



COLORADO
Department of Education

Colorado State Model Educator Evaluation System for Principals

Baseline Study of the Validity of Professional Practice Ratings

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Pilot Districts

Center School District 26-JT
Crowley County School District RE-1-J
Custer County School District C-1
Del Norte School District C-7
Eads School District RE-1
Jefferson County School District R-1
(Principal Evaluation Only)
Miami-Yoder School District 60-JT
Moffat County School District RE-1
Mountain Valley School District RE-1
Platte Canyon School District 1
Salida School District R-32
South Routt School District RE-3
St. Vrain Valley School District RE 1J
Valley School District RE-1
Wray School District RD-2

Integration Districts

Archuleta County School District 50-JT
Bayfield School District R-10-JT
Centennial School District R-1
Dolores County School District RE-2
Dolores School District RE-4A
Durango School District 9-R
Ignacio School District 11-JT
Mancos School District RE-6
Montezuma-Cortez School District RE-1
Silverton School District 1
Thompson School District R-2J

The San Juan BOCES, which acted in the interest of districts in southwest Colorado to engage in the pilot site work, contributed immeasurably to the pilot study and to the collection of data from nine districts. Their support enabled these districts to participate as a unified group and to benefit from training, consultation, and early access to information about the state model system.

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Executive Summary

Senate Bill 10-191, passed in 2010, set into motion the Colorado Department of Education's development of a state model educator evaluation system that districts may choose to use to evaluate their teachers, principals, assistant principals, and specialized service professionals. An important component of the development process is determining the level of fairness, reliability, and validity of the professional practice ratings resulting from the districts' use of the system.

Validity, as discussed in this report, is a collection of evidence about how principals' professional practice ratings resulting from the use of the Colorado State Model Educator Evaluation System (state model system) compared to the intended purposes and uses of those ratings as articulated by Colorado's Senate Bill 10-191. The type of evaluation described in this report implies that a definitive yes/no answer is never the outcome, nor the intended goal, of a validity study. Rather, a validity study presents evidence supporting or refuting the use of professional practice ratings for the set of proposed uses addressed in the study. This means that validation is never complete, and validity studies should be revisited and supplemented over time as more data are collected about the professional practice ratings and as the proposed uses or the ratings shift over time.

To study the validity of the professional practice ratings for principals, CDE engaged 26 school districts geographically spread across the state. These districts tested the system beginning with the earliest development processes in 2011-12 and agreed to continue their participation through the 2015-16 school year. As a part of their participation, these districts provided feedback in the form of interviews, focus groups and informal comments and suggestions based on their experiences in using the system to generate and use professional practice ratings for their teachers, principals, assistant principals, and specialized service professionals.

In the interest of determining the degree of validity currently evident regarding professional practice ratings, this report examines seven (7) research questions designed to address various aspects of the system. The collective responses to these questions will provide valuable information about the degree of validity present in the state model system at this time. The data used to respond to these questions will help educator effectiveness staff members determine how to structure the next phases in the normal development process for the system. The following discussion presents the research questions, a brief summary of study findings associated with each, limitations of the study and recommendations for further study.

Research Question 1: What are the characteristics of the study sample and how well do those characteristics represent the state as a whole?

The study sample mirrored the state with respect to most of the characteristics examined in this study. The largest percentage of principals in the sample and in the state worked in rural areas followed by towns, suburbs, and then cities. For other demographic characteristics, where differences were found, the proportion of the sample represented by each subgroup of the sample was similar to that found in the state as a whole. The typical sample principal is a white female who has earned a Master's Degree but not an advanced degree and who works in a rural elementary school that is not served by Title I. The school is in an accredited district and is required to submit a performance plan rather than an improvement, priority improvement or turnaround plan to CDE. While the sample provides variation and differing contexts to explore contextual issues in the use of the professional practice ratings, the collection of districts is similar to the state population on the key characteristics examined by this study.

Research Question 2: Does the distribution of professional practice ratings reflect a range of principal proficiency?

The distribution of professional practice ratings provided by evaluators for overall performance, and performance on standards and elements suggests that the rating scale allows for discrimination between and among varying performance levels. In all instances, the proportion of principals rated basic and partially proficient was larger for element ratings than for standards.

The distribution of professional practice ratings indicates that evaluators use the full range of ratings, particularly at the element level. The largest proportion of ratings clusters at the proficient and accomplished levels. As the system stabilizes over time, it would seem reasonable to expect that more basic, partially proficient and exemplary ratings will be in evidence primarily due to the deepening knowledge about the rigor of professional practices and what is expected of them in order to demonstrate proficiency on each.

Research Question 3: Does the distribution of professional practice ratings allow for principal growth to be measured?

More than 46% of the principals in the sample increased their overall professional practice ratings by at least one level between 2012-13 and 2013-14 while just over 5% of the sample experienced at least one rating level reduction. This statistic should be tracked by CDE because fluctuations in ratings may negatively impact perceptions of the credibility of the ratings and impact the validity argument. In addition, analyses indicate that only 12 of the 298 principals included in this analysis received an exemplary rating on all 25 elements. This would seem to indicate that even the highest performers have practices on which they can improve, particularly in light of the fact that 10.2% of the principals scoring exemplary in 2012-13 scored accomplished in 2013-14.

Research Question 4: Does the distribution of professional practice ratings vary based on key principal and school characteristics?

Professional practice ratings distributions vary between subgroups of principals. Comparisons of overall professional practices ratings for principals based on individual, school and district characteristics revealed that there are no statistically significant differences between the sample and state based on race, gender or the nature of Title I services received by the school. Further, of the 31 comparisons examined for overall professional practice ratings, only 10 were statistically significant. Standardized group means (Cohen's *d*) and their associated confidence intervals further indicated that there is no real difference between some of the non-standardized differences identified as statistically significant.

These results indicate that CDE has work to do in the future in terms of monitoring results annually to determine whether the differences between groups are growing smaller as the system matures and stabilizes. If they do not, then decisions must be made regarding the reasons for such differences and whether changes to system should be made. The impact of these changes should also be carefully monitored in order to isolate the causes of any changes in results.

Research Question 5: What is the relationship between professional practice ratings for standards and between the elements associated with individual standards?

Correlations between standards range from 0.36 to 0.52, and between elements and the standards with which they are associated range from 0.47 to 0.81, indicating that the elements within each standard contribute to the overall measurement of the standard, but that each element measures something unique about the standard. Similarly, professional practice ratings for standards indicate that each standard contributes to the measurement of principal professional practice but each also contributes something unique to the measurement. These results are a good indication that the rubric is measuring a single construct, principal professional practice, and that the measurement of all of the standards and associated elements is needed to gain a complete picture of the construct.

Research Question 6: How reliable and internally consistent are the professional practice ratings?

Cronbach's alpha scores indicate that the internal consistency, or reliability, is within the recommended range. The possible exceptions to this are the 0.92 alpha across all standards and the 0.96 for all elements as a group. As a general rule, alphas larger than 0.90 may be an indication of redundancy in the content of the measurement instrument. An exception to that rule is when there is a large number of items contributing to the alpha calculation. In this case, the 25 elements, considered to be quite large, contributed to the alpha calculation and therefore may be responsible for the high value of alpha.

Research Question 7: How similar are self-assessment ratings to evaluator professional practice ratings?

Self-assessment ratings for all standards and all associated elements differed from those of evaluators. Principals rated themselves lower than their evaluators rated them on all standards and all elements. Correlations between standards and their associated elements on self-assessments are lower than those for evaluator ratings of professional practice. In terms of reliability, Cronbach's alpha for self-assessment across all standards is 0.87 compared to 0.94 for evaluator ratings.

Limitations of the Study

While it is important to assess validity through this first look at professional practice ratings, it is insufficient to make definitive statements regarding the validity of such ratings for the purposes outlined in S. B. 10-191. Much depends on how districts implement the system and the decisions they make based on the collections of professional practice ratings for principals. It was not possible at this stage of the implementation process to assess the status of the following issues in order to move from a baseline examination to a more definitive validity judgment.

1. *Implementation fidelity* in general has not been examined through a comprehensive study that pinpoints persistent problems associated with fidelity of implementation such as how evaluators were trained, evaluators' understanding of the rubric, and how closely the process was followed. This presents a serious limitation, as the myriad issues associated with fidelity have the potential to individually and collectively impact validity.

Fidelity of implementation is a complex issue that requires the collection, analysis, and interpretation of larger amounts of data than the pilot districts agreed to provide. Studying implementation fidelity also requires a great deal of time and other resources, which can make such studies cost prohibitive.

For these reasons and others, at this time, CDE has chosen to use data already being collected from school districts such as the TELL survey, a variety of feedback strategies, approved trainings, the Colorado Performance Management System, ELEVATE, and studies conducted by external organizations to measure different aspects of implementation fidelity. Through these initiatives as well as others, a clearer picture of implementation fidelity is emerging. Additional work in this area is needed in order to thoroughly understand whether school districts and schools are implementing the system as described in the *User's Guide for the Colorado State Model Educator Evaluation System*.

2. Analysis of multi-year data proved problematic during this study. This is primarily due to the fact that, as a result of feedback from the field, the rubric changed

significantly between the 2012-13 and 2013-14 school years, impacting the year-to-year analyses.

3. Since 2013-14 was the first year in which professional practice ratings have a bearing on decisions regarding non-probationary status, principals reported being nervous about how they would measure up and whether their non-probationary status was “safe.” Such a high level of concern can have an impact on the ratings.

Recommendations for Further Study

CDE would be well-advised to continue the study of the state model system through a number of activities that should be conducted annually as well as with more intensive periodic reviews of professional practice ratings validity. Recommendations for additional study include:

1. The analyses presented in this report should be repeated for data collected during the 2015-16 school year, the last year for which pilot site/sample data will be available under the existing Memoranda of Understanding. 2015-16 is also the first year when professional practice ratings will be totally comparable for two (2) consecutive years because CDE did not change the rubric between 2014-15 and 2015-16.
2. Some of the data included in this report should be monitored each year to determine whether changes that represent validity threats have occurred. This is particularly true for group differences, which are a concern because some of them appear to be educationally important in addition to being statistically significant. CDE should continue its ongoing scrutiny of evaluation results to identify potential sources of bias.
3. Consider negotiating an extension to existing Memoranda of Understanding and obtaining additional districts willing to submit data for the purpose of continuously monitoring the system. Comparing current pilot and integration sites to districts that did not officially participate in the state model system until 2013-14 will provide valuable decision making information regarding:
 - a. Necessary system changes.
 - b. Impact of the system on districts and their educators.
 - c. Whether additional time and training may help to moderate fluctuations in professional practice ratings.
 - d. Differences in system implementation and principal ratings between early adopting pilot and integration sites and the districts who delayed implementation until they were required to do so.
4. Conduct future analyses using statewide data to the extent possible. This will ensure that all districts using the state model system will be included in the analyses and will, hopefully, lead to system buy-in and more broad-based use of data. More importantly, using data from all participating districts will eliminate any error associated with sampling.

5. Continue to expand and enhance the discussion of implementation fidelity through an examination of additional data as well as the inclusion of additional external studies as they are completed in order to learn about how educators across the state honor established processes.
6. Conduct an examination of inter-rater agreement to determine the consistency of evaluator ratings of professional practice with those of highly trained master scorers who created a set of training videos to help evaluators monitor their accuracy in completing the rubric during principal observations. Such an examination could be conducted using information gathered through ELEVATE, an online training program available to educators across the state.
7. As the state model system stabilizes and no changes to the rubric or evaluation processes are made for a number of consecutive years, a second in-depth validity study should be conducted.
8. Schedule additional studies periodically for the foreseeable future so validity can be checked as contexts, schools, and priorities change. It is generally agreed that the validity of a set of professional practice ratings is not static over time, so repeated looks at validity are in order as situations change.
9. When scores for measures of student learning (MSLs) are available, expand the discussion of validity to include both MSLs and professional practice ratings to determine principal effectiveness ratings.

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Introduction

In 2010, the Colorado legislature passed ground-breaking legislation that changed the way Colorado's education workforce is evaluated and its ability to improve the quality of learning for all students across the state. Senate Bill 10-191 (S.B. 10-191), also commonly referred to as the great teachers and leaders act, established the goals of improving instruction, and measuring professional growth and development.

Since the passage of S.B. 10-191, Colorado's educators have been studying the bill's requirements and the ways in which they would be able to address them. In addition, the Colorado Department of Education, with the advice and guidance of the State Council for Educator Effectiveness, has established the Colorado State Model Educator Evaluation System (state model system) as a service to districts who do not want, or have the capacity to, create their own systems.

During the 2013-14 school year, the state model system was used by 170 of the state's 178 school districts. The state model system for principals has been pilot tested since the 2011-12 school year in 25 pilot sites geographically spread across the state. The districts applied and were accepted to participate in the early development and implementation phases of the state model system.

In establishing the 5-year pilot test, Colorado wanted to engage districts early in the development and use of the system to learn about things that may need to change prior to the validation studies. While planning and developing the state model system, the educator effectiveness unit at the Colorado Department of Education also planned monitoring and validation activities early in the development phase in order to address researcher recommendations that, *"it is critically important that systematic and rigorous evaluations be conducted of those systems once they are in place."* (Shepard, 2012).

2013-14 is the first school year in which all of Colorado's districts were required to evaluate educators using materials and processes that meet or exceed those outlined in S.B. 10-191 and the first year the rubric stabilized. Members of the educator effectiveness team

Validity is a matter of degree rather than an all or none characteristic.

- Robert Linn
2008

decided, therefore, to conduct a baseline study of system validity based on 2013-14 data.

This baseline study of the validity of overall professional practice ratings for principals is the first step in conducting the rigorous and systematic evaluations recommended by Shepard (2012). While comprehensive in nature, this study stops short of providing a definitive response to the question, “Are the professional practice ratings valid?” As Linn (2008) stated, “Validity is a matter of degree rather than an all or none characteristic.” This study is intended to provide a first look at the degree to which professional practice ratings are valid and the steps that need to be taken to increase the level of validity evidence through subsequent system improvements.

Note: *Senate Bill 10-191 requires that both principals and assistant principals be evaluated based on the Principal/Assistant Principal Quality Standards. Throughout this document, “principal” is used as a shorthand phrase for “principal and assistant principal.”*

Background

Colorado's Senate Bill 10-191 (S.B. 10-191) served as a catalyst for the improvement of the state's approach to evaluating the performance of principals, assistant principals, teachers and specialized service professionals (referred to as other licensed personnel in law and State Board of Education rules). Implementation of this new approach takes time and commitment from both the state and its school districts. S.B. 10-191 is designed to make the educator evaluation process more comprehensive, professionally useful and focused on student achievement. S.B. 10-191 guides the state and school districts in the transformation of evaluation processes to be more rigorous and supportive and to provide continuous professional learning and improvement.

To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed the Colorado State Model Educator Evaluation System (state model system), which meets S.B. 10-191 requirements and provides an option for consistent, fair and rigorous educator evaluations. The state model system is optional to use, but by adopting it rather than developing their own systems, districts have more time to provide meaningful and actionable feedback to their educators, which can translate into increased professional growth and better instruction for students.

CDE is currently piloting the Colorado State Model Educator Evaluation System for Principals in 26 districts (*Appendix A*). Results of this pilot test inform statewide implementation of S.B. 10-191 and provide data necessary to monitor and improve system use and complete this validation study. The intense and tightly focused pilot period is consistent with the timeline for implementation (*Exhibit 1*) set out in S.B. 10-191.

The pilot test period began in the 2011-12 school year and continues through the 2015-16 school year. By extending the pilot test period to five years, CDE is able to gauge the effects of full system implementation for at least three years. The data collected from pilot districts during that time will be invaluable in gauging necessary system changes as well as system impacts.

In enacting Senate Bill 191, Senator Mike Johnston and the State of Colorado have made a bold, initial step toward a new future state for public education. The road will be long and incredibly challenging and immense perseverance will be required to sustain the journey. The rewards, however, for our students, educators, communities, state and nation will far outweigh the difficulties; the results of maintaining the status quo, or merely attempting to optimize what is already being done, are both unacceptable and unthinkable for Colorado.

