

# **Boulder Valley School District Educator Effectiveness**

## **Supervision and Evaluation Guidebook**



**BOULDER VALLEY**  
SCHOOL DISTRICT



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# Tab 1

Educator Effectiveness





## **BVSD Belief Statement for Principal and Teacher Effectiveness**

BVSD's evaluation system is a process that

- Is a collaborative, equitable process based upon trust and mutual respect
- Has a shared understanding among all participants of what quality performance looks like
- Shares the goal of maximizing individual student, teacher, and administrator growth and potential
- Is based upon a valid reliable, qualitative (e.g., self, supervisor, peer observation; student and parent feedback) and quantitative body of evidence that draws upon a variety of sources for data (e.g., formative and summative assessments, portfolios, videos, lesson plans, etc.)
- Are timely and specific
- Includes peer observation , self-reflection, and goal setting
- Drives professional development
- Is supportive, worthwhile, and having integrity



## Educator Effectiveness Roles and Responsibilities:

### Teachers:

- Actively inform yourself of the expectations of BVSD's Educator Effectiveness Standards.
- Identify and pursue opportunities and professional development to improve your practice.
- Engage in meaningful self-reflection.
- Collect artifacts/evidence of your practice when appropriate.

### School Leaders:

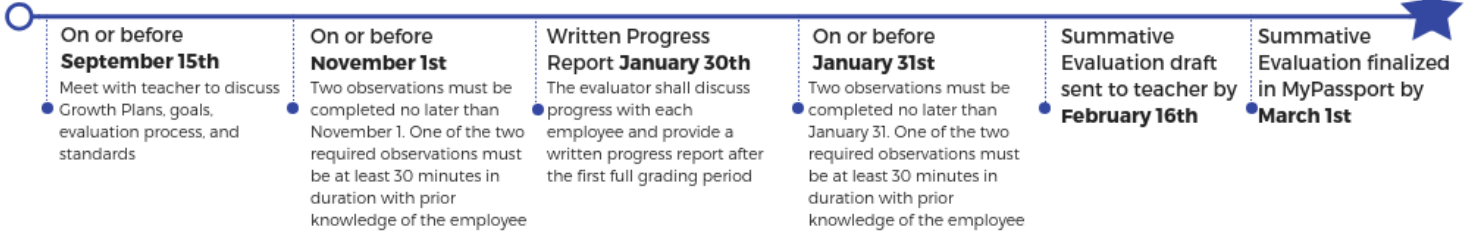
- Successfully evaluate all teachers using the BVSD Educator Effectiveness Standards.
- Engage with teacher in meaningful dialogues about effective practices.
- Lead, direct, and inspire Educator Effectiveness trainings at your site.
- Actively participate in Educator Effectiveness professional development for school leaders.

### Human Resources:

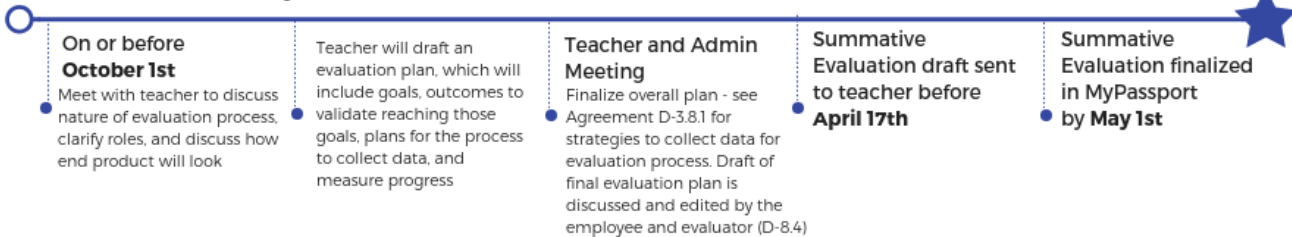
- Provide structures, tools and supports for school leaders and teachers.
- Provide trainings for school leaders and staff.
- Communicate changes and updates regarding Educator Effectiveness.
- Continue to solicit feedback to improve Educator Effectiveness.
- Answer questions that arise around Educator Effectiveness.

# Evaluation Timelines

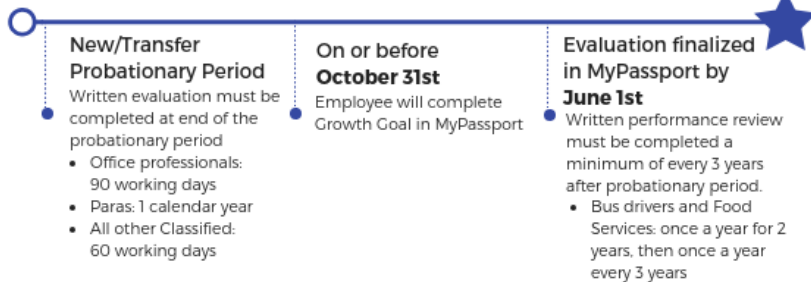
## Probationary Teachers



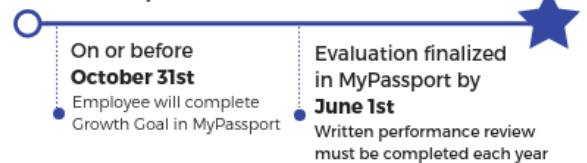
## Non- Probationary Teachers



## Classified



## Admin/Prof Tech



# Tab 2

## Educator Effectiveness





## Boulder Valley School District Effective Teacher Standards

### STANDARD I

#### Teachers demonstrate mastery and pedagogical expertise in the content they teach

**Element a: ALIGNMENT** – Teachers provide instruction that is aligned with Colorado Academic Standards, their District’s organized plan of instruction, and the individual needs of their students

**Element b: LITERACY** – Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening

**Element c: NUMERACY** – Teachers demonstrate knowledge of mathematics and understand how to promote student development in numeracy (i.e. operations, algebra, geometry and measurement, and data analysis and probability) as appropriate to content and level

**Element d: CONTENT** – Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught

**Element e: CONNECTEDNESS** – Teachers develop lessons that reflect the interconnectedness of content areas/disciplines

**Element f: RELEVANCE** – Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught

### STANDARD II

#### Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

**Element a: LEARNING ENVIRONMENT** – Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers

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

**Element c: STUDENTS’ STRENGTHS** – Teachers engage students as individuals with unique interests and strengths

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

**Element e: HOME/SCHOOL COMMUNICATION** – 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

**Element d: MANAGEMENT FOR LEARNING** – Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies



### STANDARD III

#### Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

**Element a: CHILD/ADOLESCENT DEVELOPMENT** – Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students

**Element b: ASSESSMENTS** – Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills

**Element c: EFFECTIVE PRACTICES** – Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students

**Element d: TECHNOLOGY** – Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning

**Element e: CRITICAL THINKING** – Teachers establish and communicate high academic expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills

**Element f: STUDENT COLLABORATION** – Teachers provide students with opportunities to work in groups and develop leadership qualities

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

### STANDARD IV

#### Teachers reflect on their practice

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

**Element b: PROFESSIONAL DEVELOPMENT** – Teachers link professional growth to their professional goals

### STANDARD V

#### Teachers demonstrate leadership

**Element a: SCHOOL LEADERSHIP** – Teachers demonstrate leadership in their schools

**Element c: ETHICS** – Teachers demonstrate high ethical standards

**Element b: PROFESSIONAL LEADERSHIP** – Teachers contribute knowledge and skills to educational practices and the teaching profession

