

# Boulder Valley School District Effective Principal Standards

<b>School Vision, Mission and Strategic Goals</b>	<b>Standard I: Principal Demonstrates Strategic Leadership</b>		
	<b>Element a: School Vision, Mission and Strategic Goals:</b> 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		
<b>Essentials</b>	Partially Effective	Effective	Highly Effective
<p>The principal assures that the school's vision, mission and strategic goals are:</p> <ul style="list-style-type: none"> <li>❖ Collaboratively developed with stakeholders</li> <li>❖ Familiar to staff and other stakeholders</li> <li>❖ Integrated into the life of the school community</li> </ul>	<ul style="list-style-type: none"> <li>○ Developed through a collaborative process with staff and other stakeholder groups</li> <li>○ Publicly available at the school through school communication (ex: newsletter/website)</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses vision, mission and goals to drive decision-making</li> <li>○ Utilizes stakeholder groups to integrate the vision, mission and strategic goals into the school</li> <li>○ Collaboratively establishes strategic goals that are:             <ul style="list-style-type: none"> <li>● Aligned with District priorities</li> <li>● Focused on student achievement</li> <li>● Based on the analysis of multiple sources of information</li> <li>● Measurable</li> </ul> </li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>Staff members and other stakeholders:</b></p> <ul style="list-style-type: none"> <li>○ Assume responsibility for collaboratively implementing the school's vision, mission and strategic goals</li> <li>○ Assume leadership roles in updating the school's vision, mission and strategic goals</li> <li>○ Solicit feedback from the community, staff and students about the status of the vision, mission and goals; feedback is incorporated to revise goals</li> <li>○ Members of the school community can articulate the vision and mission of the school and the reasons behind them</li> </ul>

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<b>Planning for UIP (Unified Improvement Plan)</b>	<b>Standard I: Principal Demonstrates Strategic Leadership</b>		
<b>Essentials</b>	<b>Element b: School Improvement Plan:</b> 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		
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Works collaboratively to develop the school plan</li> <li>❖ Implements systems and processes for planning and managing change</li> <li>❖ Leads school in data collection and management strategies</li> <li>❖ Monitors the school's progress toward achieving strategic goals and objectives</li> </ul>	<b>Partially Effective</b> <ul style="list-style-type: none"> <li>○ Develops improvement plan through a collaborative process within the school</li> <li>○ Communicates components of the school's plan</li> <li>○ Demonstrates personal commitment to continuous school and district improvement</li> <li>○ Supports collection and dissemination of school improvement data</li> <li>○ Monitors progress toward meeting school goals and outcomes</li> <li>○ Implements school wide data-collection strategies</li> </ul>	<b>Effective</b> <ul style="list-style-type: none"> <li>○ Develops improvement plan through a collaborative process with representative stakeholders</li> <li>○ Uses improvement plan to drive decision-making</li> <li>○ Identifies and implements data collection mechanisms that capture school improvement goals</li> </ul> <p>Actively uses data to monitor progress toward achieving school goals and student outcomes</p>	<b>Highly Effective</b> <p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Shares the lead as a member of the team to develop the improvement plan</li> <li>○ Solicits feedback from the community, staff and students about the status of the school improvement plan; feedback is incorporated to revise plan</li> </ul> <p><b>Staff members:</b></p> <ul style="list-style-type: none"> <li>○ Incorporate strategic goals into their instructional plans</li> <li>○ Address barriers to achieving school's improvement plan</li> <li>○ Assume responsibility for collaboratively implementing the school's improvement plan</li> <li>○ Ensure a variety of data and assessments serve as evidence of progress toward school improvement goals</li> <li>○ Monitor progress toward achieving school goals and student outcomes</li> </ul>

