands the need for strong community and organizational relationships.</p>	<p>... and THE PRINCIPAL: Understands and interacts with the network of agencies that provide health, social and other services to families.</p>	<p>... and THE PRINCIPAL: Establishes and maintains strong positive relationships with key community stakeholders and external agencies. Maximizes the impact of community, district, state and national relationships to benefit the school.</p>	<p>... and SCHOOL STAFF MEMBERS accept responsibility for: Adhering to all applicable rules, regulations, policies and laws. Utilizing available external resources for the benefit of students.</p>	<p>... and SCHOOL STAFF MEMBERS AND PARENTS: Provide support/feedback to enhance the opportunities for all students to be successful and workforce ready.</p>
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QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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.

<p>THE PRINCIPAL: Engages community members and key stakeholders in the school’s activities.</p> <p>Understands the community and the issues it is facing.</p>	<p>... and THE PRINCIPAL: Identifies and engages key community stakeholders.</p> <p>Solicits community input and uses the input to inform decisions.</p>	<p>... and THE PRINCIPAL: Advocates throughout the school community for school support.</p> <p>Expands personal reach and sphere of influence to maximize support for the school.</p>	<p>... and SCHOOL STAFF MEMBERS: Engage community agencies to help meet the needs of students and families.</p>	<p>... and SCHOOL STAFF MEMBERS: Maintain strong relationships with key community stakeholders.</p>
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