# Boulder Valley School District Effective Teacher Standards

Alignment	<b>Standard I:</b> Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	<b>Element a:</b> Teachers provide instruction that is aligned with Colorado Academic Standards, their District's organized plan of instruction, and the individual needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Plans instruction on a daily basis</li> <li>❖ Includes a defensible progression of learning in instructional plans</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops lesson plans based on Colorado Academic Standards and/or organized program of study (eg. IB, AP, or CTEC)</li> <li>○ Develops lesson plans based on a clear learning objective(s)</li> <li>○ Develops lessons based on a long-term instructional plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Connects learning objective(s) to previous learning, unit goals, and/or real world situations with an intentional sequence</li> <li>○ Responds to student misconceptions with re-teaching opportunities</li> <li>○ Collaborates with other school and/or district staff to vertically and horizontally articulate the curriculum</li> <li>○ Prepares students for next level of instruction</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Connect their learning to future academic and professional goals</li> </ul>

Literacy	<b>Standard I:</b> Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	<b>Element b:</b> Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Emphasizes literacy while teaching content</li> <li>❖ Has knowledge of how to support literacy in own content area(s)</li> </ul>	<p>Makes complex texts accessible to students by:</p> <ul style="list-style-type: none"> <li>○ Adjusting content for student understanding</li> <li>○ Integrating literacy skills and knowledge into lessons</li> <li>○ Demonstrates an understanding of literacy content and skills in connection to content area</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides literacy instruction that enhances 21<sup>st</sup> century skills (i.e. critical thinking and reasoning, information literacy, collaboration, self-direction, innovation, creativity, inquiry)</li> <li>○ Teaches students how to apply literacy skills (reading, writing, speaking and listening)</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Demonstrate mastery of literacy as appropriate to specialized content and/or students' unique needs</li> </ul>

- Practice is **Observable** during classroom observation
- Practice is **Not Observable** during classroom observation

# Boulder Valley School District Effective Teacher Standards

Numeracy	Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numeracy (i.e. operations, algebra, geometry and measurement, and data analysis and probability) as appropriate to content and level		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Emphasizes numeracy while teaching content</li> <li>❖ Has knowledge of how to support numeracy in own content area(s)</li> </ul>	<ul style="list-style-type: none"> <li>○ Emphasizes to students why they need to learn math concepts</li> <li>○ Uses instructional strategies that require students to apply and transfer mathematical concepts to different content areas</li> <li>○ Demonstrates an understanding of math concepts in connection to content area</li> </ul>	<ul style="list-style-type: none"> <li>○ Highlights interdisciplinary connections to math</li> <li>○ Integrates knowledge of math concepts into own content area</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Demonstrate mastery of math concepts as appropriate to specialized content and/or students' unique needs</li> </ul>

Content	Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Provides explanations of content that are accurate, clear, concise, and comprehensive</li> <li>❖ Uses appropriate instructional resources</li> <li>❖ Maximizes learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ Breaks down concepts and teaches each using appropriate, strategies and/or tools</li> <li>○ Uses instructional materials that are accurate and appropriate for the lesson being taught</li> <li>○ Employs a variety of instructional strategies to address student needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops appropriately sequenced lessons that incorporate multiple opportunities for guided and independent practice</li> <li>○ Engages students in a variety of explanations and multiple representations of concepts and ideas</li> <li>○ Uses a variety of inquiry methods to explore new ideas and theories</li> </ul>	<ul style="list-style-type: none"> <li>○ Displays knowledge of the important concepts in the discipline and how these relate to critical thinking and doing, creativity, collaboration, cross-cultural understanding, communication, computing-multiple literacies, career learning and self-reliance.</li> <li>○ Consistently</li> </ul>

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# Boulder Valley School District Effective Teacher Standards

			<p>demonstrates and adapts appropriate and varied teaching strategies, lessons, and techniques to meet the needs of all students</p> <ul style="list-style-type: none"> <li>○ Consistently engages in inquiry and study of their content and demonstrates application in their teaching</li> </ul>
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<b>Connectedness</b>	<b>Standard I:</b> Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	<b>Element e:</b> Teachers develop lessons that reflect the interconnectedness of content areas/disciplines		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Provides connections or relevancy to other subject areas or life experiences</li> <li>❖ Highlights key concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ Articulates content and interdisciplinary connections</li> <li>○ Connects key concepts to other powerful ideas (i.e. change, power, energy, patterns)</li> </ul>	<ul style="list-style-type: none"> <li>○ Carefully and clearly builds interdisciplinary and thematic connections for students</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Make connections across larger themes and between disciplines</li> </ul>

<b>Relevance</b>	<b>Standard I:</b> Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	<b>Element f:</b> Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Motivates students to make connections to their learning</li> <li>❖ Selects instructional materials and strategies with regard to relevance, central contexts, or foundational evidence base</li> </ul>	<p>Designs lessons and units and uses instructional strategies that:</p> <ul style="list-style-type: none"> <li>○ Helps students connect to their learning by linking curriculum with prior knowledge, experiences, and/or cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>○ Motivates students to make connections to prior learning</li> <li>○ Designs lessons and materials to assure that student learning objectives are addressed in ways that are meaningful for diverse learners</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Apply what they are learning in class to inspire curiosity and pose questions about their world</li> </ul>

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# Boulder Valley School District Effective Teacher Standards

	<ul style="list-style-type: none"> <li>○ Employs appropriate services, resources, and materials to facilitate student engagement</li> </ul>		
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Learning Environment	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers		
Essentials	Partially Effective	Effective	Highly Effective
Creates a classroom environment in which: <ul style="list-style-type: none"> <li>❖ Diversity is acknowledged and used to further student learning</li> <li>❖ The importance of student and family background is respectfully considered in classroom interactions</li> </ul>	Encourages a classroom environment that: <ul style="list-style-type: none"> <li>○ Emphasizes mutual respect for and understanding of all students</li> <li>○ Acknowledges positive relationships between and among students</li> <li>○ Uses instructional approaches and materials that reflect students' backgrounds</li> </ul>	Creates a classroom environment that: <ul style="list-style-type: none"> <li>○ Values diverse perspectives</li> <li>○ Models respect for diversity</li> <li>○ Promotes learning for all students</li> </ul>	<ul style="list-style-type: none"> <li>○ Models and encourages students to respect one another and monitor each other's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility</li> </ul>

Community	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		
Essentials	Partially Effective	Effective	Highly Effective
Creates a classroom environment in which: <ul style="list-style-type: none"> <li>❖ Student diversity is valued</li> <li>❖ Students build positive relationships with each other</li> </ul>	<ul style="list-style-type: none"> <li>○ Acknowledges the value of each student's contributions to the quality of lessons</li> </ul>	Establishes routine processes that result in: <ul style="list-style-type: none"> <li>○ A strong sense of community among students</li> <li>○ Effective interactions among students</li> <li>○ Respect for individual differences</li> <li>○ Positive social relationships</li> </ul>	Routinely creates an environment where students: <ul style="list-style-type: none"> <li>○ Respect the backgrounds of fellow students</li> <li>○ Actively seek a variety of perspectives in their learning</li> <li>○ Demonstrate mutual respect for peers and adults in a variety of contexts</li> </ul>

# Boulder Valley School District Effective Teacher Standards

Students' Strengths	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element c: Teachers engage students as individuals with unique interests and strengths		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Has high expectations for all students</li> <li>❖ Holds students accountable for their learning</li> <li>❖ Considers students' interests and backgrounds in planning lessons</li> </ul>	<ul style="list-style-type: none"> <li>○ Monitors students for level of participation</li> <li>○ Encourages students to share their interests</li> <li>○ Challenges students to expand and enhance their learning</li> <li>○ Acknowledges students for their accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>○ Probes students' learning by asking challenging questions</li> <li>○ Scaffolds questions</li> <li>○ Gives wait time equitably</li> <li>○ Flexibly groups students</li> <li>○ Employs multiple strategies to ensure student participation</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Actively participate in classroom activities</li> <li>○ Seek opportunities to respond to difficult questions</li> <li>○ Select challenging content and activities when given the choice in order to stretch their skills and abilities</li> <li>○ Contribute their individual interests and strengths in a collaborative manner</li> </ul>