Matt Smith
Chairman
State Council for
Educator Effectiveness

Exhibit 1. Timeline for implementation of S.B. 10-191: The

Pilot Test Years

Year One: 2011-12	
Development and Beta Testing	
for Teachers and Principals	Specialized Service Professionals
<ul style="list-style-type: none"> • Develop Colorado State Model Systems for teachers and principals. • Beta-test of rubrics and tools. • Develop technical guidelines on Professional Practices and Measures of Student Learning (student growth). • Provide training and support for districts. • Populate and launch online Educator Effectiveness resources. • Develop data collection system. • Develop tools for district/BOCES implementation of system. 	
Year 2: 2012-13	
Pilot and Rollout	
Teachers and Principals	Specialized Service Professionals
<ul style="list-style-type: none"> • Study usability of rubrics. • Support pilot districts through resources, training, tools, etc. • Convene pilot districts to share lessons learned • Analyze pilot district data and make adjustments to materials as needed. • Train all non-pilot districts that are using the model system. 	<ul style="list-style-type: none"> • SCEE and CDE formed a work groups for each of the nine professional groups to: • Make recommendations regarding the evaluation of specialized service professionals. • Identify how each licensed category aligns to Teacher Quality Standards. • Identify necessary changes to ensure that they provide feedback to inform practice. • Create common set of standards and elements to guided creation of professional practices for each professional group. • Develop draft rubrics for all specialized service professional groups (referred to as other licensed personnel in law and Colorado State Board of Education rules). • Provide recommendations for measures of student outcomes (the other 50 percent of the evaluation).

Continued on next page.

Year 3: 2013-14	
Full Statewide Rollout	
Teachers and Principals Hold Harmless Year*	Specialized Service Professionals
<ul style="list-style-type: none"> • Provide statewide technical assistance on rollout of teacher/principal systems. • Support all districts through resources, trainings, tools, etc. • Convene pilot districts to share lessons learned • Analyze state data and make adjustments to the system as needed. • Examine validity of professional practice ratings resulting from implementation of teacher and principal systems • Develop criteria and approve evaluation training providers. 	<ul style="list-style-type: none"> • Pilot test evaluation system for specialized service professionals in 19 sites. • Continue to develop and pilot evaluation system for specialized service professionals.
Year 4: 2014-15	
Continued Implementation	
Teachers and Principals First year for results to affect non-probationary status	Specialized Service Professionals Hold Harmless Year
<ul style="list-style-type: none"> • As necessary, finalize processes, procedures and materials for statewide implementation of teacher/principal systems • Continue support to districts with resources and training for implementation of the state model system • Ensure there are evaluator training providers throughout the state to provide training for districts and evaluators on the state model system • Analyze data and make adjustments as needed • Make recommendations for continuous improvement of the state model system • NOTE: In the spring of 2014, the Colorado legislature passed S.B. 14-165 and in doing so they provided districts the option to weight student growth as little as zero percent or up to 50% for the 2014-15 school year. 	<ul style="list-style-type: none"> • Statewide roll out of model system for evaluating specialized service professionals. • Hold harmless year (a final rating of partially effective or ineffective will not count towards the loss of non-probationary status). • Districts have flexibility deciding how much to weight the measures of student outcomes standards in an educator's final evaluation rating.
Year 5: 2015-16	
Continued Implementation	
Teachers and Principals Second year for results to affect non-probationary status	Specialized Service Professionals First year for results to affect non-probationary status
<ul style="list-style-type: none"> • Analyze data on teacher and principal evaluations and make adjustments to rubrics, processes and materials as needed. • Make recommendations for continuous improvement of the state model system. • Continue studying and improving fidelity of system implementation across the state. 	<ul style="list-style-type: none"> • Continued statewide implementation of specialized service professionals standards and elements, including measures of student outcome measures. • Examine validity of professional practice ratings resulting from implementation of specialized service professionals' systems.

*Hold Harmless Year: Partially effective and ineffective ratings do not count toward the loss of non-probationary status.

Colorado State Model Educator Evaluation System

The design of the Colorado State Model Educator Evaluation System is based on a number of influences that came together simultaneously: S.B. 10-191 and its associated rules, recommendations from the State Council for Educator Effectiveness, emerging research regarding this new generation of methodologies for evaluating educators and the willingness of community, business and political leaders as well as educators to collaborate to support a more rigorous, fair and valid system to evaluate Colorado's licensed educators.

Senate Bill 10-191

Senate Bill 10-191 changed the way all licensed educators (principals/assistant principals, teachers and specialized service providers) are evaluated in Colorado with the ultimate goal of continuously supporting educators' professional growth and, in turn, accelerating student learning.

Purposes of S.B. 10-191

- Emphasize that a system to evaluate the effectiveness of licensed personnel is crucial to improving the quality of education in Colorado.
- Ensure that one of the purposes of evaluation is to provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, and nonrenewal of contract.
- Ensure that educators are evaluated in significant part based on the impact they have on the growth of their students.

Requirements of S.B. 10-191

The new evaluation requirements include opportunities for reflection, review, professional development and growth. Some of the key requirements of S.B. 10-191 include:

- Annual evaluations for all principals/assistant principals, teachers and specialized service providers.
- Evaluation based on statewide Quality Standards defining what it means to be an effective teacher, principal/assistant principal or specialized service professional; the Quality Standards (I through V for teachers and specialized service professionals and I

S.B. 10-191 is designed to make the licensed educator evaluation process more comprehensive, professionally useful and focused on student achievement. S.B. 10-191 guides the state and school districts in the transformation of evaluation processes to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a model system as an option for districts to use. Creating a model evaluation system provides more consistent, fair and rigorous educator evaluations, saves districts valuable resources and enables them to focus on improving teaching, learning and leading. By adopting the model system, districts have more time to provide meaningful and actionable feedback to their educators, which translates into increased professional growth for educators and better instruction for students.

**2014-15 User's Guide:
Colorado State Model Educator
Evaluation System**

through VI for principals/assistant principals) account for half of an educator's annual evaluation.

- The other half of an educator's annual evaluation is based on the Quality Standard that measures student learning over time.
- No person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license or is a designee of a person with a principal or administrator license and has received education and training, in evaluation skills, approved by CDE that will enable him or her to make fair, professional, and credible evaluations.
- A teacher or principal whose performance is deemed to be "unsatisfactory" must be given notice of deficiencies. A remediation plan to correct the deficiencies must be developed by the district and the teacher or principal and must include professional development opportunities that are intended to help the teacher or principal to achieve an effective rating in his or her next performance evaluation.

Probationary Teachers

- Probationary teachers must receive at least two documented observations and one evaluation that result in a written evaluation report each academic year and must receive the written evaluation at least two weeks before the last class day of the school year.

Non-Probationary Teachers

- Non-probationary status (tenure) is earned after three consecutive years of demonstrated effectiveness.
- Non-probationary status is lost after two consecutive years of ineffective ratings.
- All Colorado districts and BOCES were required to implement an evaluation system that aligns with the teacher and principal Quality Standards and the State Board Rules by July 2013. (See more at: <http://www.cde.state.co.us/educatoreffectiveness/overviewofsb191#sthash.l8e2qlFb.dpuf>.)

Specific Requirements for Teacher Evaluation

- Standards must ensure that every teacher is evaluated using multiple, fair, transparent, timely, rigorous, and valid methods.
- Fifty percent (50%) of the evaluation is based on professional practices as measured by performance on Standards I through V. The professional practices are measured by a combination of observations and other evidence documented in the form of artifacts.

- One of the standards for measuring teacher performance must require that at least 50 percent of the evaluation is determined by the academic growth of the teacher’s students. Expectations for student academic growth must take into consideration diverse factors, including but not limited to special education, student mobility, and high-risk student populations.

Specific Requirements for Principal Evaluation

- Standards must ensure that every principal is evaluated using multiple, fair, transparent, timely, rigorous, and valid methods.
- Fifty percent (50%) of the evaluation is based on professional practices as measured by performance on Standards I through VI.
- One of the standards for measuring principal performance must require that at least 50 percent of the evaluation is determined by the academic growth of the students enrolled in the principal’s school, including:
 - Achievement and academic growth for students enrolled in the principal’s school, as measured by the Colorado Growth Model; and
 - The number and percentage of licensed personnel in the principal’s school who are rated as effective or highly effective; and
 - The number and percentage of licensed personnel in the principal’s school who are rated as ineffective but are improving in effectiveness.

Educator Evaluation in the 2014-15 School Year

- *Districts required to:*
 - *Evaluate every teacher, principal and specialized service professional*
 - *Include both professional practices and measures of student learning/outcomes*
 - *Give all teachers, principals and specialized service professionals a final rating of either: highly effective, effective, partially effective or ineffective*
- *Districts have flexibility with how much to weight the measures of student learning/outcomes standard (weight can range from 0-50 percent)*
- *A teacher’s final evaluation rating will count towards earning/loss of non-probationary status.*

Supporting Fair Implementation of S.B. 14-165

Critical Effects of S.B. 10-191

- Prohibits forced placement of teachers.
- Makes non-probationary status of teachers and specialized service professionals “portable.”
- Changes non-probationary status from one that is earned based upon years of service to one that is earned based upon three consecutive years of demonstrated effectiveness.
- Provides that non-probationary status may be lost based upon consecutive years of ineffectiveness.

Senate Bill 14-165

In the 2014 legislative session, additional flexibility was passed for districts/BOCES regarding the 50 percent measures of student learning/outcomes portion of the evaluation **for the 2014-15 school year only**.

- During the 2014-15 school year, all districts/BOCES will continue to evaluate every teacher, principal and specialized service professional on all of the Quality Standards including measures of student learning/outcomes.
- Teachers, principals and specialized service professionals will receive a rating/score for each standard, including the measures of student learning/outcomes standard.
- District flexibility for the 2014-15 school year comes when determining how much weight the measures of student learning/outcomes standard counts in the educator’s final evaluation rating. For example, when the professional practices (Quality Standards I-V for teachers and specialized service professionals or I-VI for principals) and measures of student learning/outcomes portions (Quality Standard VI for teachers and specialized service professionals or VII for principals) of the evaluation are combined, districts are able to weight the measures of student learning/outcomes rating anywhere between 0-50 percent.

Beginning with the 2013-14 school year, all districts were required to have evaluation systems in place that are in accordance with the adopted State Board rules and for evaluation systems, including all educators being evaluated using multiple fair, transparent, timely, rigorous and valid methods.

The passage of S.B. 10-191 ushered in a new era of support for Colorado’s educators as well as new challenges for CDE and school districts charged with operationalizing the law and subsequent changes to the law. The comprehensive and broad-reaching requirements of the law, including a timeline requiring immediate action, have resulted in CDE and school districts taking quick and ongoing action to understand the law’s requirements, determine how to address them, and put high quality tools and materials in place to ensure the achievement of the overall goal of the law: improving student learning by having a strong educator workforce across the state.

State Council for Educator Effectiveness

Created by executive order in January of 2010, the State Council for Educator Effectiveness (the Council) was given a statutory charge to make recommendations for the next generation of teacher and principal evaluation in Colorado. S.B. 10-191 charged the State Council for Educator Effectiveness with completing four key objectives, which can be summarized as follows:

- Defining effectiveness of teachers, principals and assistant principals (principals) and specialized service professionals.
- Establishing levels of effectiveness and performance standards.
- Developing guidelines for a fair, rigorous, and transparent system to evaluate teachers and principals.
- Recommending state board rules on the evaluation, and support of teachers and principals.

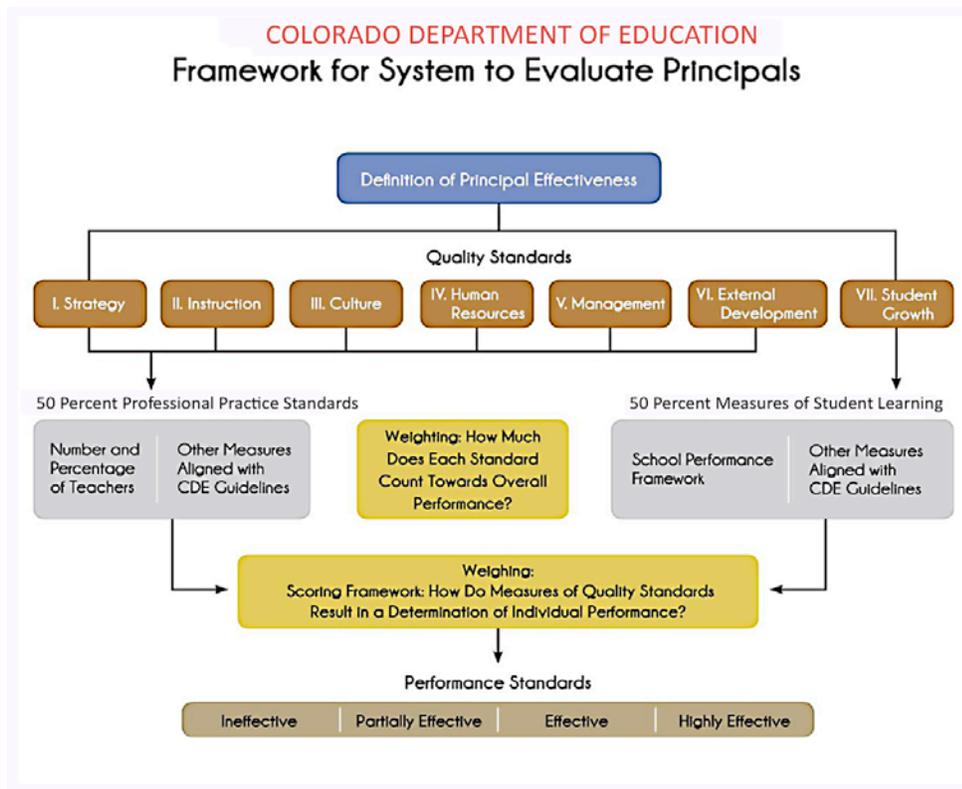
One of the Council's first acts was to come to consensus on a common vision for their work: *All students in Colorado will have effective teachers in their classrooms and effective leaders for their schools. Evaluation provides teachers and principals with clear expectations for their performance and with ongoing feedback and support needed to improve performance* (State Council for Educator Effectiveness, 2011).

To explain their operational concept of how S.B. 10-191 should be implemented, the Council developed and widely disseminated the Framework for System to Evaluate Principals ([Exhibit 2](#)). The Framework has served as the foundation for the development of the state model system and serves as a visual explanation of the primary components of S.B. 10-191. Most importantly, the Framework illustrates the components of the state model system and how those components can and should work together to determine the level of effectiveness of every licensed educator in Colorado. The definition of principal effectiveness, Principal Quality Standards and principal rubric, all key system components, are in Appendix C.

The Council's teacher evaluation recommendations reflect and enhance the vision. Their attempt to provide a balanced approach to educator evaluation is articulated in their Report and Recommendations (p. 39-40): *"To assure quality and comparability and to meet the requirements of S.B. 10-191, new teacher evaluation systems in Colorado will be anchored by a common definition of effective teaching, common teacher quality standards, and common performance standards. In addition, teacher evaluation systems must contain the components set forth in the Framework, and must use student growth to determine at least 50 percent of a teacher's evaluation. In certain complex areas, such as measuring student growth, technical quality needs to be assured through requirements established by the state. In other areas, such as choosing tools to use in measuring teacher professional practice, and determining relative weights to be assigned to performance on professional practice standards, districts are free to develop their own approaches to meet local needs and fit in a local context, within general parameters and guidelines set out by the Council."*

This balanced and flexible approach to educator evaluation has served as the foundation for CDE’s efforts to develop a model system that addresses the requirements of S.B. 10-191 while providing appropriate options that enable districts to consider the context in which they work. The Council continues to advise the state’s work on operationalizing the great teachers and leaders act. Their common sense approach to addressing critical issues has enabled CDE to create and test an evaluation system that meets S.B. 10-191 requirements while concurrently considering district, school and teacher needs with respect to making clear, consistent, and meaningful change for the benefit of students. The Council understands the steep learning curve required by this challenging work and that the continuous improvement work conducted throughout the pilot test phase of the development and implementation of the state model system will continue to be important over the coming years.

Exhibit 2. Framework for System to Evaluate Principals



Similar frameworks have been developed for teachers and specialized service professionals. These frameworks are included in Appendix C.