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<b>Leading Change</b>	<b>Standard I: Principal Demonstrates Strategic Leadership</b>		
<b>Essentials</b>	<b>Element c: Leading Change:</b> Principals solicit input and collaborate with staff and their school community to implement strategies for change through a shared decision-making process		
<b>The principal:</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<ul style="list-style-type: none"> <li>❖ Acknowledges the importance of meaningful change</li> <li>❖ Solicits input and collaborates with staff and community around strategies for needed change</li> <li>❖ Identifies and addresses barriers to change</li> <li>❖ Provides support for change efforts within the school</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies opportunities to bring about positive changes</li> <li>○ Provides opportunities for all staff to engage in school change efforts through a shared decision-making process</li> <li>○ Develops understanding of existing barriers</li> <li>○ Takes action regarding change</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies and engages staff to lead change efforts and share in decision-making</li> <li>○ Establishes and uses systems, structures and processes for collaborative decision-making</li> <li>○ Provides support and structure for change efforts within the school</li> <li>○ Drives planning, resource allocation and monitoring processes</li> <li>○ Manages change through clear communication and data analysis</li> <li>○ Coaches others in leading change</li> <li>○ Inspires and motivates teachers and staff to accomplish high goals</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Creates a responsive and flexible culture that encourages innovative thinking</li> <li>○ Fosters positive attitude and encourages perseverance during the change process</li> </ul> <p><b>Staff members:</b></p> <ul style="list-style-type: none"> <li>○ Lead school planning efforts</li> <li>○ Anticipate, identify and take action to address barriers to positive change</li> <li>○ Use progress monitoring data to manage and inform change efforts</li> </ul>

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<b>Shared Decision Making</b>	<b>Standard I: Principal Demonstrates Strategic Leadership</b>		
	<b>Element d: Distributive Leadership:</b> Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators		
<b>Essentials</b>	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Sets clear expectations and creates an environment where collaboration can occur</li> <li>❖ Involves a representative group of staff in the school's decision making processes</li> <li>❖ Solicits and uses input from staff to inform decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates structures to foster and support shared responsibility</li> <li>○ Assumes responsibility for decision making process; makes decisions unilaterally when necessary</li> <li>○ Includes others in decision making processes</li> <li>○ Staff members participate in decision making and communication efforts</li> </ul>	<p>Involves all school staff members in:</p> <ul style="list-style-type: none"> <li>○ Selecting and implementing effective improvement strategies</li> <li>○ Monitoring progress towards achieving the school's mission, vision and goals</li> <li>○ Developing and implementing the school's mission, vision and goals</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Assume responsibility for making school-wide decisions related to implementation of the school's mission, vision and goals</li> <li>○ Monitor progress towards achieving the vision, mission and strategic goals</li> <li>○ Lead planning and monitoring efforts</li> <li>○ Participate in meaningful school leadership activities</li> </ul>

# Boulder Valley School District Effective Principal Standards

Best Practices	<b>Standard II: Principal Demonstrates Instructional Leadership</b>		
	<b>Element a: Curriculum, Instruction, Learning, Assessment:</b> 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		
Essentials	Partially Effective	Effective	Highly Effective
<p>The principal provides structures and learning opportunities to assist instructional staff in applying best practices in:</p> <ul style="list-style-type: none"> <li>❖ Curriculum (ex: aligning with performance standards)</li> <li>❖ Instructional practices (ex: differentiation, analyzing student work, application)</li> <li>❖ Assessment (ex: monitoring student progress, adapting instruction based on results)</li> </ul>	<p>Reinforces instructional initiatives by:</p> <ul style="list-style-type: none"> <li>○ Supporting the design of units of instruction based on the BVSD Curriculum Essentials Documents</li> <li>○ Ensuring ongoing professional development opportunities to improve effectiveness of instructional staff</li> <li>○ Consistent and ongoing use of data for adapting instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates processes for identifying and implementing best practices aligned with standards</li> <li>○ Reflects on input from staff with expertise in content areas</li> <li>○ Supports the ongoing teaching learning cycle that integrates CAI and reflection</li> </ul> <p><b>Ensures that staff members:</b></p> <ul style="list-style-type: none"> <li>○ Regularly evaluate the effectiveness of curriculum, instruction and assessment strategies based on student achievement</li> <li>○ Refine curriculum, instruction and assessment approaches based on data, school-wide discussions and idea generation</li> <li>○ Use appropriate technologies and best practices</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Creates sustained school-wide processes for identifying and implementing best practices aligned with standards</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Initiate classroom changes based on collaboration with colleagues and results of data analysis</li> <li>○ Reflect on their performance and its impact on student progress</li> <li>○ Make corrections to their instructional approaches based on personal reflection and student learning</li> </ul>