Differentiation	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Adapts lesson plan to address individual student needs</li> <li>❖ Uses recommendations made by specialists and colleagues to understand student needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designs instructional adaptations to address specific learning needs of some students</li> <li>○ Monitors the quality of student participation and performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Solicits input from colleagues and specialists to understand students' learning needs</li> <li>○ Uses differentiated strategies to teach and assess students</li> <li>○ Adapts instructional strategies to meet student needs</li> <li>○ Challenges and supports all students to learn to their greatest ability</li> </ul>	<p>Supports access to and/or extension of grade level content by varying instructional methods to meet the diverse academic or linguistic need of individual students</p> <p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Articulate an awareness of their learning needs</li> <li>○ Advocate for themselves</li> <li>○ Reflect about their learning</li> </ul>

- Practice is **Observable** during classroom observation
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# Boulder Valley School District Effective Teacher Standards

Home/School Communication	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	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		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Establishes a classroom environment that is inviting to families and significant adults</li> <li>❖ Allows for two-way communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher makes attempts to communicate with all families about the instructional program and about the progress of individual students in the instructional program</li> <li>➤ Teacher shows awareness of cultural norms and diverse family structures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Partners with families and significant adults to help students meet standards and educational goals</li> <li>➤ Coordinates information from families and significant adults with colleagues who provide student services</li> <li>➤ Seeks services and resources to meet the diverse needs of students</li> <li>➤ Successfully conveys information to all families frequently and in a culturally appropriate manner</li> </ul>	<p>Fosters respectful relationships where families and significant adults:</p> <ul style="list-style-type: none"> <li>➤ Seek the teacher's assistance to find resources and services to support student needs.</li> <li>➤ Initiate communication with teachers to discuss student needs</li> <li>➤ Willingly share information that may impact student learning</li> <li>➤ Partner with the teacher and the school for the benefit of their students</li> </ul>

Management for Learning	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Has rules to guide students to behave appropriately in the classroom</li> <li>❖ Holds students accountable for school and/or class rules</li> <li>❖ Provides structures for transitions during each class</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom and building expectations are aligned and are clearly communicated and readily available to all students</li> <li>○ Teacher attempts to respond to student misbehavior in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>○ Standards of conduct are clearly understood by all students</li> <li>○ Teacher maintains an emotionally safe and orderly environment</li> <li>○ Teacher response to misbehavior is appropriate and successful and respects</li> </ul>	<ul style="list-style-type: none"> <li>○ Standards of conduct are clear to all students and have been developed with student participation</li> </ul> <p>Routinely creates and fosters an environment where students:</p> <ul style="list-style-type: none"> <li>○ Appropriately help other students stay on</li> </ul>

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# Boulder Valley School District Effective Teacher Standards

❖ Uses instructional time efficiently	<ul style="list-style-type: none"> <li>○ Teacher puts procedures in place to avoid interruption to instructional time</li> </ul>	<p>the students' dignity</p> <ul style="list-style-type: none"> <li>○ Teacher makes maximum use of instructional time</li> </ul>	<p>task</p> <ul style="list-style-type: none"> <li>○ Accept responsibility for their behavior and use of time</li> <li>○ Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation</li> </ul>
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Child/Adolescent Development	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Understands how to differentiate instruction to address developmental needs</li> <li>❖ Familiarizes self with students' learning needs</li> <li>❖ Understands the interrelatedness of students' intellectual, social, and emotional development</li> </ul>	<ul style="list-style-type: none"> <li>○ Attempts to provide instruction that is developmentally and instructionally appropriate for all students</li> <li>➤ Is familiar with emerging research of how students learn</li> </ul>	<ul style="list-style-type: none"> <li>○ Adapts lessons to address students' strengths and weaknesses</li> <li>○ Implements modifications and accommodations for individuals as prescribed in individualized plans, and supplements these modifications with other strategies as needed</li> <li>○ Applies knowledge of current developmental science to address student needs</li> <li>➤ Collaborates with colleagues regarding the ways in which learning takes place and the appropriate levels of intellectual, social, and emotional development of their students</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently demonstrates and adapts appropriate and varied research-based teaching strategies, lessons, and techniques to meet the needs of all students</li> <li>○ Presents and adapts instruction that actively engages and motivates students</li> <li>○ Creates an environment where the students advocate for their unique learning styles and needs</li> </ul>

- Practice is **Observable** during classroom observation
- Practice is **Not Observable** during classroom observation



# Boulder Valley School District Effective Teacher Standards

Assessments	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Monitors learning during instruction</li> <li>❖ Uses assessment feedback to guide adjustments to instruction</li> <li>❖ Has explicit student outcomes in mind for each lesson</li> </ul>	<ul style="list-style-type: none"> <li>○ Advances students' content knowledge and skills</li> <li>○ Instructs and assesses required skills</li> <li>○ Aligns instruction with academic standards and student assessment results</li> </ul>	<ul style="list-style-type: none"> <li>○ Monitors instruction against student performance and makes real-time adjustments</li> <li>○ Encourages students to take academic risks based on assessment results</li> <li>○ Makes sure students meet learning objectives while increasing proficiency levels</li> </ul>	<ul style="list-style-type: none"> <li>○ Anticipates student misconceptions and plans lessons accordingly</li> <li>○ Allows for a lesson structure with different pathways to learning outcome according to student needs</li> </ul>

Effective Practices	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Lesson objectives are accessible to students</li> <li>○ Incorporates evidence-based strategies into lessons</li> </ul>	<ul style="list-style-type: none"> <li>○ Presents lesson objectives to the students</li> <li>○ Employs a variety of instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>○ Makes lesson objectives clear to the students</li> <li>○ Creates an authentic discussion among students, using instructional and questioning techniques that successfully engages students in the discussion</li> <li>○ Sets the expectation that students will reflect on and communicate about their learning</li> <li>○ Effectively uses appropriate and varied instructional strategies</li> </ul>	<p>Teacher functions as facilitator and uses instructional and questioning techniques that engage all students in the discussion</p> <p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Articulate the importance of the lesson objective</li> <li>○ Describe their level of mastery in relation to lesson objectives</li> <li>○ Apply skills and knowledge learned in the classroom</li> </ul>

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# Boulder Valley School District Effective Teacher Standards

Technology	<b>Standard III:</b> Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	<b>Element d:</b> Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning		
Essentials	Partially Effective	Effective	Highly Effective
❖ Uses available technology to facilitate classroom instruction	<ul style="list-style-type: none"> <li>○ Employs strategies and procedures to ensure that all students have equal and appropriate access to available technology to support instruction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Investigates and evaluates effectiveness of instructional technology approaches and activities</li> </ul> <p>Uses available technology to:</p> <ul style="list-style-type: none"> <li>○ Develop students' knowledge and skills</li> <li>○ Provide engaging, creative, and motivating learning experiences</li> <li>○ Provides digital resources/tools as a support for rigorous tasks</li> </ul>	<ul style="list-style-type: none"> <li>○ Implement and adapt available technology to meet the needs of all students</li> </ul> <p>Routinely creates an environment where students use available technology to:</p> <ul style="list-style-type: none"> <li>○ Accelerate and understand their learning</li> <li>○ Apply team building and networking skills</li> <li>○ Deepen critical thinking skills</li> <li>○ Communicate effectively</li> </ul>