Underlying Assumptions of the Colorado State Model Educator Evaluation System

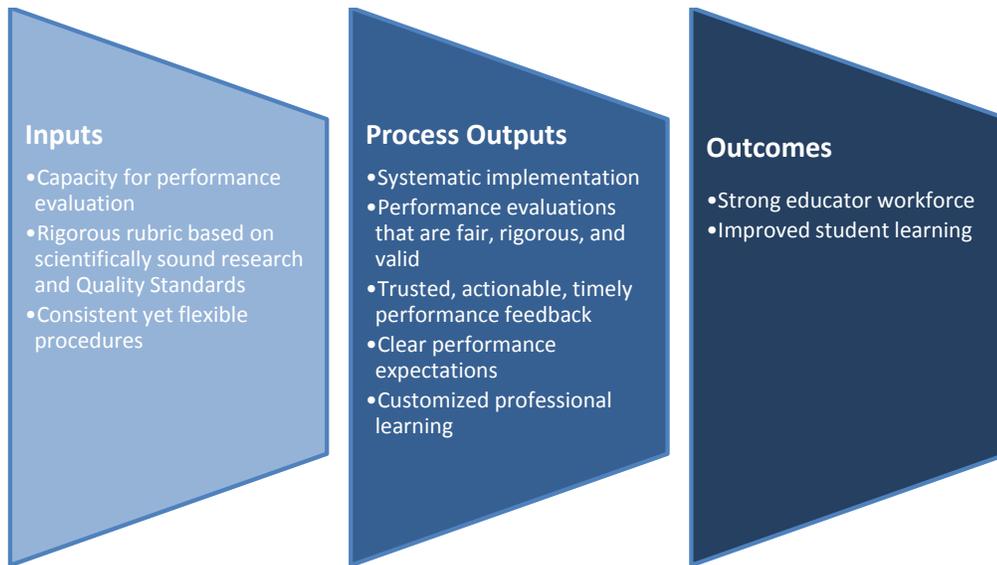
The state model system is based on a set of assumptions that guided its development, testing, and implementation. Key assumptions of the system are:

- A.** *Teacher and Principal Quality Standards are rigorous and define appropriate research based skills and knowledge critical to delivering high quality performance and improving student learning.* The Teacher and Principal Quality Standards serve as the foundation for all aspects of the state model system. In its deliberations regarding the standards to which Colorado’s teachers and principals should be held accountable, the State Council for Educator Effectiveness examined the standards from states across the United States and research related to educator effectiveness. They determined that the research-based standards developed by and for North Carolina educators were appropriate for use in Colorado and, with minor modifications, recommended their adoption. During the rulemaking and approval process, the standards were modified to incorporate issues important to the Colorado State Board of Education. The approved Principal Quality Standards are included in Appendix C.
- B.** *The rigor of the standards, elements and professional practices is sufficient to provide opportunities for professional growth for all teachers, principals and specialized service professionals.*
- C.** *The annual evaluation, when conducted as a year-long process, will lead to improved educator quality and improved student outcomes.* The State Council for Educator Effectiveness eloquently stated that, “*Evaluation is a process, not an event.*” Principals’ performance throughout the school year, not just on a single day at the end of the year, serves as the basis for determining the quality of professional practice. The evidence accumulated over time both observable and non-observable helps the evaluator make a final determination of professional practice ratings and professional growth needs.
- D.** *A comprehensive system of supports will help to improve the quality of the workforce and therefore improve the quality and pace of student learning.*
- E.** *Proficiency on approved standards and student performance on outcome measures are equally important in making the determination of a principal’s effectiveness.*
- F.** *Using the observation results and mid-year reviews to provide actionable feedback will help to improve [day-to-day] strategies and thereby improve student learning.*

Theory of Action

The theory of action (*Exhibit 3*) underlying the state model system is straightforward and representative of the S. B. 10-191 requirements as well as the design of the state model system. Adapted from Clifford (2014), the theory of action recognizes the importance of system components recommended by the State Council for Educator Effectiveness as well as the need for flexibility in procedures, which are necessary in light of local control options available to all of Colorado’s school districts. This theory of action will evolve as the state model system matures and as requirements and/or purposes of the state model system change.

Exhibit 3. Theory of Action for the Colorado State Model Educator Evaluation System



The Colorado Principal Quality Standards

The Principal Quality Standards (*Appendix C*) approved by the Colorado State Board of Education outline the knowledge and skills required of an effective principal and are used as the foundation for all principal evaluation activities in Colorado. According to S.B. 10-191, all school districts and BOCES must base their evaluations of licensed principals on the full set of Principal Quality Standards and their associated elements, or shall adopt their own locally developed standards that meet or exceed the Principal Quality Standards and their associated elements. School districts and BOCES that adopt their own locally developed standards shall crosswalk those standards to the Principal Quality Standards and elements, so that the school district or BOCES is able to report the data required. The Principal Quality Standards are foundational to providing every student with what they deserve—excellent principals who are consistently supported in their efforts to improve their practice and influence principal performance and student learning in new and powerful ways.

Rubric for Evaluating Colorado Principals

Based on the Principal Quality Standards approved by the State Board of Education, the Rubric for Evaluating Colorado Principals is the centerpiece of the state model system. As stated earlier, the Principal Quality Standards are organized around seven performance standards, each with a set of associated elements that serve to further explain performance expectations and expand the description of the Principal Quality Standard. The seven Principal Quality Standards are:

- I. Principals Demonstrate Strategic Leadership.
- II. Principals Demonstrate Instructional Leadership.
- III. Principals Demonstrate School Cultural and Equity Leadership.
- IV. Principals Demonstrate Human Resource Leadership.
- V. Principals Demonstrate Managerial Leadership.
- VI. Principals Demonstrate External Development Leadership.
- VII. Principals Demonstrate Leadership around Measures of Student Learning.

These standards and their associated elements serve as the foundation and organizing framework for the state model system. It is important to note that Standard VII is not included in the rubric. Rather, Standard VII serves as the foundation for measures of student learning, commonly referred to as “the other 50%” of the effectiveness rating. This report examines evidence of validity for the professional practice ratings associated with Standards I through VI.

Professional practices were derived from current research regarding the topic of the standards and elements, results of beta and pilot tests, discussions with expert panels of school and district administrators and teachers, and focus groups and interviews with key stakeholders throughout the state. All of the information obtained from these data gathering activities as well as input from CDE staff members were used to revise the rubric throughout the first three school years of the pilot test: 2011-2014. The result of such activities is that the rubric and the accompanying processes guiding its use are not only research based, but relevant from field-based educators’ perspectives and a content perspective through the use of feedback from educators at every level of the system across the state. These educators have indicated that the rubric contains the appropriate professional practices needed to measure principal performance toward achieving the Quality Standards. To understand the professional practice ratings under consideration in this study, it is important to understand the features of the rubric used to determine those ratings.

School leaders are a high leverage point for improving student achievement because they develop great teachers and create working conditions that keep great teachers in the field.

Great Principals at Scale

Features of the Rubric for Evaluating Colorado Principals

A critical feature of the rubric is that the professional practices on which principal performance is based are nested within the elements, which are nested within the standards. This means that the combination of professional practices related to an element determine the rating level for that element. Similarly, the combination of professional practice ratings for elements associated with a standard determine the rating for that standard, and the combination of all standard ratings for professional practice determine the final effectiveness rating. The result of this design is that it is possible to obtain ratings for individual elements as well as for individual standards and an overall professional practice rating. The overall professional practice ratings serve as the 50% of the effectiveness rating based on Principal Quality Standards I through VI. In addition, the element and standard ratings of professional practice and, in some cases, the determination of performance on individual professional practices may be used to guide professional growth and development plans for principals, schools and districts. It also provides administrators the capability of pinpointing specific practices on which groups of principals need professional development. This approach to collecting data once and using it for multiple purposes saves the state and school districts valuable time and resources.

In addition to using the professional practice ratings for both formative and summative purposes as well as to design professional growth activities, the rubric has a number of design features that are key to its use.

- *Both observable and non-observable items.* To measure performance against the Principal Quality Standards it is necessary to determine principals' performance on non-observable as well as observable items. By including both on the same rubric, CDE sends a clear message that both are important and both contribute to principals' professional growth as well as improvements in principal performance and student learning. While the principal rubric does not distinguish between items that would typically be observable and those that are clearly unobservable, it is possible to observe many of the professional practices should the evaluator choose to do so. For example, communications with school staff or with parents and other school community stakeholders, is observable, but is typically not observed by evaluators.
- *Indicators that principals are improving their practice and students are improving the pace and quality of their learning as a result of the principal's practices.* The ultimate goal of the state model system is to improve the quality of learning for all of Colorado's students and the ultimate measure of professional practice is whether principals' actions adequately set the stage for learning to take place. CDE therefore decided that the accomplished and exemplary ratings for some of the elements should be reserved for indicators that principals are improving their practice, students are learning the skills and knowledge required by the state, and relationships with all members of the school community are of high quality. The underlying assumption of this approach is that if the principals do what is expected of them, the students, teachers and community members will also perform in ways that support school improvement efforts.
- *Cumulative in nature.* This characteristic of Colorado's rubric sets it apart from others, which typically use increasingly difficult descriptors of a single aspect of performance to

determine rating levels. Colorado's rubric requires principals to demonstrate high quality performance on each of the professional practices from Basic to Exemplary. The professional practices become increasingly difficult as the rating levels change from Basic to Exemplary.

Principals are rated at the lowest level for which they have demonstrated high quality performance on all professional practices. In other words, the rigor of the process requires that principals demonstrate high quality performance on each practice as they move from Basic to Exemplary across the row for each element. Should they not demonstrate that they meet such performance standards on any professional practice, they remain at that rating level until their performance improves.

Colorado's rubric exemplifies the belief that determining the depth and breadth of principals' knowledge and skills and their ability to use those skills requires the measurement of the many facets of each of the Principal Quality Standards and associated elements, from the most basic skill to those practices that characterize truly masterful principals. CDE's approach to doing this is to identify the practices that are most important to demonstrate quality performance for each element and to place those practices along a scale ranging from basic to exemplary. Evaluators must determine whether the principal's performance on each practice is of high quality. The collection of high quality practices determines the principal's score on the element. By providing a more comprehensive set of practices on which principals are evaluated, this system also provides greater opportunity for deep, rich and comprehensive performance discussions.

- *Evidence is used as it is gathered throughout the year for providing formative feedback.* Performance discussions between the principal and evaluator should be conducted at the beginning, middle and end of the school year. These discussions are focused on the principal's annual goals and how well those goals are being met. Evidence conducted throughout the year is discussed at the appropriate time in order to provide formative feedback leading to ongoing performance improvement prior to the need to determine final performance ratings.
- *Results in a range of professional practice ratings from foundational practices expected of every principal (Basic) to those one would expect of master principals (Exemplary).* The rating scale is anchored at proficient with two levels (basic and partially proficient) below and two levels (accomplished and exemplary) above. Definitions and focus of rating levels are included in Exhibit 4.
- *Includes many opportunities to determine the level of involvement of parents, other significant adults in the lives of students, and other members of the school community.* Throughout the rubric, principals are judged on their level of collaboration with other adults who have a role in educating students.
- *Uses multiple measures.* Principals and their evaluators may use any information they deem appropriate to demonstrate the accuracy of their ratings. Multiple measures in the form of artifacts are a built-in feature of the professional practices measures and are an important component of the state model system because they provide principals and their

evaluators opportunities to contextualize the ratings and make evaluative decisions based on the unique circumstances surrounding the principal’s work.

Exhibit 4. Definition and Focus of Rubric Rating Levels

Rating Level	Definition	Focus
Basic	Educator’s performance on professional practices is significantly below the state quality standard.	The focus of the Basic rating is on the foundational elements of teaching. The educator rated as Basic is typically performing at a foundational level and does not meet state Quality Standards. Every educator is expected to perform Basic professional practices in their day-to-day work.
Partially Proficient	Educator’s performance on professional practices is below the state quality standard.	The focus of Partially Proficient and Proficient levels is what educators do on a day-to-day basis to achieve state performance standards and assure that students are achieving at expected levels.
Proficient	Educator’s performance on professional practices meets state quality standard.	
Accomplished	Educator’s performance on professional practices exceeds state quality standard.	The focus of Accomplished and Exemplary ratings shifts to the outcomes of the educator’s practices, including expectations for staff, students, parents and community members, as a result of practices exhibited under Basic, Partially Proficient and Proficient rating levels.
Exemplary	Educator’s performance on professional practices significantly exceeds state quality standard.	

Determining Professional Practice Ratings

Determining final professional practice ratings is a multi-step process that lends itself to using results from each step for formative, just-in-time, actionable feedback. Throughout the school year, the evaluator and principal discuss past performance, performance expectations, and the status of the principal’s progress toward meeting expectations. These discussions may result in adjustments to expectations and/or the principal’s professional growth plan based on the context and the principal’s progress.

1. *Professional Practice.* The first step in determining professional practice ratings is to determine the practices on which the principal has demonstrated proficiency. If the evaluator observes or has other evidence that the principal has mastered the practice, the practice is marked. There are no options for partial achievement of individual practices, only an indication that the practice has been achieved with an acceptable level of quality. Once the professional practices have been marked, all other ratings determinations are aggregations of information based on which practices are marked.

2. *Element Ratings* are determined by aggregating the professional practice ratings for each element. Because of the cumulative nature of the rubric, the principal's rating for an individual element is the lowest score for which all practices are marked and all practices below it are marked.
3. *Standard Ratings* are based on the ratings for individual elements and the number of elements associated with the standard. As a service to districts, CDE developed online systems to automate the calculation of element, standard and overall professional practice ratings. The Colorado Performance Management System and an in-house developed system based on Excel have proven to be timesavers for both CDE and districts as their use generates accurate professional practice ratings that can be analyzed without worrying about systematic or data entry errors.
4. *Overall Professional Practice Ratings* are a function of ratings on standards and are again based on a mathematical formula outlined in the user's guide. These ratings become the final professional practice ratings which make up the 50% of the principal's effectiveness ratings to be combined with measures of students learning as the other 50%.

These ratings are the result of evaluators and the principals they are evaluating implementing the performance evaluation process specified in the state model system.

About this Study

This Baseline Study of the Validity of Professional Practice Ratings for Principals is the first look at validity issues in the state model system for principals (a similar report for teachers is available at http://www.cde.state.co.us/educatoreffectiveness/2015_teacher_validity_study). CDE plans to use these results as baseline information to guide further decisions about system modifications. It is anticipated that a second study will be conducted in the future. That study will build upon this one in terms of the amount and type of data available as well as the types of comparisons that are made possible by additional data. CDE plans to keep the system as stable as possible until the second study is conducted in order to have comparable year-to-year data on which to base decisions.

Study Team Members

Members of the Educator Effectiveness Unit at CDE determined that it would be possible for them to complete an accurate and objective study of the validity of principal professional practice ratings if the Executive Director for Educator Effectiveness, the report author and the researchers could establish and agree to honor a set of roles and responsibilities that would ensure the study's transparency, objectivity, and credibility. To that end, the four primary contributors agreed to the following set of roles and responsibilities:

Katy Anthes, Executive Director of the Educator Effectiveness Unit

- Serve as the point person for all discussions of the validity study and its accompanying report.
- Ensure that all aspects of the validity work honor the intent of the roles and responsibilities agreement by maintaining the independence of the researchers and report writer.
- Approve the research and analysis plan.
- Encourage communication between and among all involved Educator Effectiveness staff members by establishing regular meetings at which issues would be discussed.

Britt Wilkenfeld, Assistant Director of Research

- Provide advice and guidance regarding validity study plan and its implementation.
- Develop and maintain databases containing all educator evaluation data.
- Review and confirm accuracy of data analyses.

Philip Perrin, Research Analyst

- Develop and maintain databases containing all educator evaluation data.
- Conduct the data analyses.
- Provide results of analyses to Williams, Wilkenfeld, and Anthes for review.
- Maintain confidentiality of all data other than reports required by the approved research and analysis plan.

Jean Williams, Evaluation Design Specialist

- Write the baseline validity study.
- Write the research and analysis plan.
- Receive data analysis reports from Perrin.

- Review and confirm accuracy of data analyses.
- Communicate problems and questions regarding analyses and request corrections if necessary.
- Keep all team members informed of progress on the report.

Note: While data used in the completion of this study were available on the CDE server, Williams did not access the raw data or any interim analyses at any time before, during, or after the study. All data included in the report were analyzed by Wilkenfeld and Perrin. Anthes oversaw the process to ensure the integrity and objectivity of the study.