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<b>Instructional, Planning and Collaboration Time</b>	<b>Standard II: Principal Demonstrates Instructional Leadership</b>		
	<b>Element b: Instructional Time:</b> Principals create processes and schedules which maximize instructional, collaborative and preparation time		
<b>Essentials</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Manages time so teaching and learning are the school's top priority</li> <li>❖ Provides time for teachers to plan and collaborate on student learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Manages and limits interruptions to instruction throughout the day and academic year</li> <li>○ Implements a master schedule providing planning and collaboration time for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>○ Quickly and efficiently resolves issues that could potentially disrupt the school day</li> <li>○ Implements procedures prohibiting unnecessary interruptions to the school day</li> <li>○ Ensures effective meeting norms for collaboration time and holds staff accountable as needed</li> <li>○ Allows for meaningful units of time for teacher preparation/planning</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Continuously implements systems to maximize student learning and teacher planning/collaboration time</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Advocate for fluid instructional time for students' learning needs while resolving scheduling conflicts</li> <li>○ Maximize student learning time</li> <li>○ Take responsibility for collaboration time that focuses on student learning</li> </ul>

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Professional Development	<b>Standard II: Principal Demonstrates Instructional Leadership</b>		
	<b>Element c: Implementing High-quality Instruction:</b> 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		
Essentials	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Actively engages in professional development activities along with staff</li> <li>❖ Aligns professional development offerings with the school's most critical needs</li> <li>❖ Supports personal growth goals of teachers</li> </ul>	<p>Targets professional development toward improvement of:</p> <ul style="list-style-type: none"> <li>○ Quality of classroom instruction</li> <li>○ Ability of teachers to meet the needs of all students</li> <li>○ Alignment with P-20</li> <li>○ Aligned with professional evaluation</li> <li>○ Provides actionable and timely feedback to teachers regarding their performance</li> </ul>	<ul style="list-style-type: none"> <li>○ Supports all staff members as professionals through high quality, job embedded and standards based professional development</li> <li>○ Effectively identifies individual teacher needs and connects them with targeted resources</li> <li>○ Creates opportunities for teachers to provide feedback to one another and discuss areas for growth with one another, not just administration</li> <li>○ Monitors teachers' use of instructional strategies and approaches learned through professional development</li> </ul>	<p><b>Creates an environment where:</b></p> <ul style="list-style-type: none"> <li>○ The school is a professional learning community where the experiences and expertise of all staff are sought and maximized in the service of student learning</li> </ul> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Creates an environment in which teachers seek feedback from their peers about their instructional practices</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Establish and meet personal goals through evaluation and professional development activities</li> <li>○ Expand professional development opportunities by creating job embedded training activities</li> </ul>

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<b>Instructional Leadership</b>	<b>Standard II: Principal Demonstrates Instructional Leadership</b>		
	<b>Element d: High Expectations for all Students:</b> Principals hold all staff accountable for setting and achieving rigorous achievement goals for all students, and empowering staff to achieve these goals across content areas		
<b>Essentials</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Sets clear and measureable expectations for all students and actively monitors student progress</li> <li>❖ Promotes the fundamental belief that all students can learn</li> </ul>	<p>Creates student achievement goals that are:</p> <ul style="list-style-type: none"> <li>○ Aligned with school priorities</li> <li>○ Based on student data</li> </ul>	<ul style="list-style-type: none"> <li>○ Leads the development of student achievement goals that are:                             <ul style="list-style-type: none"> <li>● Rigorous</li> <li>● Relevant</li> <li>● Consistently addressed</li> <li>● Aligned with district priorities</li> <li>● Based on multiple measures</li> </ul> </li> <li>○ Models high expectations for staff and other stakeholders by pursuing stated goals</li> <li>○ Holds staff accountable for meeting student achievement goals</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Take responsibility for ensuring that all students achieve the high expectations established for them</li> <li>○ Use best practices, action research, and input from students’ families and staff members to fulfill high expectations for all students</li> </ul>