Critical Thinking	<b>Standard III:</b> Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	<b>Element e:</b> Teachers establish and communicate high academic expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Sets high academic expectations for students</li> <li>❖ Plans opportunities for students to employ critical thinking and problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Sets expectations at a level that challenges students</li> <li>○ Incorporates higher order thinking, critical thinking and/or problem-solving skills into lessons</li> </ul>	<ul style="list-style-type: none"> <li>○ Challenges all students to meet high expectations with support</li> <li>○ Systematically and explicitly fosters opportunities for higher-order thinking and problem-solving skills</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Monitor their progress toward achieving high expectations</li> <li>○ Apply higher-order thinking and problem-solving skills to address challenging issues</li> </ul>

# Boulder Valley School District Effective Teacher Standards

Student Collaboration	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element f: Teachers provide students with opportunities to work in groups and develop leadership qualities		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Groups students to maximize learning</li> <li>❖ Includes all students in individual and group activities</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides opportunities for students to work individually and in groups</li> <li>○ Provides opportunities for students to participate using various roles and modes of communication</li> </ul>	<ul style="list-style-type: none"> <li>○ Adjusts group composition based on lesson objectives and student needs</li> <li>○ Varies group size, composition, and tasks to create opportunities for students to interact and learn from each other</li> <li>○ Supports students' collaborative efforts in group work</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Work respectfully, collaboratively, and effectively to meet instructional objectives</li> <li>○ Utilize processes (protocols) to build trust and promote effective interactions among team members</li> </ul>

Communication Skills	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element g: Teachers communicate effectively, make learning objectives clear, and provide appropriate models of language		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Communicates effectively with students in listening, presenting ideas, giving directions and leading discussions</li> </ul>	<ul style="list-style-type: none"> <li>○ Models communication skills</li> <li>○ Sets expectations and employs strategies so students can communicate</li> </ul>	<ul style="list-style-type: none"> <li>○ Models and teaches effective communication skills</li> <li>○ Provides opportunities for students to practice communication skills</li> </ul>	<p>Routinely creates and environment where students:</p> <ul style="list-style-type: none"> <li>○ Apply effective written and oral communication skills in their work</li> <li>○ Demonstrate formal communications in academic settings with peers and/or teachers</li> </ul>

# Boulder Valley School District Effective Teacher Standards

Feedback	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		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Provides adequate feedback (formal and informal) of academic progress to students, families, and significant adults</li> <li>❖ Involves students in monitoring their learning</li> <li>❖ Understands the expected outcomes of learning experiences in order to assess them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bases grades on multiple measures based on state/district content standards that provide a comprehensive and consistent picture of student skills and knowledge</li> <li>➤ Plan assessment to include documentation of student progress toward mastery of state/district content standards</li> <li>➤ Establishes consistent and appropriate strategies for assigning grades</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides frequent, timely, specific and individualized feedback about the quality of student work</li> <li>○ Teaches students to set goals and use feedback in their learning</li> <li>○ Uses a variety of informal assessment methods during classroom instruction</li> </ul>	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> <li>○ Apply teacher feedback to improve performance and accelerate their learning</li> <li>○ Effectively use formal and informal feedback to monitor their learning</li> <li>○ Assume ownership for evaluating and monitoring their progress</li> </ul>

Reflection	Standard IV: Teachers reflect on their practice		
	Element a: Teachers demonstrate that they analyze student learning, development, growth, and apply what they learn to improve their practice		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Uses data to support student learning and to inform practice</li> <li>❖ Teacher makes general suggestions about how a lesson could be developed or improved</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects and analyzes student data to inform instruction</li> <li>➤ Plans lesson based on ongoing data collection</li> <li>➤ Explains effectiveness of lesson</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects multiple examples of student work to modify and adjust instruction to assist student progress over time</li> </ul> <p>Applies knowledge of student learning, development, and growth in conjunction with data-based evidence to the development of:</p> <ul style="list-style-type: none"> <li>➤ Lesson plans</li> <li>➤ Instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plans and delivers student opportunities based upon analysis of multiple examples of student work and information gathered from students, families and significant adults, and colleagues for unique student needs and situations</li> </ul>

- Practice is **Observable** during classroom observation
- Practice is **Not Observable** during classroom observation

# Boulder Valley School District Effective Teacher Standards

Professional Development	Standard IV: Teachers reflect on their practice		
	Element b: Teachers link professional growth to their professional goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Uses formal and/or informal performance feedback from supervisor and/or colleagues to improve practice</li> <li>❖ Completes required professional development</li> <li>❖ Understands which professional development activities will align with student, school and personal goal areas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeks high quality professional development opportunities to meet professional goals</li> <li>➤ Learns new skills to improve professional practice</li> <li>➤ Applies knowledge and skills learned through professional development to instructional decisions</li> </ul>	<p>Engages in professional development activities based on:</p> <ul style="list-style-type: none"> <li>➤ Likelihood of having a positive impact on student learning</li> <li>➤ Alignment with content standards and school and district initiatives</li> <li>➤ Current research</li> <li>➤ Student needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shares lessons learned with colleagues formally in a variety of settings (i.e. classroom labs, PLCS, conferences, department meetings)</li> <li>➤ Applies new and different ways of teaching new skills, and evaluates their impact on students' learning</li> </ul>

School Leadership	School Leadership Standard V: Teachers demonstrate leadership		
	Element a: Teachers demonstrate leadership in their schools		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Recognizes opportunities to develop leadership skills</li> <li>❖ Works collaboratively for the benefit of students</li> <li>❖ Supports school goals and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contributes to school committees and/or teams</li> <li>➤ Maintains a positive, productive and respectful relationship with colleagues by listening and considering others' ideas, methods, and perspectives</li> <li>➤ Implements school goals and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Actively and consistently contributes to school committees and teams</li> <li>➤ Collaboratively shares knowledge of helpful practices with colleagues</li> <li>➤ Takes responsibility for implementing specific school goals</li> </ul>	<p>Initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <li>➤ Improve teacher working and student learning conditions (through shared decision-making)</li> <li>➤ Share ideas to improve teaching and learning</li> <li>➤ Contribute to school goals</li> </ul>

# Boulder Valley School District Effective Teacher Standards

Professional Leadership	Professional Leadership Standard V: Teachers demonstrate leadership		
	Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>❖ Shares expertise with colleagues</li> <li>❖ Supports collaborative efforts within the building</li> </ul>	Collaborates with colleagues to: <ul style="list-style-type: none"> <li>➤ Support student growth and development</li> <li>➤ Contribute to school goals</li> <li>➤ Enhance opportunities for professional growth</li> <li>➤ Provide input into the management of the school</li> </ul>	<ul style="list-style-type: none"> <li>➤ Leads professional growth and development activities</li> <li>➤ Embraces opportunities for professional development</li> <li>➤ Relationship with colleagues is characterized by mutual respect and support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participates in district-wide decision-making processes that impact the school</li> <li>➤ Advocates for the inclusion of teachers in education and government decision-making process</li> <li>➤ Actively participates in a culture of professional inquiry</li> <li>➤ Assumes leadership role in building/district (mentoring, department chair, curriculum council, school improvement plan, etc.)</li> </ul>

Ethics	Ethics Standard V: Teachers demonstrate leadership		
	Element c: Teachers demonstrate high ethical standards		
Essentials	Partially Effective	Effective	Highly Effective
Maintains confidentiality of student records as required by law <ul style="list-style-type: none"> <li>❖ Understands the need to hold high standards for himself/herself and others</li> <li>❖ Adheres to standards of professional practice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Maintains confidentiality of student and fellow teacher interactions as well as student and personal data</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demands ethical behavior on the part of students</li> <li>➤ Encourages colleagues to demonstrate ethical behavior</li> <li>➤ Encourages/reminds parents to demonstrate ethical behavior</li> </ul>



## Boulder Valley School District Principal Standards

### STANDARD I

Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

**ELEMENT A:** Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.

**ELEMENT B:** Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.

**ELEMENT C:** Principals establish and effectively manage systems that ensure high-quality staff.

**ELEMENT D:** Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.

**ELEMENT E:** Principals facilitate the design and use of a variety of communication strategies with all stakeholders.

### STANDARD II

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

**ELEMENT A:** Principals create a professional school environment and foster relationships that promote staff and student success and well-being.