CDE also engaged the services of an external research team to provide advice about study design and review the report for accuracy, consistency, and overall quality. Following the research team’s independent review of the final draft of this report, the team made recommendations for improvement based on answers to the following questions:

- *Analyses* – Were the most appropriate analytic techniques used given the data available?
- *Findings* – Are narrative descriptions of issues related to data supported by the data and are the findings reported accurately and appropriately based on analyses presented?
- *Limitations* – Are all study limitations reported and described as accurately, thoroughly, openly, and transparently as possible?
- *Recommendations for further study* - Are all recommendations reasonable given the status of the system, appropriate for responding to questions of validity, and comprehensive enough that when the studies are carried out? CDE will have higher quality information to guide decisions related to necessary system adjustments.

CDE is committed to ensuring that openness and transparency are the cornerstones of the Educator Effectiveness Unit’s work. To that end, the datasets used in the completion of this report will be made available to researchers interested in replicating, expanding, or enhancing analyses if they are approved through CDE’s internal review board (IRB) process and are granted access to the data.

Data Collection and Analysis

To complete the analyses included in this report, it was necessary to draw data from a variety of databases housed at CDE and to combine them with evaluation data provided by pilot sites. Data were submitted to CDE via Excel spreadsheets, the Bloomboard online system, and the Colorado Performance Management System. Once received, research staff members (Wilkenfeld and Perrin) cleaned and organized the data to make the analyses more accurate and easy to conduct.

Analyses were incorporated into a working draft of this report, which was then sent to stakeholders within CDE and to an external research organization to verify not only the

methodology and findings but also the conclusions and recommendations resulting from the findings. Where necessary, the draft report was revised to address reviewer concerns and help ensure the accuracy and utility of the report.

Presentation of Analyses

Every attempt has been made throughout this report to objectively and consistently present findings in such a way that the reader is able to draw conclusions from the presentation of data as well as from the variety of statistical procedures used to complete analyses. To answer each question, data tables and, where appropriate, charts and/or graphs are used to present the data. Background information regarding the research question and the data and type of analyses used to answer the question are always presented first, followed by the actual data and discussions of findings as follows:

1. Actual differences are discussed first. It is important to consider the practical/educational importance of the findings. (King, Schmmitz, Seaman, Carver, 1978). The actual results are discussed and interpreted with respect to the research question and attention should be paid to the size of the effect, whether it is statistically significant or not. This is particularly important because although tests of statistical significance are an important consideration for determining validity of the scores resulting from the use the state model system, they do not provide information about the practical importance of the results or the likelihood of obtaining similar results in the future (Kruger, 2001).
2. A p-value of less than was .05 used as the standard for determining statistical significance for this study. Tests of statistical significance provide an indication of the probability of obtaining results of this size in the general population if there is no difference between the sample and the general population (Carver, 1978). In other words, $p < .05$ resulting from a statistical significance test indicates that there is less than a 5% likelihood of getting similar results if there is no difference between the two groups being compared.
3. A final consideration in interpreting the group differences results is the size of the sample. *“Statistical significance ordinarily depends upon how many subjects are used in the research. The more subjects the researcher uses, the more likely the researcher will be to get statistically significant results.”* (Carver, 1978). The sample sizes for these comparisons are relatively large (StatSoft, 2015) and therefore may result in statistically significant findings due to sample size alone.

All of the data presented in response to each research question should be considered as a collection of evidence. Each type of evidence describes a different facet of the data, and the facets collectively provide the best response given the information available at this time. Additionally, the responses to all of the research questions collectively represent a comprehensive view of the validity evidence available to support the use of the Colorado State Model Educator Evaluation System for Principals to address the purposes laid out in Senate Bill 10-191.

Research Questions

The remainder of this report deals with a set of research questions designed to collectively address whether the professional practice ratings resulting from the use of the Colorado State Model Educator Evaluation System (state model system) are valid for the purposes for which they are intended. Each question addresses a unique facet of this issue. The questions to be addressed are:

- 1. What are the characteristics of the study sample and how well do those characteristics represent the state as a whole?** The answer to this question is particularly important because the study sample was not randomly selected and it is therefore possible that the characteristics of the sample would differ in important ways from the populations to which the findings should be generalizable. It is important to understand that the professional practice ratings are not just a function of the rubric but also of the context in which the rubric is used and the people using it.
- 2. Does the distribution of professional practice ratings reflect a range of principal proficiency?** Central to the purpose of S.B. 10-191 is the idea that it is possible to discriminate between different levels of proficiency based on the Principal Quality Standards as measured by the Rubric for Evaluating Colorado Principals. To do this, all five of the rating levels should be used and it should be possible to discriminate between and among the proficiencies described for each level. If all levels are not used, system developers should consider making revisions to the system.
- 3. Does the distribution of professional practice ratings allow principal growth to be measured?** S.B. 10-191 articulates that improvements in the quality of the education workforce is one of the two outcomes expected to result from fair, rigorous, and valid evaluations. The other outcome is improvements in student learning. This question speaks to the intent of the law regarding having a rigorous system that is able to measure principal proficiency along a continuum of practices ranging from the most basic, or foundational, skills that every principal should be able to demonstrate.
- 4. Does the distribution of professional practice ratings vary based on key principal and/or school characteristics?** The extent to which differences in professional practice ratings between and among groups based on variables unrelated to performance may be an indication of fairness and/or bias within the system. Such bias may stem from any of a number of sources, including variations in training, level of reliability and/or inter-rater agreement among evaluators, systemic issues associated with equity of resources, rubric content, the evaluation process itself and other issues.
- 5. What is the relationship between professional practice ratings for standards and between the elements associated with individual standards?** The relationships between and among ratings provides an indication of whether the dimensions (professional practices, elements, standards) of the rubric measure various components of a single construct: the quality of principal professional practice related to the Principal Quality Standards. This question also deals with whether there is overlap between elements and/or standards in terms of what they measure. Components of a

well-designed rubric will have some overlap with each other, but each will also measure something unique about the construct.

6. How reliable and internally consistent are the professional practice ratings?

Highly related to the prior question, reliability takes the standard and element relationship issue one step further by determining the reliability of professional practice ratings. This step is critical to a determination of validity because the ratings cannot be valid if they are not reliable.

7. How similar are self-assessment ratings to evaluator ratings of professional practice?

All educators who are evaluated using the state model system must complete a self-assessment annually within the first few weeks of school. The results of the self-assessments, when compared to evaluator ratings, provide information about principal growth within a single year as well as highlight potential problems in a principal's or evaluator's perception of the level of performance. Comparisons between principal and evaluator ratings may also point out potential concerns about the fairness of the professional practice ratings.

Each question is addressed individually, with a summary of the findings following the discussion of the final question.

Validity

“Validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests” (American Educational Research Association, American Psychological Association and National Council on Measurement in Education, 1999 and 2014, p. 9). Validity, however, is not a property of the test itself, rather it is an evaluation about how test scores are interpreted compared to the intended purposes and uses of those scores. This type of evaluation implies that a definitive yes/no answer is never the outcome (nor the intended goal) of a validity study. Rather, a validity study presents evidence supporting (or refuting) a test used for the set of proposed uses addressed in the study. This means that test validation is never complete, and validity studies should be revisited and supplemented over time as more data are collected about the test scores and as the proposed uses shift over time.

It should be noted that the terms test and scores are used throughout this report when referring to recognized practices for validation. This report follows the rigorous process established for test validation. Readers should be aware that the term “test” in this report refers to the use of the Rubric for Evaluating Colorado Principals and that “score” refers to the professional practice rating resulting from use of the rubric. For the state model system, “validity” is used to describe the evidence that has been accumulated related to the use of the professional practice ratings for the purposes established by S.B. 10-191.

The Colorado Department of Education’s Educator Effectiveness Unit collected and analyzed data on the principals involved in this study. Participating principals worked in pilot and integration districts during the 2013-14 school year (*Exhibit 5*):

1. whose superintendents volunteered to serve as pilot sites during the development and initial roll-out of the state model system, or
2. which were selected to be integration districts by the Colorado Education Initiative (CEI; formerly the Colorado Legacy Foundation). These districts received additional resources in the form of CEI-sponsored activities and monetary funding to support a variety of activities.

Validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing tests and evaluating tests. The process of validation involves accumulating relevant evidence to provide a sound scientific basis for the proposed score interpretations.

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Testing, 2014**

The principal study sample was drawn from 15 pilot and 11 integration districts spread across Colorado. Superintendents in the sample districts volunteered to have the educators employed by the district participate in the development, testing, review, and revision of the state model system. They made a 5-year commitment to work with the CDE by:

- participating in state-sponsored trainings,
- evaluating district educators using each annual iteration of system components,
- providing feedback on the quality of documents, including the rubric, and how well they work within their system, and
- submitting performance evaluation data to CDE on all district educators to enable state staff members to monitor how well the system works in order to make revisions. Data submitted includes professional practices marked as being in evidence; element, standard and overall performance ratings; and self-assessment ratings. Additional CDE data were also included (e.g., information on principal, school and district characteristics). The data these districts submitted serve as the basis for this study.

Exhibit 5. 2013-14 Pilot and Integration Districts for the Principal System

Pilot Districts	Integration Districts
Center School District 26-JT	Archuleta County School District 50-JT
Crowley County School District RE-1-J	Bayfield School District R-10-JT
Custer County School District C-1	Centennial School District R-1
Del Norte School District C-7	Dolores County School District RE-2
Eads School District RE-1	Dolores School District RE-4A
Jefferson County School District (R-1)	Durango School District 9-R
Miami-Yoder School District 60-JT	Ignacio School District 11-JT
Moffat County School District RE-1	Mancos School District RE-6
Mountain Valley School District RE-1	Montezuma-Cortez School District RE-1
Platte Canyon School District 1	Silverton School District 1
Salida School District R-32	Thompson School District R-2J
South Routt School District RE-3	
St. Vrain Valley School District RE 1J	
Valley School District RE-1	
Wray School District RD-2	

While 26 districts agreed to serve as pilot sites for the principal evaluation process in the 2013-14 school year, only 17 of those districts submitted evaluation data. Therefore, analyses presented in this report are based on the 17 districts for which data were available.

Research Question 1. What are the characteristics of the study sample and how well do those characteristics represent the state as a whole?

The extent to which professional practice ratings are generalizable across population groups, settings, or contexts is a persistent and perennial problem. This is the main reason that validity is an evolving property and validation a continuing process (Messick, 1995). Validity is addressed by examining the extent to which the context in which the study data were collected conforms to the context in which the processes will be used. This section examines the extent to which data for the study sample (the principals for whom final professional practice ratings were submitted for 2013-14) and the school or district (the setting or context) characteristics represent the population which will ultimately use the materials and processes under consideration. This section provides a detailed description of the principals, schools and districts involved in this study and compares the sample to the state as a whole. Key demographic characteristics such as race/ethnicity, gender, and education level of the participants are described. Likewise, district and school characteristics such as Title I eligibility and turnaround status are discussed.

An examination of differences between and among groups can be a complex and arduous process. Discussions in this section emphasize:

1. The size of the differences between average ratings for individual groups being compared. Such an examination helps the reader determine the practical, or educational, importance of such differences.
2. The rank order of the individual groups when compared to each other. For example, a look at Exhibit 6 illustrates that the number of districts for the sample and the state are in the same order, from smallest to largest, indicating the two groups are similar with respect to the proportion of districts in each group.

Validity is not a property of the test or assessment as such, but rather of the meaning of the test scores. These scores are a function not only of the items or stimulus conditions [the rubric], but also of the persons responding as well as the context of the assessment. (p. 6)

Messick (1994)

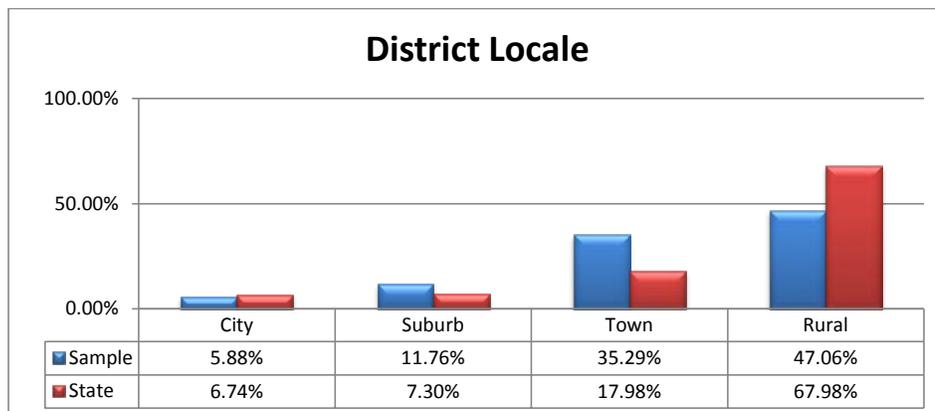
District and School Characteristics

The principal professional practice ratings under consideration are a function of the context, the schools and districts involved in this study, in which the ratings are generated as well as the principals and their evaluators. To clearly understand the nature of study findings, it is necessary to understand the people and contexts involved in generating the ratings. It should be noted that all data presented in this section are based on the 2013-14 school year.

District Locale. A summary of the sample and state populations by the locale in which the districts are located is presented in Exhibit 6. The sample of 17 districts that submitted principal evaluation data is similar to the state as a whole based on this analysis. The largest difference is between rural districts. The proportion of rural districts in the state is 20.92% higher than that for the sample.

Exhibit 6. Districts by Locale Codes

Locale	Sample		State	
	N	%	N	%
City	1	5.88	12	6.74
Suburb	2	11.76	13	7.30
Town	6	35.29	32	17.98
Rural	8	47.06	121	67.98
Total	17		178	



Source: <https://nces.ed.gov/ccd/districtsearch/>

The **District Performance Framework** and the **School Performance Framework** serve to:

1. hold districts and schools accountable for performance on the same, single set of indicators and measures; and
2. inform a differentiated approach to state support based on performance and need, by specifically identifying the lowest performing schools and districts¹.

¹ Retrieved from <http://www.cde.state.co.us/accountability/performanceframeworks>.

These aims are critical to enabling the state to better support district evaluation, planning, decision-making, and implementation in improving schools. To support the various state, district and school uses of the performance frameworks, both district and school performance frameworks are provided to districts annually at the start of the school year.

The performance frameworks measure attainment on four key performance indicators:

- academic achievement,
- academic longitudinal growth,
- academic gaps, and
- postsecondary and workforce readiness.

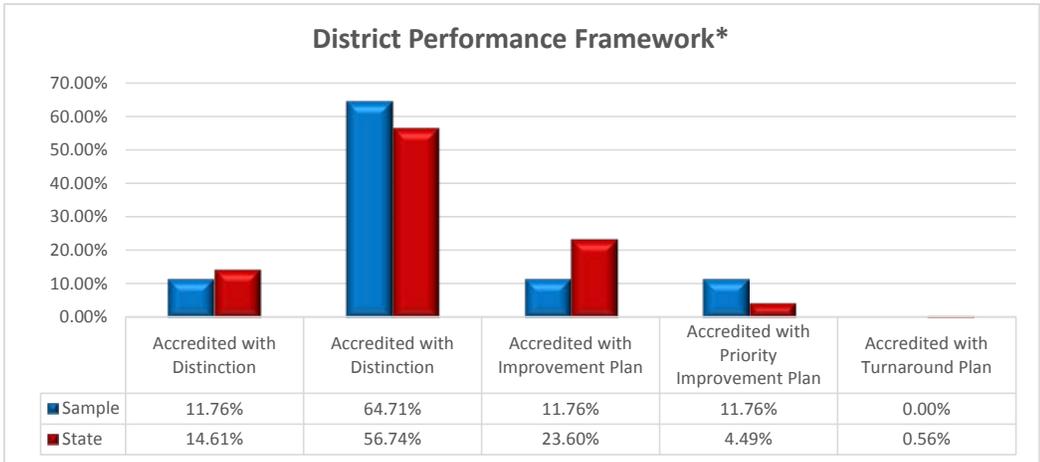
State-identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance. For districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan schools will implement.

Information regarding District and School Performance Frameworks is provided here as a way of comparing the sample to the state on the level of performance of the schools and districts in which participating principals work. The sample and state (*Exhibit 7*) differ by at least 2.85% on all district performance categories except turnaround districts. There were no turnaround districts in the sample and only a single turnaround district in the state. The largest difference between the sample and the state is for districts that were accredited but required to write an improvement plan, for which an 11.76% discrepancy exists between the sample and the state as a whole. The state had a larger proportion of accredited with improvement plan districts than the sample.