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<b>Knowledge of Instructional Practices</b>	<b>Standard II: Principal Demonstrates Instructional Leadership</b>		
	<b>Element e: Instructional Practices:</b> 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		
<b>Essentials</b>	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Understands and articulates fundamental best practices of teaching</li> <li>❖ Stays current with best practices associated with improved student learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides data-based feedback on instructional practices to teachers</li> <li>○ Participates in professional development to understand effective instructional practices to promote student learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Accesses professional development activities and ensures that they result in improved instructional and assessment practices</li> <li>○ Supports teacher efforts to conduct action research to change student outcomes</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Creates sustained school-wide processes for identifying and implementing effective research-based and best instructional practices</li> <li>○ Incorporate ideas generated by staff at all levels and content areas of the school</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Share responsibility for defining and implementing best instructional practices</li> <li>○ Collects, analyzes and uses data to improve instructional practices</li> <li>○ Share school successes and knowledge of best practices that have resulted in improved achievement with staff, colleagues and others</li> </ul>

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<b>School Culture</b>	<b>Standard III: Principals Demonstrate School Culture and Equity Leadership</b>		
	<b>Element a: Intentional and Collaborative School Culture:</b> Principals articulate, model and positively reinforce a clear vision of the school’s culture and values, and involve students, families and staff in creating an inclusive and welcoming climate		
<b>Essentials</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Understands the importance of and how to reach out to the community to become involved in school activities</li> <li>❖ Utilizes a welcoming and inviting approach to parents and community members</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicates to families and the community the importance of their involvement and encourages their participation in school activities</li> </ul> <p>Invites families and community members into the school to participate in:</p> <ul style="list-style-type: none"> <li>• Decision-making processes</li> <li>• Parent conferences</li> <li>• Activities to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Promotes an inclusive school culture based on collaboration among and between students, parents, staff and the community</li> <li>○ Consistently monitors school culture to ensure that it is conducive to student learning</li> <li>○ Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Engages parents and families and empowers them to participate in their child’s academic success</li> <li>○ Addresses barriers to school community involvement</li> </ul> <p><b>Staff members encourage parents, families and community members to participate in:</b></p> <ul style="list-style-type: none"> <li>○ Decision-making related to their children’s education</li> <li>○ Opportunities to collaborate on student learning initiatives</li> <li>○ A wide variety of meaningful activities to create an inclusive climate</li> </ul>

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<b>Balance</b>	<b>Standard III: Principals Demonstrate School Culture and Equity Leadership</b>		
	<b>Element b: Commitment to Balance:</b> Principals promote the cognitive, physical, social, and emotional health, growth and skill development of every student		
<b>Essentials</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Understands the interrelatedness of students’ physical, cognitive, social and emotional health</li> </ul>	<ul style="list-style-type: none"> <li>○ Conveys an understanding of the importance of the interconnectedness of students’ cognitive, physical, social and emotional health</li> </ul>	<ul style="list-style-type: none"> <li>○ Implements an approach to learning that integrates best practices to address students’ cognitive, physical, social and emotional health and welfare</li> <li>○ Monitors school activities and initiatives to assure that all of the students’ needs are addressed in an equitable manner</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Promotes shared responsibility for school-wide culture and climate that ensures everyone’s physical and emotional safety and security</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Are well versed in identifying and addressing the cognitive, physical, social and emotional needs of students</li> <li>○ Seek advice of experts who can help address student needs when necessary</li> <li>○ Implement an approach to teaching that addresses student needs in a holistic, integrated and comprehensive manner</li> </ul>