**ELEMENT B:** Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.

**ELEMENT C:** Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.

**ELEMENT D:** Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.

**ELEMENT E:** Principals design and/or utilize structures and processes which result in family and community engagement and support.

### **STANDARD III**

Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

**ELEMENT A:** Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.

**ELEMENT B:** Principals foster a collaborative culture of job-embedded professional learning.

**ELEMENT C:** Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.

**ELEMENT D:** Principals hold all staff accountable for setting and achieving measureable student outcomes.

### **STANDARD IV**

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

**ELEMENT A:** Principals demonstrate high standards for professional conduct.

**ELEMENT B:** Principals link professional growth to their professional goals.

**ELEMENT C:** Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.



# Boulder Valley School District Effective Principal Standards

School Vision, Mission and Strategic Goals	Standard I: Principal Demonstrates Strategic Leadership		
	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		
Essentials	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>

# Boulder Valley School District Effective Principal Standards

Planning for UIP (Unified Improvement Plan)	Standard I: Principal Demonstrates Strategic Leadership		
	<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		
Essentials	Partially Effective	Effective	Highly Effective
<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>	<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>	<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>	<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>

# Boulder Valley School District Effective Principal Standards

Leading Change	Standard I: Principal Demonstrates Strategic Leadership		
	Element c: Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change through a shared decision-making process		
Essentials	Partially Effective	Effective	Highly Effective
<p>The principal:</p> <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>

# Boulder Valley School District Effective Principal Standards

Shared Decision Making	Standard I: Principal Demonstrates Strategic Leadership		
	<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		
Essentials	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	Standard II: Principal Demonstrates Instructional Leadership		
	<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>

# Boulder Valley School District Effective Principal Standards

Instructional, Planning and Collaboration Time	Standard II: Principal Demonstrates Instructional Leadership		
	Element b: Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time		
Essentials	Partially Effective	Effective	Highly Effective
<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>

# Boulder Valley School District Effective Principal Standards

Professional Development	Standard II: Principal Demonstrates Instructional Leadership		
	<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>

# Boulder Valley School District Effective Principal Standards

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Instructional Leadership	Standard II: Principal Demonstrates Instructional Leadership		
	<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		
Essentials	Partially Effective	Effective	Highly Effective
<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>



# Boulder Valley School District Effective Principal Standards

Knowledge of Instructional Practices	Standard II: Principal Demonstrates Instructional Leadership		
	<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		
Essentials	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>

# Boulder Valley School District Effective Principal Standards

School Culture	Standard III: Principals Demonstrate School Culture and Equity Leadership		
	<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		
Essentials	Partially Effective	Effective	Highly Effective
<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>

# Boulder Valley School District Effective Principal Standards

Balance	Standard III: Principals Demonstrate School Culture and Equity Leadership		
	Element b: Commitment to Balance: Principals promote the cognitive, physical, social, and emotional health, growth and skill development of every student		
Essentials	Partially Effective	Effective	Highly Effective
<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>

# Boulder Valley School District Effective Principal Standards

Equity	Standard III: Principals Demonstrate School Culture and Equity Leadership		
	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 diverse needs of students		
Essentials	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>

# Boulder Valley School District Effective Principal Standards

Efficacy and Empowerment	Standard III: Principals Demonstrate School Culture and Equity Leadership		
	<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>

# Boulder Valley School District Effective Principal Standards

Quality Staff	Standard IV: Principals Demonstrate Human Resource Leadership		
	Element a: Recruiting, Hiring, Placing and Mentoring of Staff: 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>

# Boulder Valley School District Effective Principal Standards

Evaluation	Standard IV: Principals Demonstrate Human Resource Leadership		
	<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		
Essentials	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

Resources	Standard V: Principals Demonstrate Managerial Leadership		
	<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		
Essentials	Partially Effective	Effective	Highly Effective
<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

Conflict Resolution	Standard V: Principals Demonstrate Managerial Leadership		
	<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

Communication	Standard V: Principals Demonstrate Managerial Leadership		
	Element c: <b>Systematic Communication:</b> Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders		
Essentials	Partially Effective	Effective	Highly Effective
<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

Managerial Leadership	Standard V: Principals Demonstrate Managerial Leadership		
	Element d: School-wide Expectations for Students and Staff: 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

Policies	Standard V: Principals Demonstrate Managerial Leadership		
	<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

Pro-social School Environment	Standard V: Principals Demonstrate Managerial Leadership		
	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		
Essentials	Partially Effective	Effective	Highly Effective
<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

Community Resources	Standard VI: Principals Demonstrate External Development Leadership		
	<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		
Essentials	Partially Effective	Effective	Highly Effective
The principal: <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>	<b>Creates an environment where:</b>  <b>School staff members:</b> <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>

Engaging the Community	Standard VI: Principals Demonstrate External Development Leadership		
	<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		
Essentials	Partially Effective	Effective	Highly Effective
The principal: <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>	<b>Creates an environment where:</b>  <b>School staff members:</b> <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>

# Tab 3

## *Educator Effectiveness*



# BVSD Effective Teacher Standards

## Weighting of Professional Practices Worksheet

Standard 1: Teachers demonstrate mastery and pedagogical expertise in the content they teach

Element a – Alignment	
Element b – Literacy	
Element c – Numeracy	
Element d – Content	
Element e – Connectedness	
Element f – Relevance	
<b>Total possible points 24</b>	
<b>Final Standard 1 Rating</b>	

Cut Scores:

6-9 = Essential

10-15 = Partially Effective

16-21 = Effective

22-24 = Highly Effective

Standard 2: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

Element a – Learning Environment	
Element b – Community	
Element c – Students' Strength	
Element d – Differentiation	
Element e – Home/School Communication	
Element f – Management for Learning	
<b>Total possible points 24</b>	
<b>Final Standard 2 Rating</b>	

Cut Scores:

6-9 = Essential

10-15 = Partially Effective

16-21 = Effective

22-24 = Highly Effective

**Total Overall Score:**

**Final Overall Rating:**

Standard 3: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

Element a – Child/Adolescent Development	
Element b – Assessments	
Element c – Effective Practices	
Element d – Technology	
Element e – Critical Thinking	
Element f – Student Collaboration	
Element g – Communication Skills	
Element h – Feedback	
<b>Total possible points 32</b>	
<b>Final Standard 3 Rating</b>	

Cut Scores:

8-13 = Essential

14-21 = Partially Effective

22-29 = Effective

30-32 = Highly Effective

Standard 4: Teachers reflect on their practice

Element a – Reflection	
Element b – Professional Development	
<b>Total possible points 8</b>	
<b>Final Standard 4 Rating</b>	

Cut Scores:

2-3 = Essential

4-5 = Partially Effective

6-7 = Effective

8 = Highly Effective

Standard 5: Teachers demonstrate leadership

Element a – School Leadership	
Element b – Professional Leadership	
Element c – Ethics	
<b>Total possible points 12</b>	
<b>Final Standard 5 Rating</b>	

Cut Scores:

3-4 = Essential

5-7 = Partially Effective

8-10 = Effective

11-12 = Highly Effective

25- 42 = Essential, 43-67 = Partially Effective, 68-92 = Effective, 93-100 = Highly Effective