Exhibit 7. Districts by Improvement Status

District Improvement Status	Sample		State	
	N	%	N	%
Accredited with Distinction	2	11.76	26	14.61
Accredited	11	64.71	101	56.74
Accredited with Improvement Plan	2	11.76	42	23.60
Accredited w/Priority Improvement Plan	2	11.76	8	4.49
Accredited with Turnaround Plan	0	0.00	1	0.56
Total	17		178	

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Source: <https://www.cde.state.co.us/accountability/cde2014districtaccreditationratings20102014>

*The District Performance Framework assigns to each district one of five accreditation categories:

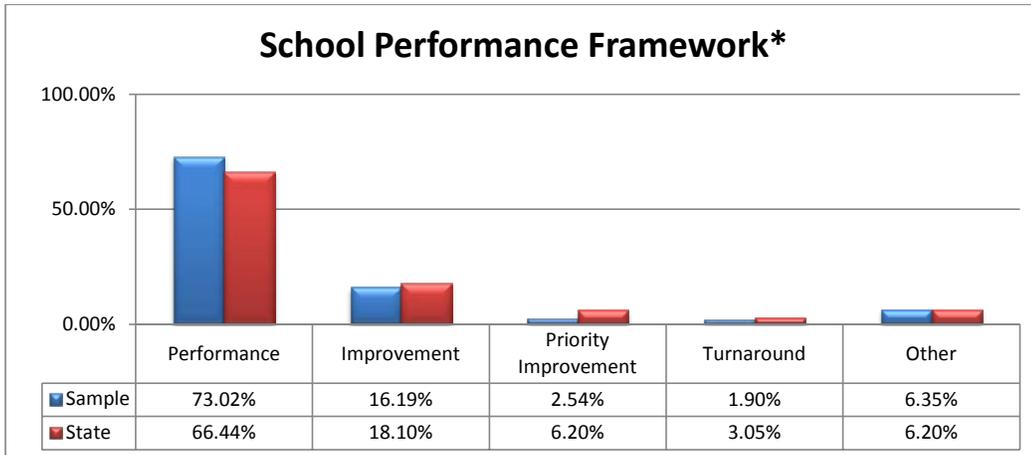
1. **Accredited with Distinction:** The district meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
 2. **Accredited:** The district meets statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
 3. **Accredited with Improvement Plan:** The district is required to adopt and implement a Performance Plan.
 4. **Accredited with Priority Improvement Plan:** The district is required to adopt and implement a Priority Improvement Plan.
 5. **Accredited with Turnaround Plan:** The district is required to adopt and implement a Turnaround Plan.
- (Source: <https://www.cde.state.co.us/accountability/performanceframeworks>)

School Performance Framework data (*Exhibit 8*) reveals that the sample and state are similar with respect to improvement status. The largest differences between the sample and the state are for schools required to submit a performance plan (6.58%) and for those required to submit a priority improvement plan.

Exhibit 8. Schools by Improvement Status

School Improvement Status	Sample		State	
	N	%	N	%
Performance Plan	230	73.02	1,178	66.44
Improvement Plan	51	16.19	321	18.10
Priority Improvement Plan	8	2.54	110	6.20
Turnaround Plan	6	1.90	54	3.05
Other	20	6.35	110	6.20
Total	315		1,773	

Continued on next page.



Source: <https://www.cde.state.co.us/accountability/performanceframeworkresults>

*The School Performance Framework assigns to each school one of four plan types:

1. **Performance Plan:** The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
2. **Improvement Plan:** The school is required to adopt and implement an Improvement Plan.
3. **Priority Improvement Plan:** The school is required to adopt and implement a Priority Improvement Plan.
4. **Turnaround Plan:** The school is required to adopt and implement a Turnaround Plan.

(Source: <https://www.cde.state.co.us/accountability/performanceframeworks>)

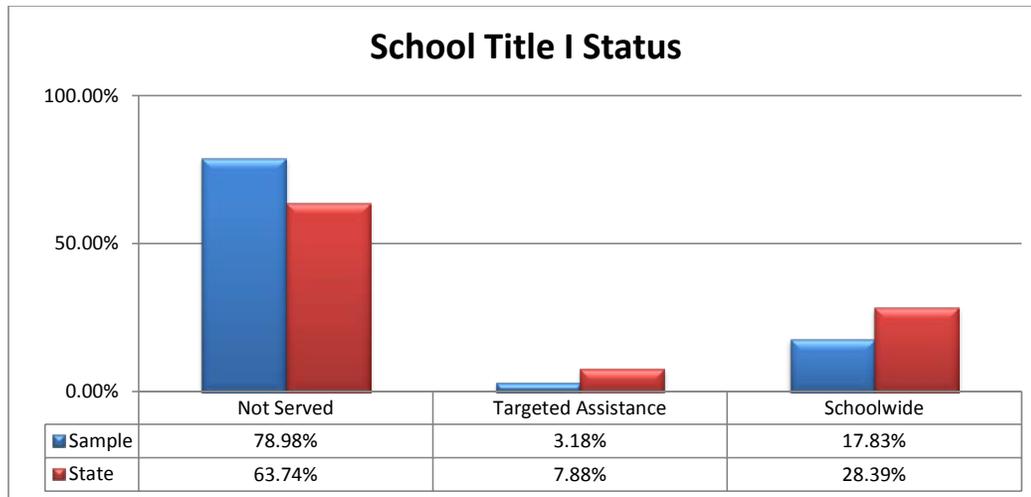
Title I Status. Title I, Part A, of the Elementary and Secondary Education Act (ESEA) provides resources to help ensure that all children have the opportunity to receive a quality education, resulting in their attainment of high academic standards². Title I targets resources to districts and schools whose needs are the greatest. The United States Department of Education (USDE) allocates funds based on poverty rates.

Two types of Title I services are provided in Colorado: targeted assistance and schoolwide programs. Districts determine how to allocate their Title I funds in order to provide the most children the greatest opportunity for improving their learning. As Exhibit 9 illustrates, during the 2013-14 school year, 17.83% of sample schools and 28.39% of schools across the state received funds to establish or maintain schoolwide programs, an opportunity to use Title I funds for all children rather than targeting funds directly toward low-income students. The opportunity to establish schoolwide programs is reserved for schools with the highest concentrations of low-income children. In addition, 3.18% of sample schools and 7.88% of schools across the state received funds to provide targeted assistance to their neediest students. The largest difference between the sample and the state as a whole is between the percentage of schools that did not receive Title I funds. While 78.98% of the sample schools did not receive Title I funds, 63.74% of schools across the state did not receive funding through Title I, a difference of 15.24%. This would seem to indicate that the sample schools serve fewer low-income students than the statewide average.

² See more at: <https://www.cde.state.co.us/fedprograms/ti/index#sthash.D5QzeVCa.dpuf>.

Exhibit 9: Schools by Title I Services Received

Title I Status	Sample		State	
	N	%	N	%
Not Served	248	78.98	1,125	63.74
Targeted Assistance	10	3.18	139	7.88
Schoolwide	56	17.83	501	28.39
Total	314		1,765	



Source: <https://www.cde.state.co.us/fedprograms/dper/tiaschlst.asp>

Participant Characteristics

A critical consideration in determining the validity of principal professional practice ratings is how well the sample population reflects demographic and other characteristics of the general population for all principals who are required to be evaluated under the requirements of Colorado’s Senate Bill 191. The more similar the two populations are, the more confident users of the state model system may be that these results are representative of all principals in the state.

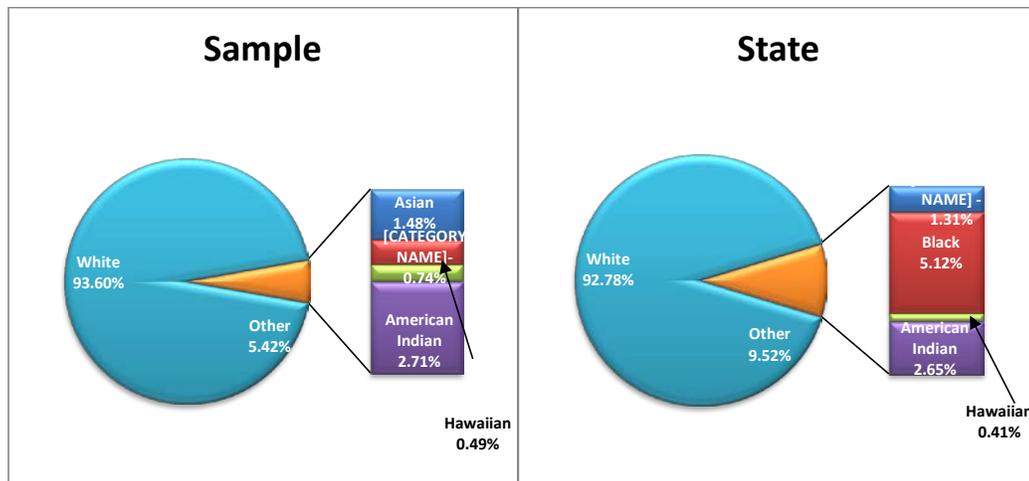
The 406 principals in the sample were obtained by matching the principals for whom evaluation data were submitted by the pilot districts with educator identification numbers and demographic data available through CDE. Principals who had incorrect or missing educator identification numbers as well as those for whom no demographic data were available were eliminated from the dataset. In addition, some principals were eliminated from the sample due to incorrect codes. To the extent possible, missing codes were obtained by cross-referencing district-provided data with CDE’s human resources data to obtain any available demographic information. Only principals with correct educator identification codes and a complete record of demographic information were included in the study sample.

Race/Ethnicity: As Exhibit 10 illustrates, the majority of the sample participants (93.6%) are white, with each of the other racial groups representing less than 3.0% of the sample. The pilot site staff members' racial/ethnic make-up is similar to that of the state. The discrepancy between the percentage of non-white and white principals is large for both the pilot sites and the state.

The pilot districts are also quite similar to the state population in terms of the ethnicity of principals. The proportion of sample principals who reported their ethnicity as Hispanic or Latino is 1.07% larger for the sample than for the state. An important consideration for race/ethnicity data is that respondents may report that they belong to any combination of racial categories. Additionally, they may report that they are of Hispanic/Latino descent.

Exhibit 10. Comparison of State and Pilot Sites based on Race

Race & Ethnicity*		Sample		State	
		N	%	N	%
Race	American Indian	11	2.71	77	2.65
	Asian	6	1.48	39	1.34
	Black	3	0.74	149	5.12
	Hawaiian	2	0.49	12	0.41
	White	380	93.60	2,699	92.78
Total Staff by Race		402		2,909	
Ethnicity*		36	8.87	227	7.80

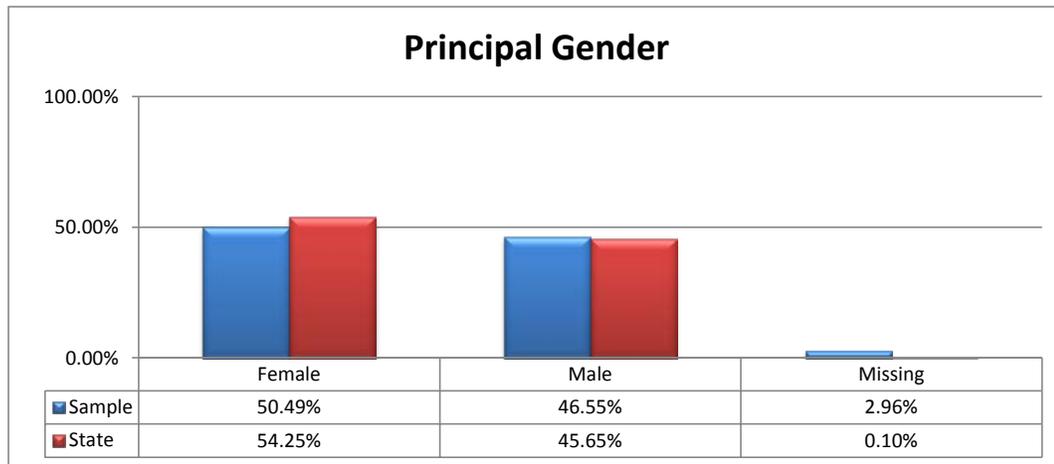


*Ethnicity is reported separately from the racial categories because it is possible for an individual to report multiple racial categories as well as an ethnicity category.

Gender: The proportion of male and female principals (*Exhibit 11*) is almost identical for the sample and the state.

Exhibit 11: Comparison of State and Pilot Sites Based on Gender

Gender	Sample		State	
	N	%	N	%
Female	205	50.49	1,578	54.25
Male	189	46.55	1,328	45.65
Missing	12	2.96	3	0.10
Total Staff	406		2,909	



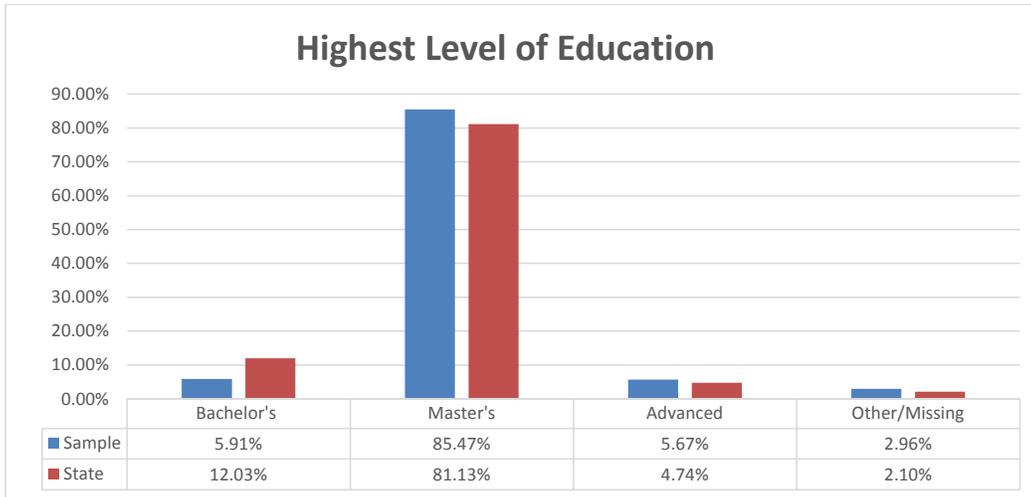
Education Level: The sample and state populations (*Exhibit 12*) are quite similar with respect to education level. The largest discrepancies are between those with bachelor’s (6.12% difference) and master’s (4.34% difference) degrees. While 5.91% of the sample principals report their highest education level to be a bachelor’s degree, 12.03% of the state population of principals report the same. The proportions are “flipped” for master’s degrees with 85.47% of the state reporting they have a master’s compared to 81.13% for the sample. Both the sample and the state report having fewer than 1.00% of their principals with advanced degrees.

Exhibit 12. Comparison of State and Pilot Sites Based on Highest Education Level

Education Level	Sample		State	
	N	%	N	%
Bachelors	24	5.91	350	12.03
Master’s	347	85.47	2360	81.13
Advanced	23	5.67	138	4.74
Missing/Other	12	2.96	61	2.10
Total Staff	406		2,909	

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Comment [LR1]: Need to add apostrophes to bachelor’s and master’s as used above.