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<b>Equity</b>	<b>Standard III: Principals Demonstrate School Culture and Equity Leadership</b>		
	<b>Element c: Equity Pedagogy:</b> Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture and provide instruction in meeting the diverse needs of students		
<b>Essentials</b>	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Sets high expectations for all students with an understanding of their unique backgrounds, needs or skills</li> <li>❖ Seeks input from staff and students to guarantee the school environment celebrates diversity and is free from discriminatory behavior and practices</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates sense of career-bound culture for some groups of students (e.g., students taking AP course, students who are grade-level readers)</li> <li>○ Is aware of, speaks openly about, and celebrates diversity amongst students, families, staff, and society</li> <li>○ Provides all students and staff opportunities to showcase their skills and talents</li> <li>○ Takes action on incidents of discrimination</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates a college and/or career-readiness culture including conversations for the expectation of college readiness for all groups of students and their families</li> <li>○ Sets the expectation that all students will achieve at least one year of growth for one year of instruction</li> <li>○ Ensures that performance conversations and aligned professional development provides teachers with the tools necessary to meet the needs of diverse student populations</li> <li>○ Demonstrates an appreciation for and sensitivity to diversity in the school community</li> <li>○ Implements activities and services to assist students and families from diverse cultures</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Encourages teachers to take risks and innovate in an effort to ensure equity gaps are eliminated and college and/or career readiness is a reality for all students</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Implement culturally responsive instructional approaches</li> <li>○ Ensure that all students are treated with respect and dignity</li> <li>○ Recognize students for their unique talents and skills</li> </ul> <p><b>School staff members and the community:</b></p> <p>Initiate actions that encourage an inclusive climate of respect for student diversity</p>

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<b>Efficacy and Empowerment</b>	<b>Standard III: Principals Demonstrate School Culture and Equity Leadership</b>		
	<b>Element d: Efficacy, Empowerment and a Culture of Continuous Improvement:</b> 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		
Essentials	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Measures and documents progress over time and self-corrects when systems and processes are ineffective</li> </ul>	<ul style="list-style-type: none"> <li>○ Encourages sharing of ideas</li> <li>○ Attempts to create a culture of growth</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates a safe environment for teachers to reflect on mistakes, learn from experience, grow as professionals and share best practices.</li> <li>○ Holds teacher accountable for the sharing of best practices and ideas</li> </ul> <p>Creates a culture of risk-taking and learning within the school by continually:</p> <ul style="list-style-type: none"> <li>○ Developing new initiatives and monitoring their impact on student learning</li> <li>○ Eliminating ineffective activities and initiatives</li> <li>○ Modeling personal reflection, admitting mistakes, acknowledging areas of strength and personal areas for growth</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Accurately identifies appropriate stakeholders and effectively engages them in the ongoing processes of change and improvement</li> <li>○ Creates structures for teacher leaders to be highlighted as lead learners allowing them time to publicly reflect on their strengths, growth areas and journey as professionals</li> </ul> <p><b>School staff members:</b> Prioritize activities or initiatives that support the school culture that results in collective efficacy</p>

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Quality Staff	<b>Standard IV: Principals Demonstrate Human Resource Leadership</b>		
	<b>Element a: Recruiting, Hiring, Placing and Mentoring of Staff:</b> Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high performing staff		
Essentials	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Considers school and district strategic goals and student outcomes when making personnel decisions such as:             <ul style="list-style-type: none"> <li>• Recruiting staff</li> <li>• Hiring staff</li> <li>• Assigning staff</li> <li>• Evaluating staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Adheres to district and state policies and procedures related to personnel activities</li> <li>○ Makes personnel assignments within the parameters of district policy</li> <li>○ Provides support for new teachers and staff members to help ensure their success</li> </ul>	<ul style="list-style-type: none"> <li>○ Fosters positive professional relationships with staff</li> <li>○ Takes steps to address low performing teachers in ways that will improve their performance</li> <li>○ Places personnel in positions to ensure that all students have equal access to highly effective teachers</li> <li>○ Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make effective performance management decisions</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Empowers teacher leaders to understand what a high-quality candidate looks like for key positions and contributes to the hiring of high-quality candidates</li> <li>○ Creates systems of support for all staff members regardless of performance levels; acknowledges that support for high performance is as important as that for low performance</li> <li>○ Directly and immediately deals with poor performance by providing supports and career counseling and making courageous performance decisions in a timely and systematic manner</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Understand and accept that staffing plans are created in order to address student learning needs and support colleagues in necessary changes</li> <li>○ Accept responsibility for maintaining their qualifications to address needs of students</li> <li>○ Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice</li> </ul>