**Final Standard Rating: 1 = Essential, 2 = Partially Effective, 3 = Effective, 4 = Highly Effective**



# BVSD Effective Principal Standards Weighting of Professional Practices Worksheet

## Standard 1: Principals Demonstrate Strategic Leadership

Element a – School Vision, Mission, & Strategic Goals	
Element b – Strategies for change	
Element c – High Quality Staff	
Element d – Distributive Leadership	
Element E – Communication Strategies	
<b>Total possible points 20</b>	
<b>Final Standard 1 Rating</b>	

Cut Scores:

5-7 = Essential

8-12 = Partially Effective

13-17 = Effective

18-20 = Highly Effective

## Standard 2: Principals Demonstrate Inclusive Leadership

Element a – Professional School Environment	
Element b – Supportive Environment	
Element c – Inclusive Environment	
Element d – Share Leadership	
Element e – Community Engagement	
<b>Total possible points 20</b>	
<b>Final Standard 2 Rating</b>	

Cut Scores:

5-7 = Essential

8-12 = Partially Effective

13-17 = Effective

18-20 = Highly Effective

## Standard 3: Principals Demonstrate Instructional Leadership

Element a – Implement district plan	
Element b – Professional Learning for staff	
Element c – Effective Instructional practice	
Element d – Hold Staff Accountable	
<b>Total possible points 16</b>	
<b>Final Standard 3 Rating</b>	

Cut Scores:

4-6 = Essential

7-10 = Partially Effective

11-14 = Effective

15-16 = Highly Effective

## Standard 4: Professionalism

Element a – Professional Conduct	
Element b – Professional Learning	
Element C – Partnerships with community	
<b>Total possible points 12</b>	
<b>Final Standard 4 Rating</b>	

Cut Scores:

3-4 = Essential

5-7 = Partially Effective

8-10 = Effective

11-12 = Highly Effective

17-28 = Essential, 29-45 = Partially Effective, 46-62 = Effective, 63-68 = Highly Effective

## Appendix A: A Guide to Understanding Teacher Effectiveness Standards' Ratings

**Step 1:** Evaluate the Professional Practice Indicators (PPIs) within each element of a standard. To determine the effectiveness level, follow the preponderance of evidence model: To be rated at a given level all or most of the PPIs below and at that level should be met. In the example scored below, let's look at **Element a** of **Standard 1 (Alignment)**.

### **Professional Practice Indicators (PPIs) for Element a, Standard 1:**

#### Essentials:

- ☒ Plans instruction on a daily basis
- ☒ Includes a defensible progression of learning in instructional plans

#### Partially Effective:

- ☒ Develops lesson plans based on Colorado Academic Standards and/or organized program of study (eg. IB, AP, or CTEC)
- ☒ Develops lesson plans based on a clear learning objective(s)
- ☐ Develops lessons based on a long-term instructional plan

#### Effective:

- ☒ Connects learning objective(s) to previous learning, unit goals, and/or real world situations with an intentional sequence
- ☒ Responds to student misconceptions with re-teaching opportunities
- ☒ Collaborates with other school and/or district staff to vertically and horizontally articulate the curriculum
- ☒ Prepares students for next level of instruction

#### Highly Effective:

Creates an environment where students:

- ☐ Connect their learning to future academic and professional goals

**Step 2:** Determine which effectiveness level is demonstrated by the preponderance of evidence in the PPIs. In the example above, the teacher has met both Essentials PPIs, 2 of the 3 Partially Effective PPIs, all 4 Effective PPIs, and did not demonstrate the Highly Effective PPI. Therefore the preponderance of evidence shows this teacher rates **Effective (3)** for **Element a, Standard 1**.

*-Note- There is a threaded, sequential nature of PPIs within each element, so it should be hard to get many or most of the higher level ratings without first meeting all or most of the lower level components of each thread.*

**Step 3:** Once the elements of each standard have been scored, add up the points for each element within a standard and determine the standard effectiveness level from the cut score scale.

**Step 4:** To determine the Overall Effectiveness rating, add up the total score for each standard 1-5 (do not add the final standard rating scores). *This reflects all 25 elements, not just the effectiveness level of each standard.*

# Tab 4

## Educator Effectiveness





## Content Connections

The Content Connections give a chance to visualize the elements in action. They were designed by teachers and directors to continue the exploration of a deeper understanding of the professional practices in an effective classroom. They also provide opportunities to have meaningful collegial conversations about strategies and effective practices to implement the standards.

To access the Content Connections, go to <https://drive.google.com/drive/folders/1xFuiNCXs7ifrONPcmJhQkvUTDq5lukVd>

# Tab 5

## *Educator Effectiveness*



## Index of Terms

**Note:** Items in the Glossary marked with an “\*” were taken from the “Rules for Administration of a Statewide System to Evaluate the Effectiveness of Licensed Personnel Employed by School Districts and Boards of Cooperative Services” approved by the Colorado Department of Education. Items marked “\*\*” are terms specific to BVSD Educator Effectiveness Committee. Multiple items in the glossary were provided by the BVSD Standing Committee on Assessment.

- ❖ "Essentials" is shaded and separated by a thick line. "Essentials" describes characters that should be present in the classroom within that particular element.

**Academic Language** is the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who do not speak English well have trouble comprehending the academic language used in high school and college classrooms. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings. The main barrier to student comprehension of texts and lectures is low academic vocabulary knowledge. (Definition downloaded on August 20, 2012 from <http://www.academiclanguage.org/AcademicLanguage.html> ).

**Academic Vocabulary** is sub-technical vocabulary. In other words, it is not the technical vocabulary of a particular academic discipline. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. For example, before taking chemistry, no students know the technical words used in chemistry. But the underprepared students also don't know the vocabulary used to teach the chemistry concepts. Underprepared students are unfamiliar with words like evaluation, theory, hypothesis, assumption, capacity, validate. Professors assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students. Academic vocabulary is based on more Latin and Greek roots than is everyday spoken English vocabulary. In addition, academic lectures and texts tend to use longer, more complex sentences than are used in spoken English. (Definition downloaded on August 20, 2012 from <http://www.academiclanguage.org/AcademicLanguage.html> ).

**Achievement:** Mastery of knowledge (what students know) and/or skills (what students can do) measured against established curriculum standards.

**Administrator** means any person who administers, directs, or supervises the education instructional program, or a portion thereof, in any school or School District in the state and who is not the chief executive officer or an assistant chief executive officer of such school or a person who is otherwise defined as an Administrator by his or her employing School District or BOCES.\*3

**Anchor:** Anchor(s) – the representative products or performances used to illustrate each point on a scoring scale. The top anchor is sometimes called the exemplar. ([Arter and McTighe, 2000](#))

**Artifacts** are the documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of Teachers. To effectively address the requirements of the

evaluation system, it is not necessary for teachers to collect all of the artifacts listed as examples for each standard. In fact, they may choose not to use any artifacts so long as they and their evaluators agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the teacher or the evaluator believes that additional evidence is required to convince the other of the accuracy of the self-assessment as compared to the evaluator's assessment of the teacher's performance.

**Assessment:** The process of collecting information about individual and collective student achievement. The uses of assessment form a continuum from formative to summative.

**Assessment Inventories:** Assessment inventory templates for use in a traditional elementary, middle school and high school models. The inventories allow educators to determine what assessments they currently have in place and to identify areas where there may be gaps.

**Assessment Tools:** Instruments or processes that yield evidence about student learning for formative and summative uses. Tools can be both quantitative and qualitative, including tests and quizzes, student writing, oral examinations, group problem-solving, performances and demonstrations, portfolios, peer and/or teacher observations, teacher questioning, student self-evaluations, classroom discussions, reports, projects, exhibits, artifacts, presentations, essays, and others.