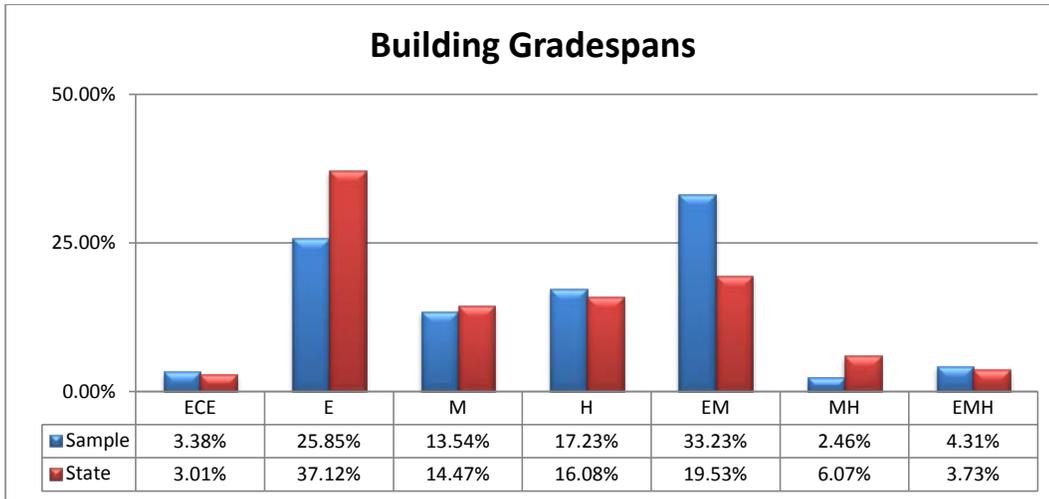


Grade Span: As Exhibit 13 illustrates, the largest percentage of principals in the sample (33.23%) worked in elementary-middle school settings while the remainder of the sample was split among elementary-middle schools (25.85%), high schools (17.23%), middle schools (13.54%) and the other assignments at less than 5.00% each. While the largest group of principals in the sample work in elementary-middle schools, that same group ranks second for the state, behind elementary school principals. High school and middle school principals rank third and fourth respectively for both the sample and the state. For both groups, the smallest numbers of principals work in early childhood, middle-high and K-12 schools. In other words, the rank order of proportions of principals by grade span served is similar but not identical for the sample and the state.

Exhibit 13. Comparison of State and Pilot Sites Based on Grade Span Served

Building Gradespan	Sample		State	
	N	%	N	%
Early Childhood Education (ECE)	11	3.38	54	3.01%
Elementary (E)	84	25.85	667	37.12%
Middle (M)	44	13.54	260	14.47%
High (H)	56	17.23	289	16.08%
Elementary-Middle (EM)	108	33.23	351	19.53%
Middle-High (MH)	8	2.46	109	6.07%
K-12 (EMH)	14	4.31	67	3.73%
Total	352		1,797	

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Source: <http://mycde.state.co.us/generalresources>

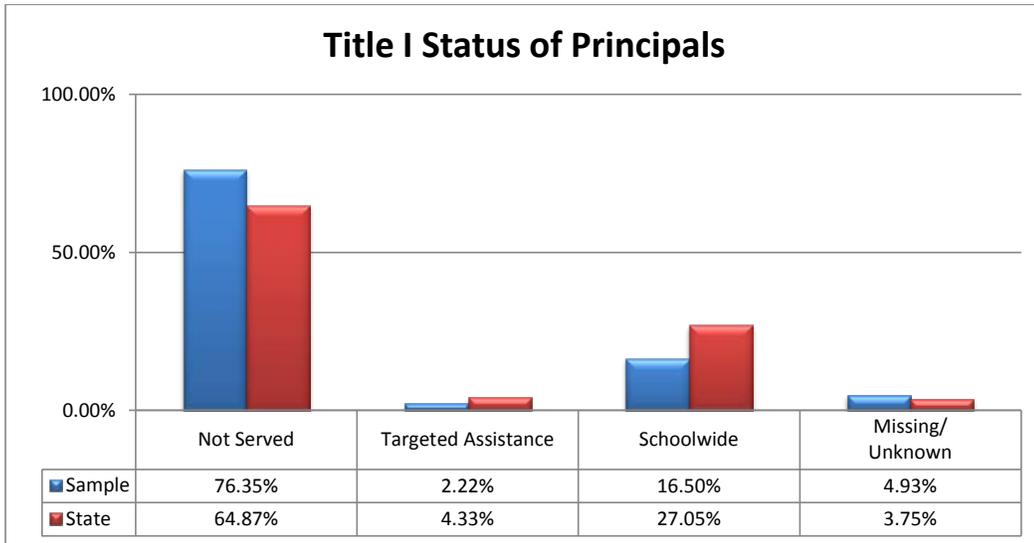
Principals in Title I Schools: Title I funds are allocated to schools with large concentrations of low income children. Schoolwide programs provide flexibility to schools with the highest concentrations of eligible students to use Title I funds to serve all students in the school, whether eligible or not. Targeted assistance schools use their Title I funds to support eligible children only.

The percentage of sample principals who worked in Title I schools (*Exhibit 14*), either schoolwide or targeted assistance (18.72%) is 12.66 percentage points lower than the 31.38% for the state as a whole, indicating that principals in the sample are less likely to serve high poverty schools than their statewide counterparts. The two groups are similar in that the highest proportions of principals work in schools that do not receive Title I funds. In addition, both groups serve larger proportions of schoolwide schools than targeted assistance schools.

Exhibit 14. Comparison of Sample and State Based on Title I School Placement

Title I	Sample		State	
	N	%	N	%
Not Served	310	76.35	1,887	64.87
Targeted Assistance	9	2.22	126	4.33
Schoolwide	67	16.50	787	27.05
Unknown/Missing	20	4.93	109	3.75
	406		2,909	

Continued on next page



In summary, the principals in the sample are primarily white females who work in schools required to develop a performance plan. More than 85% report having a master’s degree as their highest level of education, with another 5.67% holding advanced degrees. The largest proportion of principals in the sample work in elementary and middle schools and 76.35% work in schools that received no Title I funds in the 2013-14 school year.

An important consideration for comparing the sample to the state population is that the sample districts self-selected into the process. All districts involved in pilot activities applied to be a part of the work and signed Memoranda of Understanding with CDE agreeing to take part in all pilot activities, including provision of data for this study. This self-selection may contribute to the differences described in this section of the report.

Research Question 2. Does the distribution of professional practice ratings reflect a range of principal proficiency?

The Rubric for Evaluating Colorado Principals is a standards-based instrument, which means principals are rated in terms of their performance against performance standards: Colorado's Principal Quality Standards (*Appendix C, Exhibit C-2*). When conducting personnel evaluations, final professional practice ratings should accurately and adequately capture the performance of the person being evaluated. Because each person is assessed individually to determine how well his or her performance meets or exceeds the specifications of the standards, the shape of the ratings distribution is dependent on the performance of the sample participants. Performance reflected at each score level should differ distinctly from those at other score levels (Lane and Stone, 2006). To examine if this difference is present for sample participants, standard and element ratings as well as the overall professional practice ratings are reported based on the five possible rating levels: *Basic, Partially Proficient, Proficient, Accomplished* and *Exemplary*.

The overall professional practice rating is determined by the aggregation of professional practice ratings to element ratings and then standard ratings and finally the overall rating. This final rating is discussed during the end-of-year performance discussion at which time the ratings are confirmed by the data collected throughout the year, including evaluator/principal conferences regarding performance feedback and expectations for changes in professional practice. Performance data as well as artifacts and observation information contribute to the discussion of the final ratings.

Element and standard ratings as well as overall professional practice ratings were examined to determine whether all performance levels of the rubric were used in evaluating principals.

Findings

All rating levels were used to describe the performance of the principals in the study sample (*Exhibit 15*). Evaluators rated principals' performance across the full range of rating levels for all standards, elements and overall professional practice. With few exceptions, standard ratings and the overall professional practice ratings clustered at the proficient and accomplished levels. The least frequently used rating level is basic, with percentages of principals rated at that level ranging from 0.25% to 5.42% on the standards and elements. Overall, 0.25% of the principals were rated at the basic level.

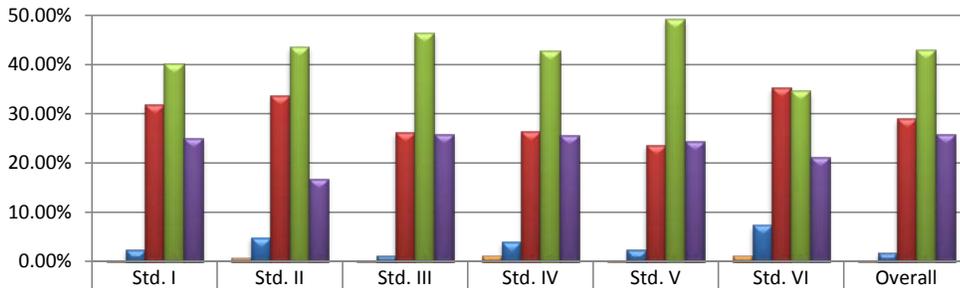
Evaluator ratings of professional practice represent a broader range to describe principal performance for individual elements (*Exhibits 16-21*) associated with the standards than for the standards as a whole. This is because some of the specificity provided when professional practices are rated is lost when those ratings are aggregated to determine element ratings. Similarly, some of the specificity of element ratings is lost when they are aggregated to determine standard ratings. The same is true for overall professional practice ratings when standard ratings are aggregated.

Exhibit 15. Percent of Sample Participants Scoring at Each Rating Level by Standard and Element

Percent of Principals at Each Rating Level in 2013-14						
Standards and Elements	Part.					N
	Basic	Prof.	Prof.	Acc.	Exemp.	
Standard I. Principals demonstrate strategic leadership.	0.25	2.46	32.02	40.15	25.12	406
Element A. Vision, Mission and Strategic Goals	1.97	4.93	39.16	31.53	22.41	406
Element B. School Improvement Plan	0.74	8.37	38.67	25.37	26.85	406
Element C. Leading Change	0.49	4.43	36.70	38.18	20.20	406
Element D. Distributive Leadership	1.97	2.22	33.50	28.57	33.74	406
Standard II. Principals demonstrate instructional leadership	0.74	4.94	33.83	43.70	16.79	405
Element A. Curriculum, Instruction, Learning and Assessment	2.72	4.94	36.05	34.81	21.48	405
Element B. Instructional Time	0.99	1.48	32.84	40.00	24.69	405
Element C. Implementing High-Quality Instruction	3.46	7.90	21.48	39.26	27.90	405
Element D. High Expectations for All Students	0.99	6.17	46.42	35.06	11.36	405
Element E. Instructional Practices	2.72	6.42	38.02	25.19	27.65	405
Standard III. Principals demonstrate school cultural and equity leadership.	0.25	1.23	26.17	46.42	25.93	405
Element A. Intentional and Collaborative School Culture	2.72	5.19	38.77	29.63	23.70	405
Element B. Commitment to the Whole Child	0.49	0.74	28.82	35.96	33.99	406
Element C. Equity Pedagogy	0.74	3.45	21.92	40.15	33.74	406
Element D. Efficacy, Empowerment, and a Culture of Continuous Improvement	1.73	8.15	36.79	33.83	19.51	405
Standard IV. Principals demonstrate human resource leadership.	1.23	3.94	26.35	42.86	25.62	406
Element A. Professional Development/Learning Communities	2.46	1.48	25.62	30.30	40.15	406
Element B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff	4.19	7.14	23.40	32.76	32.51	406
Element C. Teacher and Staff Evaluation	3.45	1.97	43.35	28.57	22.66	406
Standard V. Principals demonstrate managerial leadership.	0.25	2.46	23.65	49.26	24.38	406
Element A. School Resources and Budget	5.42	9.61	30.30	30.05	24.63	406
Element B. Conflict Management and Resolution	0.74	2.46	37.44	36.95	22.41	406
Element C. Systematic Communication	2.22	3.94	31.03	34.98	27.83	406
Element D. School-wide Expectations for Students and Staff	0.49	3.20	17.24	31.77	47.29	406
Element E. Supporting Policies and Agreements	3.69	11.08	18.23	42.86	24.14	406
Element F. Ensuring an Orderly and Supportive Environment	0.49	4.43	21.43	36.21	37.44	406
Standard VI. Principals demonstrate external development leadership.	1.24	7.43	35.40	34.65	21.29	404
Element A. Family and Community Involvement and Outreach.	2.72	6.44	37.62	25.25	27.97	404
Element B. Professional Leadership Responsibilities	0.74	9.36	34.24	36.21	19.46	406
Element C. Advocacy for the School	3.94	7.39	35.96	22.66	30.05	406
Overall	0.25	1.72	29.06	43.10	25.86	406
Explanation of Color Coding for Ratings		Smallest percentage of ratings for the standard or element				
		2nd smallest percentage of ratings for the standard or element				
		3rd smallest percentage of ratings for the standard or element				
		2nd largest percentage of ratings for the standard or element				
	Largest percentage of ratings for the standard or element					

Note: Percentages may not sum to 100 because final ratings were not reported for all participants on all standards.

Professional Practice Ratings by Standard



	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Overall
Basic	0.25%	0.74%	0.25%	1.23%	0.25%	1.24%	0.25%
Part. Prof.	2.46%	4.94%	1.23%	3.94%	2.46%	7.43%	1.72%
Prof.	32.02%	33.83%	26.17%	26.35%	23.65%	35.40%	29.06%
Acc.	40.15%	43.70%	46.42%	42.86%	49.26%	34.65%	43.10%
Exemp.	25.12%	16.79%	25.93%	25.62%	24.38%	21.29%	25.86%

Evaluator ratings of professional practice represent a broader range to describe principal performance for individual elements (*Exhibits 16-21*) associated with the standards than for the standards as a whole. This is because some of the specificity provided when professional practices are rated is lost when those ratings are aggregated to determine element ratings. Similarly, some of the specificity of element ratings is lost when they are aggregated to determine standard ratings. The same is true for overall professional practice ratings when standard ratings are aggregated.

The majority of element and standard ratings are clustered at the proficient and accomplished levels. Basic and partially proficient professional practice ratings were used more frequently for elements than at the standard level and the difference between the number of exemplary ratings and those for basic and partially proficient is smaller for elements than for standards. This is most likely a result of the fact that standard ratings are determined by the collection of ratings for their associated elements. In other words, the rating for the first standard is determined by the ratings for the four elements associated with that standard.

Using an example from the 2014-15 User's Guide for the Educator Evaluation System (*p. 44*), the ratings for individual elements may be:

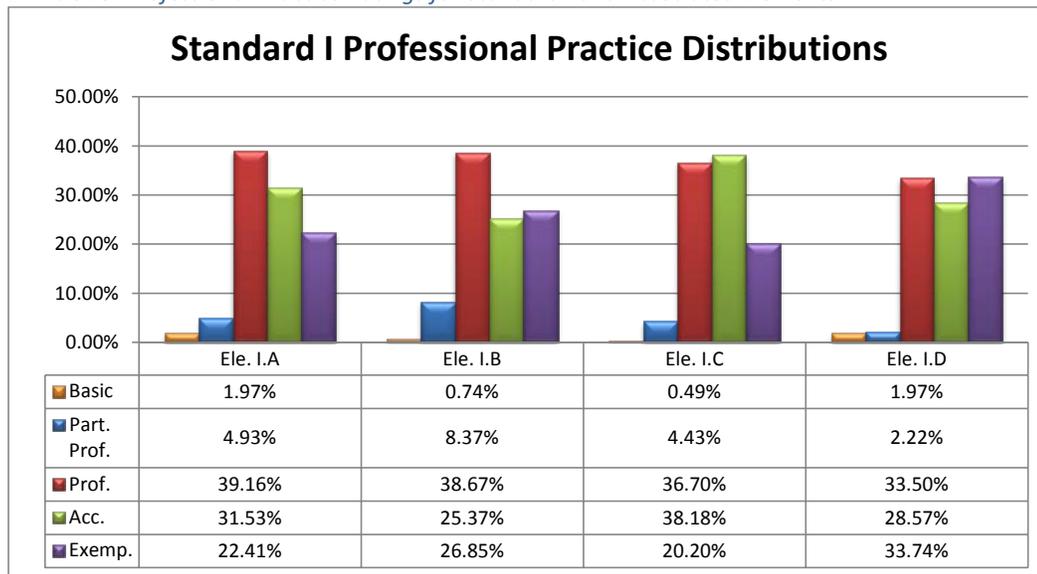
- Element A: 2 (Proficient)
- Element B: 3 (Accomplished)
- Element C: 1 (Partially Proficient)
- Element D: 2 (Proficient)
- Element E: 3 (Accomplished)
- Element F: 2 (Proficient)

To determine the rating for Standard I, the points for the element ratings are totaled. In this case, the total is 13. The total points for all elements associated with a standard are converted to a standard rating using the following scoring structure:

- 0 to 2 points Basic
- 3 to 8 points Partially Proficient
- 9 to 14 points Proficient
- 15 to 20 points Accomplished
- 21 to 24 points Exemplary

For this example, the principal would receive a rating of Proficient for the standard as a whole based on individual element ratings, even though some of the element-level ratings were above and below Proficient. For additional information, see “Rating the Elements and Standards, p. 34, 2014-15 User’s Guide: Colorado State Model Educator Evaluation System.