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<b>Evaluation</b>	<b>Standard IV: Principals Demonstrate Human Resource Leadership</b>		
	<b>Element b: Teacher and Staff Evaluation:</b> Principals evaluate staff performance using the District’s Educator Effectiveness Evaluation System to ensure a fair and equitable process focused on growth		
<b>Essentials</b>	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Understands the importance of consistent and rigorous evaluations of school staff members</li> </ul>	<p>Conducts staff evaluation activities:</p> <ul style="list-style-type: none"> <li>○ Aligned with district policies</li> <li>○ Using multiple measures</li> <li>○ Using evaluation results to identify professional development and growth needs of teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Implements a clear, coherent system for conducting regular observations and ensures all staff receives timely feedback and support</li> <li>○ Regularly participates in data-driven conversations with individual and groups of teachers to review student data and discuss instructional implications</li> <li>○ Utilizes district teacher improvement plans when necessary</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Uses an evaluation system as an ongoing process which is embedded in the school culture where teachers receive regular feedback</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Reflect on their practice for the purpose of improving performance</li> <li>○ All employ a common language of instruction and use it to provide feedback to one another</li> </ul>

# Boulder Valley School District Effective Principal Standards

<b>Resources</b>	<b>Standard V: Principals Demonstrate Managerial Leadership</b>		
	<b>Element a: School Resources and Budget:</b> 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		
<b>Essentials</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Follows standard accounting procedures in managing the school's budget</li> <li>❖ Manages school's budget with respect to district guidelines</li> <li>❖ Uses discretionary funds only for activities that support teaching and learning</li> <li>❖ Aligns management structures with student and staff needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Focuses school resources on teaching and learning</li> <li>○ Allocates resources according to priority needs</li> <li>○ Attempts to allocate resources in ways that support the attainment of strategic goals and student outcomes</li> </ul> <p>Commits times and fiscal resources to:</p> <ul style="list-style-type: none"> <li>○ Continuous school improvement</li> <li>○ Professional development</li> </ul>	<ul style="list-style-type: none"> <li>○ Manages and monitors fiscal, physical and personnel resources efficiently and effectively</li> <li>○ Creates management structures to support the alignment of resource use with school goals and student outcomes</li> <li>○ Communicates budget information to school community</li> </ul> <p>Fully funds instructional initiatives necessary to achieve school goals and student outcomes by:</p> <ul style="list-style-type: none"> <li>○ Leveraging resources</li> <li>○ Eliminating ineffective programs</li> <li>○ Prioritizing school budget</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>○ Collaborates with school community to creatively maximize funds</li> <li>○ Proactively communicates difficult budget decisions</li> </ul> <p><b>School staff members accept responsibility for:</b></p> <ul style="list-style-type: none"> <li>○ Participating in the budgeting and prioritization process as requested</li> <li>○ Using school resources for the benefit of students</li> <li>○ Fully supporting the alignment of resources with school goals and student outcomes</li> </ul>



# Boulder Valley School District Effective Principal Standards

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<b>Conflict Resolution</b>	<b>Standard V: Principals Demonstrate Managerial Leadership</b>		
	<b>Element b: Conflict Management and Resolution:</b> Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff		
Essentials	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Builds relationships between and among staff members in order to manage conflict and defuse tense or problematic situations as they arise</li> </ul>	<ul style="list-style-type: none"> <li>○ Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations</li> <li>○ Systems are used to engage shared decision making</li> </ul>	<ul style="list-style-type: none"> <li>○ Resolves issues as they arise to prevent long-term problems</li> <li>○ Models fairness and consistency when dealing with students and staff</li> <li>○ Establishes and uses system structures and processes for shared decision making</li> <li>○ Effectively engages others in a collaborative culture where difficult and respectful conversations consistently occur</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Manage conflicts or tense situations in order to build positive relationships with each other</li> <li>○ Accept responsibility for building positive relationships with administrators, students, colleagues, and members of the community</li> <li>○ Feel safe having difficult conversations and openly provide feedback to one another and the principal</li> </ul> <p><b>School staff members and students accept responsibility for their own relationships by:</b></p> <ul style="list-style-type: none"> <li>○ Anticipating problems and adjusting behaviors to avoid negative situations</li> <li>○ Adhering to operational norms in professional learning communities</li> </ul>