**Benchmark Assessment:** See Interim Assessments

**Capstone Project:** A project planned and carried out by the student as a culminating educational experience, typically at the end of a transitional year. These projects require higher-level thinking skills, problem-solving, creative thinking, and synthesis of learning from various sources.

**Classroom observations:** Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between Teachers and students. Classroom observations can measure broad, overarching aspects of teaching and subject-specific or context-specific aspects of practice.

**Collective attribution** refers to student learning outcomes on a measure that are attributed to two or more licensed persons (e.g. 10th grade math TCAP growth— all secondary math teachers in school).

**Colorado Academic Standards** means the standards adopted by the State Board pursuant to section 22-7-1005, C.R.S., that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education, and include English language proficiency standards. Section 22-7-1013, C.R.S., requires each local education provider to ensure that its preschool through elementary and secondary education standards meet or exceed the Colorado Academic Standards.\*

**Colorado Model Evaluation System:** The fair, equitable, and valid educator evaluation system provided by the Colorado Department of Education to Colorado's school districts to enable them to meet the requirements of S.B. 10-191.

**Colorado Standards** are the Colorado Academic Standards, the Colorado English Language Proficiency standards, and the Extended Evidence Outcomes for students with significant cognitive disabilities.

**Common Assessment:** An assessment typically created collaboratively by a team of teachers responsible for the same grade level, course, or content area. To be considered “common” the assessment must be the same and valued with a common rubric/scoring guide for the same attributes.

**Competency Test:** A test intended to establish that a student has met established minimum standards of knowledge and skills and thus is eligible for an acknowledgment of achievement such as graduation, certification, etc.

**Computerized Adaptive Testing (CAT):** A form of [computer-based testing](#) that adapts to the examinee's ability level. CAT successively selects questions so as to maximize the precision of the exam based on the examinee's answers to previous questions. From the examinee's perspective, the difficulty of the exam seems to tailor itself to his or her level of ability.

**Cornerstone Task:** A real-world oriented task reflective of the key challenges and accomplishments in one or more disciplines, requiring transfer and application of discipline specific knowledge and skills to a novel situation.

**Criteria:** Statements about the important components of the desired knowledge or skill that the student should learn and be able to demonstrate. For example, for oral communication, one criterion could be maintaining eye contact with the audience.

**Criterion-referenced Test:** Assessment of a student's success in meeting stated objectives, learning goals, and expectations or criteria that a classroom teacher defines by using standards. “A well-constructed criterion-referenced test describes without ambiguity exactly what the examinee can or can't do,” assesses competency through more than one item per measured behavior, and focuses on a limited number of skills ([Popham, 2011](#)).

**Diagnostic Assessment:** A standardized assessment that identifies specific skill deficits where the results can provide information that is to be utilized for precise instructional plans and prescriptive teaching.

**Disciplinary Literacy** is literacy instruction embedded within content-areas. Disciplinary Literacy instruction engages learners with content in ways that mirror what scientists and mathematicians do to inquire and gain understanding in their disciplines. (Definition downloaded on August 20 from <http://www.clemson.edu/aophub/documents/DL%20Flyer%20C%2011.1.2010tp.pdf> )

**Elements of the Quality Standards** are the detailed descriptions of knowledge and skills that contribute to effective teaching and leading, and which corresponds to a particular Teacher Quality Standard or Teacher Quality Standard.\*

**Equity Pedagogy** refers to a commitment to a diverse population of students, demonstrated by the creation of an inclusive and positive school culture and strategies that meet the needs of diverse student talents, experiences and challenges. Equity pedagogy values students' individual backgrounds as a resource and utilizes approaches to instruction and behavioral supports that build on student strengths.\*



❖ **Essentials:** shaded and separated by a thick line on rubric. "Essentials" describes foundations in classroom of each element. \*\*

**Evaluatee:** Person being evaluated.

**Evaluation:** A value judgment about evidence collected on student learning through assessment. Evaluation of student learning requires that the teacher compare data collected on student performance to a curriculum standard in order to determine what the student has learned and how well.

**Evidence Provided by Artifacts** describes the unique information that each artifact used in the evaluation provides above and beyond that provided by performance ratings. The evidence is used to support adjustments to ratings during the end-of-year discussion between the teacher and evaluator to determine final ratings for the teacher.

**Exemplar:** A sample of student work that illustrates a proficient level of performance, supported by rubrics with descriptions of expected characteristics.

**Expected Growth** is a student's expected/predicted performance on a current year test given his or her previous year's test score. This information is obtained by regressing the current year test score on the prior year test score. In other words, estimating expected growth addresses the question, "Compared to students with the same prior test score, is the current year test score higher or lower than would be expected?"

**Feedback**<sup>[a]</sup>: Non-verbal, verbal, and/or written information provided to an individual or group for the purpose of improving performance; feedback is most effective when it is timely, specific, and complete. Feedback should identify what has been done well and what still needs improvement and give guidance on how to make that improvement ([Black et al, 2004](#)).

**Formative Use of Assessment:** A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. - Council of Chief State School Officers, 2006

A student product or evidence of understanding may be evaluated formatively and feedback provided to students. The same product may be evaluated again summatively after students have had an opportunity to improve performance.

Formative use of assessment is not:

- the assessment tool itself, but using the assessment tool deliberately to provide feedback to students or inform instruction
- just simply a category in the grade book

**Grade:** A measurement -- often a number, letter or descriptor -- reported at a point in time as a statement of what a student knows and can do based on curriculum standards.

[Guskey and Guskey, 1994](#)

**Growth Models:** Traditional definitions of growth models indicate they are models that measure student achievement growth from one year to the next by tracking the same students. This model addresses the question, "How much, on average, did students' performance change from one grade to the next?" To

permit meaningful interpretation of student growth, the model implicitly assumes that the measurement scales across grades are vertically linked (i.e., that student scores on different tests across grades are directly comparable and represent a developmental continuum of knowledge and skill). An alternate understanding of growth models as put forth by Damian Betebenner is a model that examines performance of students with identical prior achievement scores and computes a percentile for each student indicating the probability of that outcome given the student's starting point, which can be used to gauge whether or not the student's growth was atypically high or low (Growth, Standards and Accountability, The Center for Assessment, April 2009: [http://www.nciea.org/publications/growth and Standard\\_DB09.pdf](http://www.nciea.org/publications/growth%20and%20Standard_DB09.pdf)).

**Individual attribution** refers to student learning outcomes on a measure that are attributed to an individual licensed person (e.g. Reading student learning outcomes for a 1st grade teacher's students).

**Interim Assessments:** Assessments typically administered every few months to fulfill one or more of the following functions: instructional (e.g., to supply teachers with student diagnostic data); evaluative (e.g., to appraise ongoing educational programs; predictive (e.g., to identify student performance on a later high-stakes test). (Colorado Department of Education, 2011)

Examples of what the Colorado Department of Education considers to be interim assessments are Acuity, Galileo, NWEA MAPS, and Quarterly District Assessments. (More on [Colorado's Assessment System](#))

**Item:** A question or measurable activity used to determine whether the learner has mastered a learning objective.

**Key Word:** (upper left hand box of rubric) Added to assist in providing a short descriptor for each element. The committee believed this would assist both teachers and administrators of the focus for each particular element.\*\*

**Licensed Personnel:** means any persons employed to instruct students or to administer, direct, or supervise the instructional program in a school in the state that hold a valid license or authorization pursuant to the provision of article 60.5 of title 22, Colorado Revised Statutes. \*

**Literacy Skills** include but are not limited to phonological awareness, phonics, reading fluency, vocabulary, comprehension, writing, speaking, and listening.