Exhibit 16. Professional Practice Ratings for Standard I and Associated Elements



Standard II Professional Practice Distributions

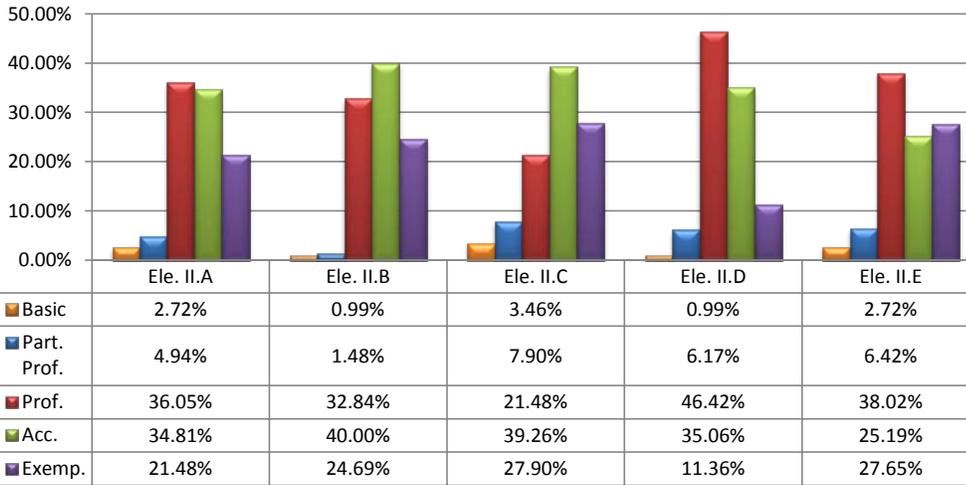


Exhibit 17. Professional Practice Ratings for Standard II and Associated Elements

Exhibit 18. Professional Practice Ratings for Standard III and Associated Elements

Standard III Professional Practice Distributions

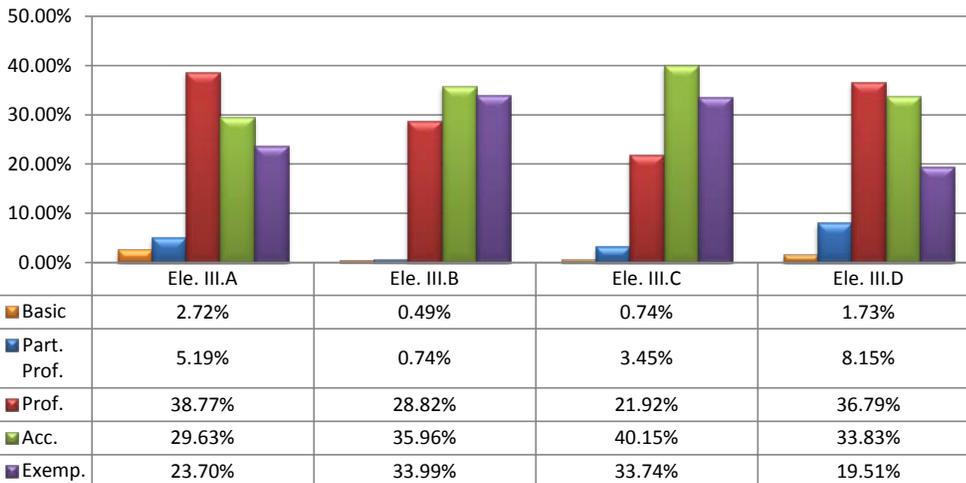


Exhibit 19. Professional Practice Ratings for Standard IV and Associated Elements

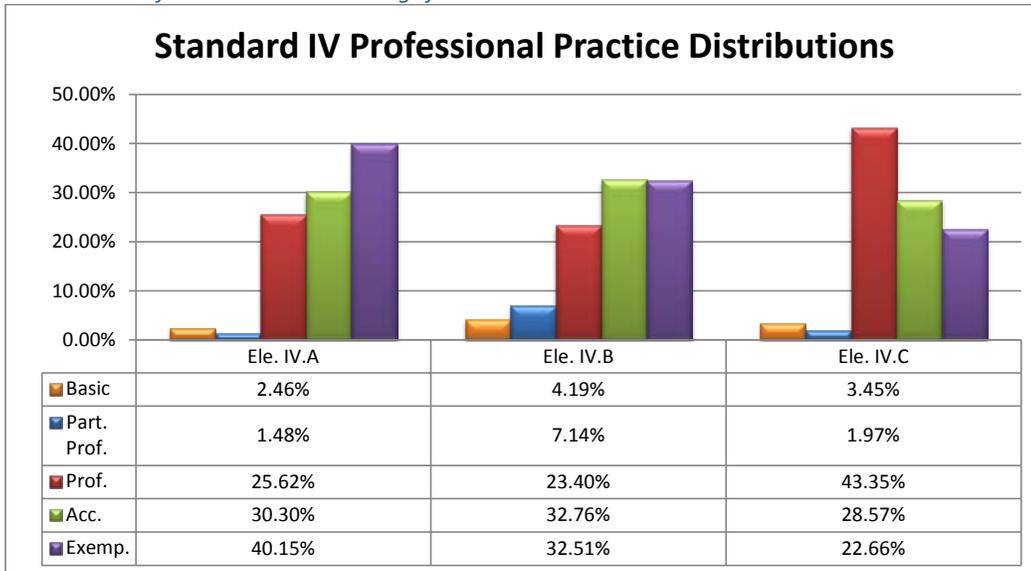


Exhibit 20. Professional Practice Ratings for Standard V and Associated Elements

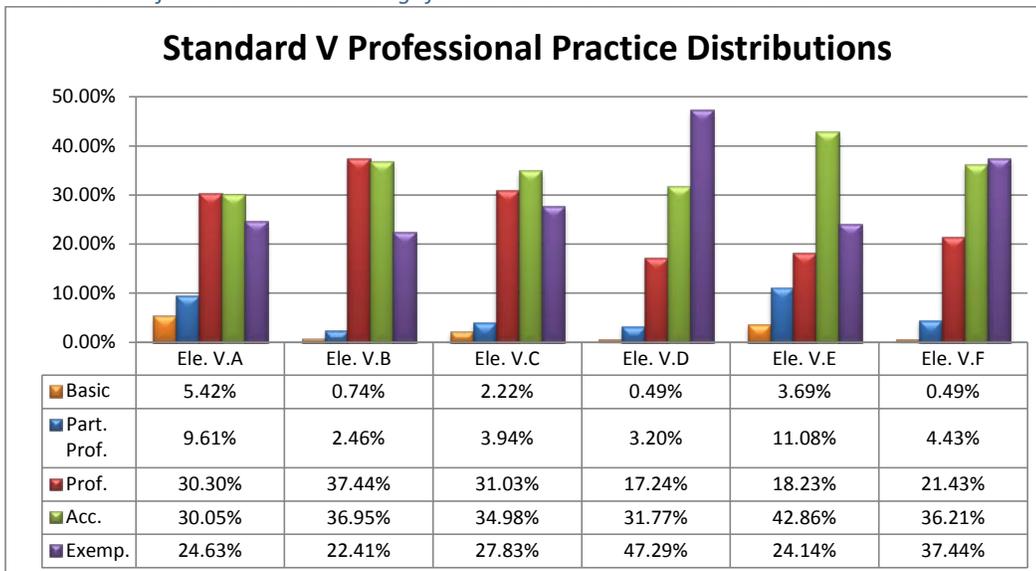
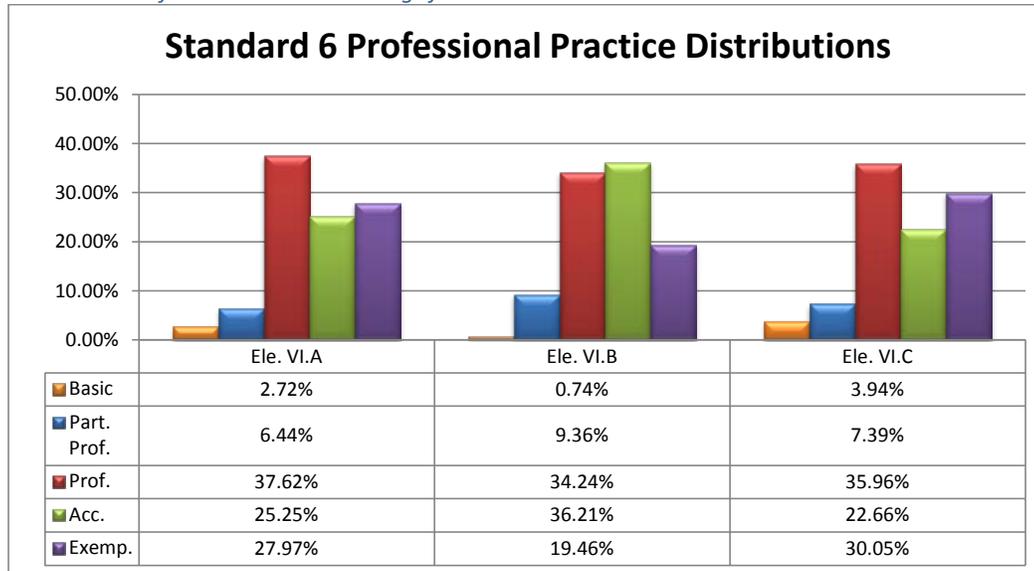


Exhibit 21. Professional Practice Ratings for Standard VI and Associated Elements



In summary, the distribution of professional practice ratings for elements, standards and overall performance suggests that the rubric allows for discrimination between and among varying performance levels. In most instances, the proportion of principals rated basic and partially proficient was larger for element ratings than for standards. This is also true for all standards and the overall rating, on which fewer than 3% of the principals were rated basic or partially proficient.

Research Question 3. Does the distribution of professional practice ratings allow principal growth to be measured?

To determine whether the state model system makes it possible for principals to grow professionally from one year to the next, baseline data collected during the 2012-13 school year were compared to 2013-14 data. This year-to-year analysis was conducted to determine whether evaluators' ratings of professional practice, when aggregated to element, standard and overall professional practice ratings, not only resulted in the use of all rating levels, but also changed principal ratings from one year to the next. By examining year-to-year score changes it is possible to determine whether evaluators consider and document growth or lack thereof from one year to the next. Multi-level changes may also indicate that evaluators do not feel constrained by the previous year's professional practice ratings and they are willing to "wipe the slate clean" each year in order to judge the quality of the current year's performance.

To respond to this question, final overall professional practice ratings were examined for principals for whom final ratings for both 2012-13 and 2013-14 were available. Of the 406 principals in the sample, two consecutive years of data were available for 298. Pairs of ratings for those 298 principals were compared to determine changes between the two years and to identify patterns and trends.

Findings

A review of data comparing 2012-13 final overall professional practice ratings to those of 2013-14 (*Exhibit 22*), provides an examination of year-to-year overall professional practice ratings for the 298 principals who worked in the pilot districts during the 2013-14 school year and for whom two years (2012-13 and 2014-15) of data were available. Slightly more than 5% of the principals experienced ratings decreases while just over 45% moved up one or more levels. Overall professional practice ratings stayed the same for nearly 49% of the principals.

As Exhibit 22 illustrates, final overall professional practice ratings changed from year to year. For example, 12 (4.03%) of the 298 sample principals who had professional practice ratings for both years were rated at the partially proficient level in 2012-13. None were rated as basic. Of those 12, none received partially proficient ratings in 2013-14, while eight (8) were rated one level higher at proficient and four (4) were rated two levels higher at accomplished. Similarly, of the 140 principals rated proficient in 2012-13, 59 maintained that rating the next year. All but one of the others improved their performance by at least one rating level. Of the principals rated accomplished or exemplary in 2012-13, 90.72% maintained or improved their overall rating level while the remaining 9.28% experienced a reduction in their ratings.

Principals and their evaluators are still learning to use the system. In particular, they are learning what is expected at each rating level. As they gain a deeper understanding of each of the professional practices and exactly what is expected for each, educators who use the state model system will achieve greater consistency in their professional practice ratings from year to year. In addition, as principals understand what is expected of them, they will be better able to focus on what is expected of them and ensure that they are meeting or exceeding the Principal Quality Standards through their instructional and professional responsibilities.

Exhibit 22. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14

2012-2013 Rating	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									N
	-4	-3	-2	-1	0	+1	+2	+3	+4	
Basic*					0	0	0	0	0	0
Partially Proficient				0	0	8	4	0		12
Proficient			0	1	59	71	9			140
Accomplished		0	1	8	42	46				97
Exemplary	0	0	0	5	44					49
N**	0	0	1	14	145	125	13	0	0	298

2012-2013 Rating	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									%
	-4	-3	-2	-1	0	+1	+2	+3	+4	
Basic*					--	--	--	--	--	0.00
Partially Proficient				0.00	0.00	66.67	33.33	0.00		4.03
Proficient			0.00	0.71	42.14	50.71	6.43			46.98
Accomplished		0.00	1.03	8.25	43.30	47.42				32.55
Exemplary	0.00	0.00	0.00	10.20	89.80					16.44
%***	0.00	0.00	0.34	4.70	48.66	41.95	4.36	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" after the 2012-13 school year.

**Number of principals with final overall professional practices ratings in both 2012-13 and 2013-14

***Percent of principals with final overall professional practices ratings in both 2012-13 and 2013-14

Data such as these should be interpreted in the context of the developmental stage of the state model system. Between 2012-13 and 2013-14 school years, CDE made significant changes to the rubric as a result of feedback from users and experiences of pilot sites in implementing the system. Analyses such as these and the more specific analyses presented in Appendix D should be replicated in order to confirm or refute these findings as the system stabilizes and there are at least two consecutive years of data available when no system changes have been made.

As the state model system stabilizes and users have a deeper understanding of its requirements and how to implement the system with fidelity, the year-to-year professional practice ratings fluctuations should moderate, particularly those representing shifts of more than a single rating level for the overall professional practice rating. For the data presented above, 4.70% of the sample principals experienced such fluctuations. *"While [principals] might be expected to have a good year or a bad year (accounting for some small portion of the year to year change), the validity of an effectiveness measure logically requires that it detect some persistent teaching quality construct. The whole point of test-based [principal] evaluation is to identify enduring effectiveness characteristics of [principals] who can then be appropriately selected or rewarded."* (Shepard, 2012). CDE should continue to monitor changes in professional practice ratings from year to year to determine if the ratings fluctuations actually do moderate. As Shepard further states, *"Wide fluctuations as well as individual results that lack face validity are likely to be visible to [principals] within a school and could well undermine the trust and credibility needed for effective formative reflection and improvement. It would be wise, therefore, .*

.. to triangulate with other indicators of effectiveness” such as measures of student learning, additional artifacts, and student, parent, or peer feedback.

In addition to year-to-year professional practice ratings changes, a determination of whether the state model system provides opportunities for principal growth must consider the combination of ratings for principals. One assumption of the system is that, because of the rigorous nature of the rubric, it would be unlikely for any principal to obtain a rating of exemplary on all of the standards and elements. Therefore, even if a principal is rated exemplary on some elements, there would still be room for growth on the others.

To test that assumption, the number of standard and element ratings of professional practice at each level for each principal were tabulated and summarized (*Exhibit 23*). For standard ratings, it is possible for a principal to receive up to six (6) ratings at any single level. For example, three (3) principals each received a single standard rating of basic while two (2) received basic ratings on two of the standards and one (1) was rated basic on 3 standards and on all six (6) of the standards. At the other end of the scale, 53 principals received a single exemplary rating, while 31 (10.4%) were rated exemplary on all six (6) standards.

While it may seem that the 31 principals who were rated exemplary on all standards would not have room for growth, a closer examination of the data reveals otherwise. The tabulation of professional practice ratings for all 25 elements reveals that 12 (4.03%) of the 298 principals in this analysis earned an exemplary rating on all elements. All other principals have room for professional growth to be measured using the state model rubric. In other words, even though principals score well in some areas, there are still elements and standards on which they have room for growth.

Further, while 49 (16.44%) principals were rated as exemplary on their overall professional practice rating in 2012-13 (*Exhibit 22*), only 44 maintained that rating level in 2013-14; five (5) were rated lower during the subsequent year. A similar pattern was found for principals rated at the accomplished level. This may relate to the rigor of the rubric in that maintaining the highest levels of performance on all standards and elements year after year would prove challenging to most principals. This would seem to indicate that there is movement between years both up and down the rating scale and that even though a principal may be rated high one year, maintaining high levels of performance across multiple years may prove to be difficult. Therefore, even though it may seem that a principal has “topped out” on the rating scale one year, that may change during subsequent years.