# Boulder Valley School District Effective Principal Standards

<b>Communication</b>	<b>Standard V: Principals Demonstrate Managerial Leadership</b>		
	<b>Element c: Systematic Communication:</b> Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders		
<b>Essentials</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Communicates with students, parents and the community on a regular basis</li> <li>❖ Responds to contact from parents and community members in a timely and meaningful manner</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds meaningfully and promptly to contact from families and community members</li> <li>○ Invites parents and the community to share ideas and concerns</li> <li>○ Recognizes language barriers in the school but may not plan for them causing certain community groups to be disconnected</li> <li>○ Communication is inconsistent and one-sided</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensures visibility, accessibility and approachability by intentionally and purposefully interacting with students, staff, parents and community in order to create a greater sense of community</li> <li>○ Frequently and deliberately checks for mutual understanding and solicits feedback from others</li> <li>○ Proactively addresses language barriers by taking steps to ensure equitable communication with all stakeholders</li> <li>○ Offers a variety of venues for communication and opportunities for parents to share their ideas</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members promote frequent and meaningful:</b></p> <ul style="list-style-type: none"> <li>○ Opportunities for discussions with parents and community members</li> <li>○ Use of existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community</li> </ul> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Mitigate potential language barriers by the presence of resources to engage speakers of other languages</li> <li>○ Develop effective strategies to sustain positive, meaningful communications with parents, students and the community</li> </ul>

# Boulder Valley School District Effective Principal Standards

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<b>Managerial Leadership</b>	<b>Standard V: Principals Demonstrate Managerial Leadership</b>		
	<b>Element d: School-wide Expectations for Students and Staff:</b> Principals ensure that clear expectations, structures, rules and procedures are established for students and staff		
Essentials	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Has established school rules and procedures</li> <li>❖ Sets clear expectations for students and staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Adheres to rules and procedures required by district administration</li> <li>○ Enforces rules and procedures among all members of the school community</li> <li>○ Routinely reviews and revises rules and procedures to assure their continued relevance</li> <li>○ Monitors attendance and disciplinary data and implements systems for attendance and behavior management</li> </ul>	<ul style="list-style-type: none"> <li>○ Establishes and clearly articulates high expectations for all students and staff</li> <li>○ Demonstrates values, beliefs and attitudes that inspire students and staff to attain higher levels of performance</li> <li>○ Consistently reviews and responds to attendance and disciplinary data that informs the development of strategies and systems</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Take responsibility for creating a sense of community and a positive learning environment.</li> <li>○ Encourage students to reach high levels of performance</li> <li>○ Monitor student progress toward achieving expectations</li> <li>○ Recognize student effort and perseverance</li> </ul>

# Boulder Valley School District Effective Principal Standards

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Policies	<b>Standard V: Principals Demonstrate Managerial Leadership</b>		
	<b>Element e: Supporting Policies and Agreements:</b> Principals regularly update their knowledge of federal and state laws, and School District and board policies, including negotiated agreements and establish processes to ensure that these policies, laws and agreements are consistently met and implemented		
Essentials	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Complies with district policies and negotiated agreements</li> <li>❖ Is familiar with state and federal laws and district and state policies</li> </ul>	<ul style="list-style-type: none"> <li>○ Understands and complies with district and board policies, negotiated employee agreements and state and federal laws</li> <li>○ Inquires about policies/laws and negotiated employee agreements prior to making decisions</li> <li>○ Establishes procedures to protect the confidentiality of staff and student information</li> <li>○ Develops and maintains a safety and risk management plan, but does not consistently implement it</li> <li>○ Works with facilities personnel to create a safe, clean and aesthetically pleasing environment</li> </ul>	<ul style="list-style-type: none"> <li>○ Conscientiously and routinely studies changes to laws, policies and negotiated employee agreements to maintain the school's compliance</li> <li>○ Provides meaningful and timely input into the development of district and board policy</li> <li>○ Develops and ensures effective implementation of safety and risk management plans (fire drills, shelter in place, etc.)</li> <li>○ Ensures that the school building is a safe, clean and aesthetically pleasing environment</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Understand and comply with school and district policies and procedures</li> <li>○ Provide school and/or district administrators input about the effectiveness of policies and procedures</li> </ul>