**Measures of Student Academic Growth** mean the methods used by School Districts and BOCES for measuring Student Academic Growth in order to evaluate Licensed Personnel.\*

**Methods of Assessment:** See Assessment Tools

**Multiple Measures of Student Learning:** The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre-/post- tests, capstone projects, oral presentations, performances, artistic portfolios, or other projects. Multiple measures allow students to demonstrate learning in a variety of ways.

**Multiple Measures of Teacher/Principal/Assistant Principal Performance:** The various types of assessments of Teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or feedback from other staff members, families and significant adults, students, or community members.

**Non-tested Grades and Subjects:** The grades and subjects that are not required to be tested under the Federal Elementary and Secondary Education Act.

**Norm-referenced:** A type of test or assessment that yields an estimate of the tested individual's performance evaluation relative to a predefined population, with respect to the trait being measured. This type of test determines whether the test taker performed better or worse than other test takers, but not whether the test taker knows either more or less material than is necessary for a given purpose.

**Norm Referenced Grading:** Assigning grades to students based on comparing their performance to the performance of other students. This is a practice inconsistent with standards-based grading.

**Norm Referenced Test:** Standardized test that reports student performance in relation to the scores of other students.

**Other Assessments:** The development and/or adaptation of other measures of student growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.

**Performance-based Assessment:** Evidence of student achievement of the knowledge and skills collected from students in the form of a performance or product. "An assessment activity that requires students to construct a response, create a product, or perform a demonstration. Since performance assessments generally do not yield a single correct answer or solution method, evaluations of student products or performances are based on judgments guided by criteria" ([Arter and McTighe, 2000](#)).

**Portfolio:** A systematic and organized collection of a student's work that exhibits to the student and others the direct evidence of achievements and progress over a period of time. Portfolios may include a variety of demonstrations of learning in the form of papers, projects, videos, web pages, digital products, journals, reflections, etc.

**Professional Practice** means the behaviors, skills, knowledge and dispositions that Educators should exhibit. Teacher Quality Standards I-V address the Professional Practice standards for Educators in Colorado.\*

**Reliability:** The degree to which the results of an assessment are dependable and yield consistent results across raters (inter-rater reliability), over time (test-retest reliability), or across different versions of the same test (internal consistency or inter-form reliability). Technically, this is a statistical term that defines the

extent to which errors of measurement are absent from an assessment instrument ([Arter and McTighe, 2000](#)).

**Rubric:** A set of criteria used for assessing a given type of work or performance. A rubric usually includes levels of potential achievement for each criterion and is often used in conjunction with exemplars and anchors.

**School Improvement Plan:** See Unified Improvement Plan.

**Self-Assessment:** A process in which a student or teacher assesses (gathers evidence about) his or her own performance relative to a curriculum or professional standard, respectively.

**Self-Evaluation:** A process in which a student or teacher evaluates evidence regarding his or her own performance relative to a curriculum or professional standard, respectively.

**Senate Bill 10-191:** Known as the ENSURING QUALITY INSTRUCTION THROUGH EDUCATOR EFFECTIVENESS (EQUITEE) bill, S.B. 10-191 is the guiding legislation for Colorado's work on educator effectiveness issues.  
([http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191\\_enr.pdf](http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191_enr.pdf)) Guide for Evaluating Colorado's Teachers (Draft – August 31, 2012) 58

**Shared Attribution or Measures of Collective Performance:** The use of measures required by the current provisions of the Elementary and Secondary Education Act and/or other standardized assessments used to measure the performance of groups of Teachers. Measures of collective performance may assess the performance of the school, grade level, instructional department, teams or other groups of Teachers. These measures can take a variety of forms including school wide student growth measures, team-based collaborative achievement projects, and shared value-added scores for co-teaching situations.

**Stakeholders:** Teachers, families and significant adults, students, community members, business persons, and others who have an interest in the well-being of the school.

**Standardized Test:** An externally produced and scored test that has been given in a consistent or "standard" manner to a large population. Standardized tests are designed to have consistent questions, administration, and scoring. Examples include SAT, ACT, TCAP, AP, IB, GRE, MCAT, CELA.

**Summative of Assessment:** Summative assessment, sometimes referred to as assessment of learning, typically documents how much learning has occurred at a point in time. Its purpose is to measure the level of student, school, or program success. - [ASCD, 2008](#)  
Summative use of assessment is an evaluation process designed to determine what students know and can do based on known criteria that were previously communicated to students, usually occurring at the end of instruction after an opportunity to practice, focusing primarily on individual student performance. A summatively evaluated product may also be evaluated formatively, providing feedback to students about their learning and informing adjustments to future instruction.  
Summative use of assessment is not:

- the assessment tool itself, but using the assessment tool deliberately to document what has been learned at a point in time.
- just simply a category in the grade book.
- necessarily a final demonstration of mastery.

**State Model System** means the personnel evaluation system and supporting resources developed by the Department, which meets all of the requirements for local personnel evaluation systems that are outlined in statute and rule.\*

**Statewide Summative Assessments** mean the assessments administered pursuant to the Colorado student assessment program created in section 22-7-409, C.R.S., or as part of the system of assessments adopted by the State Board pursuant to section 22-7-1006, C.R.S.\*

**Student Academic Growth** means the change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which shall be determined using multiple measures, one of which shall be the results of Statewide Summative Assessments, and which may include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels. Student Academic Growth also may include gains in progress towards postsecondary and workforce readiness, which, for Teachers, may include performance outcomes for successive student cohorts. Student Academic Growth may include progress toward academic and functional goals included in an individualized education program and/or progress made towards Student Academic Growth Objectives.\*

**Student Academic Growth Objectives** mean a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction.\*

**Student Learning Objectives (SLOs)** are defined by S.B. 10-191 as “a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gains in student performance during the course of instruction.”

**Summative Evaluation Document:** Overall performance rating at the end of the school year with accumulated documents of evidence and student growth data.\*\*

**Teacher** means a person who holds an alternative, initial, or professional Teacher license issued pursuant to the provisions of article 60.5 of title 22 and who is employed by a School District, BOCES or a charter school in the state to instruct, direct, or supervise an education program.\*

**Teacher Feedback:** SB. 10-191 requires that all educator evaluation systems include opportunities to provide feedback on the performance of teachers. The Colorado Model Educator Evaluation System provides this opportunity through the use of required artifacts described for each standard. There are a number of possibilities for artifacts that may be used to satisfy this requirement. The CDE provides the TELL survey at no charge to schools and districts. In addition, a number of districts are already using the ValEd Teacher

feedback system and the Balanced Leadership Profile as feedback measures. Should districts choose, they may also develop their own measures or adopt other measures to satisfy this requirement.

**Teacher Professional Performance Plan** means the plan required by section 22-9-105.5 (3), C.R.S., and is a written agreement developed by a Teacher and School District administration or local school board that outlines the steps to be taken to improve the Teacher's effectiveness. The Teacher Professional Performance Plan shall include professional development opportunities.\*

**Teacher Quality Standard** means the Professional Practice or focus on Student Academic Growth needed to achieve effectiveness as a Teacher.\*

**Transfer:** Application of specific knowledge and skills to a novel situation or to another content area.

**Unified Improvement Plan:** A school's improvement plan that addresses all state and federal planning and reporting requirements. This is the school plan required pursuant to section 22-11-210, C.R.S.\*

**Validity:** An indication of how well an assessment measures what it was intended to measure; e.g., does a test of laboratory skills really assess laboratory skills or does it assess ability to read and follow instructions? Technically, validity indicates the degree of accuracy of predictions or inferences based upon an assessment measure. ([Arter and McTighe, 2000](#)).

# Tab 6

## Educator Effectiveness





## Resources:

This section of the guidebook is for storing articles or information that you feel will be helpful in your Educator Effectiveness journey.