# Boulder Valley School District Effective Principal Standards

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<b>Pro-social School Environment</b>	<b>Standard V: Principals Demonstrate Managerial Leadership</b>		
	<b>Element f: Ensuring an Orderly and Supportive Environment:</b> Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being		
<b>Essentials</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Understands the importance of establishing a safe, positive and supportive school culture</li> <li>❖ Understands the relationship between emotional well-being and learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Establishes rules and procedures to maintain a safe and positive school culture</li> <li>○ Takes steps to improve school climate related to emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>○ Expects students and teachers to respect diverse interests, attitudes and skill sets</li> <li>○ Creates mechanisms to ensure all stakeholder voices are heard and respected</li> <li>○ Addresses physical and emotional safety issues</li> <li>○ Reflect and respond to school climate data</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate respectful behavior toward students, parents, stakeholders and colleagues</li> <li>○ Ensure all staff members feel safe to freely and openly express their opinions and recommendations</li> <li>○ Hold each other accountable for professional interactions</li> <li>○ Consistently and conscientiously monitor the school environment to sustain a positive learning environment</li> </ul>

# Boulder Valley School District Effective Principal Standards

<b>Community Resources</b>	<b>Standard VI: Principals Demonstrate External Development Leadership</b>		
	<b>Element a: Professional Leadership Responsibilities:</b> 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		
<b>Essentials</b>	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Understands the need for strong community and organizational leadership when it comes to the needs of students and families</li> </ul>	<ul style="list-style-type: none"> <li>○ Interacts with community agencies and key stakeholders</li> <li>○ Understands the network of agencies that provide health, social and other community services to families</li> </ul>	<ul style="list-style-type: none"> <li>○ Establishes and maintains strong positive relationships with community stakeholders and external agencies</li> <li>○ Assures that all school activities meet all the applicable rules, regulations, policies and laws</li> <li>○ Effectively utilizes the network of agencies that provide health, social and other community services to families</li> <li>○ Pursues grants and opportunities for the benefit of students</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Adhere to all applicable rules, regulations, policies and laws with all school activities</li> <li>○ Utilize available external resources for the benefit of students (i.e. grants)</li> <li>○ Build relationships and promote opportunities with applicable agencies for all students to be successful and workforce ready</li> </ul>

<b>Engaging the Community</b>	<b>Standard VI: Principals Demonstrate External Development Leadership</b>		
	<b>Element b: Advocacy for the School:</b> Principals develop systems and relationships to leverage the school district and community resources in order to serve the unique interests and needs of their school community		
<b>Essentials</b>	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <ul style="list-style-type: none"> <li>❖ Engages community members and stakeholders in the school's activities</li> <li>❖ Understands the community and the issues it is facing</li> <li>❖ Recognizes that diversity is an asset to the school community</li> </ul>	<ul style="list-style-type: none"> <li>○ Solicits community input and uses the input to inform decisions</li> <li>○ Involves community stakeholders in the school's activities</li> <li>○ Understands community values, interests and needs</li> <li>○ Identifies and engages key community stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>○ Advocates throughout the school community for activities and initiatives that support teaching and learning</li> <li>○ Maximizes community support for school activities and initiatives</li> </ul>	<p><b>Creates an environment where:</b></p> <p><b>School staff members:</b></p> <ul style="list-style-type: none"> <li>○ Engage health, social and other community services to help meet the needs of students and families</li> <li>○ Maintain strong relationships with community stakeholders</li> <li>○ Support initiatives to bring the community into the school facility to better understand its vision, culture and needs</li> </ul>