Exhibit 23. Number of Principals by Number of Ratings at Each Level for Standards and Elements

	Number Ratings at This Level	Number of Principals with Ratings at Each Level				
		Basic	Partially Proficient	Proficient	Accomplished	Exemplary
Stds.	1	3	33	53	62	53
	2	2	14	50	63	25
	3	1	4	36	55	26
	4	0	2	42	65	18
	5	0	2	34	51	25
	6	1	0	20	29	31
Elements	1	33	48	25	12	41
	2	14	28	16	16	24
	3	9	16	28	20	22
	4	4	13	21	21	24
	5	4	12	19	26	20
	6	1	18	18	31	17
	7	1	8	24	36	12
	8	1	2	13	31	17
	9	1	1	17	27	15
	10	2	0	19	24	7
	11	0	2	17	28	17
	12	0	2	15	26	13
	13	0	2	17	20	9
	14	1	1	23	19	8
	15	0	0	14	10	7
	16	0	0	9	10	8
	17	0	0	11	5	3
	18	0	0	17	8	8
	19	0	0	6	5	2
	20	0	0	4	1	2
	21	0	0	5	2	5
	22	0	0	2	1	4
	23	0	0	1	0	11
	24	1	0	1	0	3
	25	0	0	3	0	12

Limitations of Findings

The findings discussed above should be considered in the context of the state model system's developmental status at the time data were collected. This is particularly true for comparisons between 2012-13 and 2013-14, presented in Exhibit 22. The methodology for calculating professional practice ratings as well as the rubric itself changed between years in question. Specifically, the lowest rating possible during 2012-13 was not evident, meaning that there was no evidence that the principal was demonstrating the most foundational professional practices. Most principals and evaluators considered this to be a punitive, rather than constructive, rating and reported during focus groups and interviews that they avoided using that category. The not evident category was changed to basic for the 2013-14 school year and the professional practices were modified to reflect the more positive tone of the rating definition (foundational practices that every principal should demonstrate). Because of these significant changes to the rubric, year-to-year comparisons involving 2012-13 and 2013-14 should be interpreted with care.

Finally, because this is only the second year that districts were required to evaluate principals using systems aligned with S.B. 10-191 requirements, it is possible that some of the changes described above are a result of users becoming more familiar with the system and all of its tools and processes.

Research Question 4. Does the distribution of professional practice ratings vary based on key principal and school characteristics?

Rating distributions were examined to determine if they differed as a function of key principal, school or district characteristics. There are some variables (e.g., gender, race) for which there are no theoretical reasons to believe a difference in professional practice ratings should occur. For other variables (e.g., education level), there may be an underlying reason to believe that ratings may be different. For example, it may be reasonable to assume that better trained/educated principals such as those with advanced degrees would exhibit stronger performance on professional practices than those whose highest educational level is a bachelor's degree. Should analyses reveal such differences, they may not be considered a threat to validity but rather they would confirm expectations for the sample based on highest educational level.

Because final professional practice ratings are ordinal categories, non-parametric tests were used to determine whether differences within group distributions are statistically significant. The five rating levels/categories were used in this analysis. As noted earlier, some principals in the sample did not have professional practice ratings on some standards or elements. To optimize sample size, each analysis included all principals for whom necessary data were available. To maintain maximum sample size, the comparisons were made individually for each element and standard. Specifically, the following analyses focus on:

- Locale
- District Performance Framework
- School Performance Framework
- Gender
- Race
- Grade Span (Elementary, Middle, or High School)
- Highest Education Level Attained
- Title I Status of School (Not Served, Targeted Assistance, or Schoolwide)

The analyses in this section are organized around person-level and school-level variables. Comparisons were made between the ratings for participants in each category of the variables (e.g., between males and females for the Gender variable). It should be noted that across the 6 standards, 25 elements, overall professional practice ratings and 8 school and principal characteristics, the number of pairwise comparisons and, therefore, the possibility of finding statistically significant

In many cases, the intended interpretation for a given use implies that the construct should be related to some other variables, and, as a result, analyses of the relationship of test scores external to the test provide another important source of validity evidence. . . . Categorical variables, including group membership variables, become relevant when the theory underlying a proposed test use suggests that group differences should be present or absent if a proposed test score interpretation is to be supported. Evidence based on relationships with other variables provides evidence about the degree to which these relationships are consistent with the construct underlying the proposed test score interpretations.

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differences is 2,048. This is because all possible combinations were tested to determine whether any group differed significantly from any other group associated with the same variable based on any of the characteristics. For example, there was a single comparison (male to female) to determine whether any group differed significantly from any other group based on gender. However, to make the same determination for grade span, it was necessary to make comparisons on 20 different pairs of scores:

- Early Childhood Education to Elementary
- Early Childhood Education to Middle
- Early Childhood Education to High
- Early Childhood Education to Elementary-Middle
- Early Childhood Education to Middle-High
- Early Childhood Education to K-12
- Elementary to Middle
- Elementary to High
- Elementary to Elementary-Middle
- Elementary to Middle-High
- Elementary to K-12
- Middle to High
- Middle to Elementary-Middle
- Middle to Middle-High
- Middle to K-12
- High to Elementary-Middle
- High to Middle-High
- High to K-12
- Elementary-Middle to Middle-High
- Elementary-Middle to K-12
- Middle-High to K-12

Therefore, testing the different categories within the 8 principal, district and school characteristics required 2,048 separate calculations resulting in the possibility of 2,048 findings of significant differences. Appendix E provides a complete analysis by school and personal characteristics for each of the standards and elements and for the overall professional practice rating.

Findings

To illustrate the comparisons for Overall Professional Practice Ratings for all district, school and personal characteristics, Exhibit 23 lists the categories within each variable and the statistically significant relationships for overall professional practice ratings as determined by the Mann-Whiney test. For example, overall professional practice ratings for teachers who worked in cities and suburbs were higher than those for teachers who worked in towns and rural areas during 2013-14.

The relationships articulated in Exhibit 23 are representative of those for the standards and their associated elements. As the tables presented in Appendix E illustrate, while not all comparisons are statistically significant and not all of the statistically significant comparisons follow the same pattern as those for overall professional practice ratings, in general, principals in cities, suburbs and towns were rated higher than those in rural areas. Similarly, when principal professional practice ratings were examined based on district performance framework categories, principals working in accredited schools were rated statistically significantly higher than those in schools with accredited with distinction and accredited with improvement ratings.

In addition to the mean professional practice ratings for the groups under consideration, Exhibit 23 includes 95% confidence intervals for the comparisons that were deemed statistically significant. To determine the confidence intervals, the mean professional practice ratings were standardized using Cohen's d statistic and the confidence intervals were calculated on the standardized means (Cahan and Galiel, 2011; Cohen, 1988; and Lenth, 2001).

Exhibit 23. Within Group Comparisons for Overall Professional Practice Ratings by District, School and Personal Variables

Category	Principals in these categories were rated statistically significantly higher than...	Principals in these categories.	Cohen's d	95% CI
Locale	Suburb (3.08)	City (2.73)	0.45	[0.15, 0.75]
		Town (2.27)	1.04	[0.70, 1.38]
		Rural (2.63)	0.58	[0.16, 1.00]
	City (2.73)	Town (2.27)	0.71	[0.28, 1.13]
	Rural (2.63)	Town (2.27)	0.64	[0.12, 1.17]
DPF	Acc. (2.97)	Acc. with Dist. (2.14)	1.06	[0.30, 1.81]
		Acc. with Imp. (2.15)	1.04	[0.49, 1.60]
SPF	Performance (3.00)	Improvement (2.75)	0.33	[0.05, 0.60]
Race*				
Gender*				
Highest Level of Education	Masters (2.99)	Bachelors (2.58)	0.54	[0.12, 0.95]
Building Gradespan	High (3.00)	Middle (2.74)	0.34	[0.04, 0.64]
Title I School Placement*				

*No significant differences were identified for this set of comparisons.

Confidence intervals address the question, "Given these sample data, how confident are we that the same results would be found in the population. What are the upper and lower limits within which the 'true' population mean can be found?" (Schmitz, 2007) If the interval contains zero, this indicates that there is no difference between the means (King, 2002). To that end, a close look at the mean professional practice ratings in Exhibit 23 reveals that differences between comparison groups range from 0.25 points for the comparison between performance and improvement with respect to school performance frameworks to 0.83 points for the district performance framework comparison between accomplished and accomplished with distinction.

A discussion of results for sample participants by school performance framework (*Exhibit 24*) may help to illustrate the issues discussed above. Only standards and elements for which statistically significant differences between groups were identified are included in the exhibit. An examination of the exhibit reveals that:

- None of the comparisons for ratings for standards I, II, III, V or VI was statistically significant.
- Of the 25 elements associated with the six standards, nine (9) resulted in findings of statistical significance for their comparisons.

- The largest difference between statistical significant comparisons was for Element IV B (*Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff*) for which Performance Plan schools scored 0.93 points higher than Turnaround Plan schools.
- On Element V D (*School-wide Expectations for Students and Staff*) the comparison between principals of schools required to write a performance plan and those required to write an improvement plan was 0.20, the smallest of all of the statistically significant findings.
- Nine (9) of the statistically significant comparisons were found to contain zero (0) in the confidence interval, indicating that there is no real difference between the two groups being compared.

Because information such as this is frequently interpreted as an indicator of fairness or as inherent bias within the system, much thought should be given to the interpretation of comparisons of group differences. In addition to examining statistical significance, it is important to also examine the practical importance of the difference and whether confidence intervals contain zeros. Many times, such an examination will add clarity to and practicality to the determination of validity and help to determine whether bias should be a concern. *“In many cases, it is not clear whether the differences are due to real difference between groups in the construct being measured or to some source of bias. . . . A serious search for possible sources of bias that comes up empty provides reassurance that the potential for bias is limited, but even a very extensive research program cannot rule the possibility out. It is always possible that something was missed, and therefore, prudence would suggest that an attempt be made to minimize the differences,” (ibid., p. 54).*

“The Standards’ measurement perspective explicitly excludes one common view of fairness in public discourse: fairness as the equality of testing outcomes for relevant test-taker subgroups. Certainly, most testing professionals agree that group differences in testing outcomes should trigger heightened scrutiny for possible sources of test bias. Examination of group difference also may be important in generating new hypotheses about bias, fair treatment, and the accessibility of the construct as measured; . . . However, group differences in outcomes do not in themselves indicate that a testing application is biased or unfair”

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Exhibit 24. Comparison of Overall Performance Ratings for School Performance Framework Groups by Professional Practice Ratings for Standards and Their Associated Elements

Standard and Element	Principals in this SPF were rated statistically significantly higher than...	Principals in this SPF.	Cohen's d	95% CI
Standard I. Strategic Leadership				
Standard II. Instructional Leadership				
Element II B. Instructional Time	Performance (2.94)	Priority Improvement (2.14)	1.03	[0.27, 1.79]
	Improvement (2.74)	Priority Improvement (2.14)	0.71	[-0.09, 1.51]
Element II C. Implementing High-quality Instruction	Performance (2.92)	Improvement (2.69)	0.24	[-0.03, 0.51]
		Turnaround (2.00)	0.94	[0.23, 1.65]
	Improvement (2.69)	Turnaround (2.00)	0.75	[0.00, 1.51]
Standard III. Cultural and Equity Leadership				
Element III A. Intentional and Collaborative School Culture	Performance (2.78)	Improvement (2.52)	0.28	[0.00, 0.55]
		Priority Improvement (2.14)	0.69	[-0.06, 1.44]
		Turnaround (2.00)	0.83	[0.12, 1.54]
Element III C. Equity Pedagogy	Performance (3.10)	Improvement (2.88)	0.27	[-0.01, 0.54]
Standard IV. Human Resource Leadership	Performance (2.96)	Improvement (2.69)	0.33	[0.06, 0.60]
Element IV B. Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff	Performance (2.93)	Improvement (2.63)	0.29	[0.02, 0.57]
		Turnaround (2.00)	0.91	[0.21, 1.62]
Element IV C. School Culture and Equity Leadership	Performance (2.73)	Improvement (2.45)	0.31	[0.04, 0.58]
		Priority Improvement (2.14)	0.65	[-0.10, 1.41]
Standard V. Managerial Leadership				
Element V D. School-wide Expectations for Students and Staff	Performance (3.29)	Improvement (3.09)	0.23	[-0.04, 0.51]
		Priority Improvement (2.71)	0.67	[-0.09, 1.42]
Element V F. Ensuring an Orderly and Supportive Environment	Performance (3.14)	Improvement (2.77)	0.43	[0.16, 0.70]
Standard VI: External Development Leadership				
Element VI A. Family and Community Involvement and Outreach	Performance (2.79)	Improvement (2.44)	0.35	[0.08, 0.63]
Overall Professional Practice	Performance (3.00)	Improvement (2.75)	0.33	[0.05, 0.60]

Notes:

1. Numbers in parentheses are group means.
2. Elements for which no statistically significant differences were found are not included in this chart. For clarity, standards for which no statistically significant differences were found are included with data cells shaded dark blue.
3. Items for which group differences are 0.10 or less are shaded light blue.
4. Confidence Intervals that include zero are shaded tan.

CDE would be well- advised to continue to monitor group differences as the state model system stabilizes and matures to determine whether the magnitude of the differences changes over time.

Where large differences continue, every effort should be made to understand their cause as well as their practical importance and potential threat to system validity. *“For example, some racial and ethnic subgroups have lower scores on some standardized tests [performance evaluations] than do other subgroups. Some of the factors that contribute to these differences are understood (e.g., large differences in family income and other resources, differences in school*

quality and students' opportunity to learn the material to be assessed), but even where serious efforts have been made to eliminate possible sources of bias in test content and formats, the potential for some score bias cannot be completely ruled out. Therefore, continuing efforts in test design and development to eliminate potential sources of bias without compromising validity, and consistent with legal and regulatory standards, are warranted." (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 2012, p. 54).

Research Question 5. What is the relationship between professional practice ratings for standards and between the elements associated with individual standards?

Correlations were used to examine relationships between standards and between elements associated with individual standards. The strength of the correlations provides information regarding whether professional practice ratings are related to each other and to what extent. A strong correlation indicates that a principal is likely to receive the same rating on both elements (or standard and element) while a lower correlation coefficient indicates larger differences between the ratings and less likelihood that the principal would receive similar ratings for the items under consideration.

Spearman rho correlations were calculated to examine these relationships. Values for correlations range from -1 (perfect negative relationship) to +1.00 (perfect relationship). A correlation of 0 indicates there is no relationship between the two items being compared. Negative correlation coefficients represent an inverse relationship between the two variables. In such a case, as one variable increases in value, the other decreases. Cohen (1988) provides a general rule of thumb for interpreting the strength of correlational relationships in social science research (*Exhibit 25*).

Exhibit 25. Cohen's Rule of Thumb for Interpreting Correlation Coefficients

Correlation Coefficient	Interpretation of Relationship
>=0.5	Strong
0.3 to 0.5	Medium
0.1 to 0.3	Weak
<0.1	No

Findings

Spearman rho correlation coefficients (*Exhibit 26*) between individual element ratings of professional practice and the ratings for other elements within the standard as well as across all standards illustrate that the mean correlations for elements within a standard ranged from 0.47 for those associated with Standard V (external development leadership) to 0.59 for those associated with Standards I and VI (strategic leadership and external development leadership). Correlation coefficients of this magnitude indicate the standards are measuring a similar construct, but that there are differences in what they are measuring since the correlations are primarily within the medium range. In addition, the mean Spearman rho correlation for evaluator ratings of professional practice across all elements for all five standards is 0.51. This is at the lowest end of the strong range and a good indication that across all of the items the instrument is measuring related, but not identical, components of the overall construct.

Exhibit 26. Range of Correlations Between Elements Within Standards

Standard	Min	Mean	Max
Standard I: Principals demonstrate strategic leadership.	0.54*	0.59*	0.66*
Standard II: Principals demonstrate instructional leadership.	0.42*	0.53*	0.64*
Standard III: Principals demonstrate school cultural and equity leadership.	0.46*	0.51*	0.56*
Standard IV: Principals demonstrate human resource leadership.	0.44*	0.49*	0.54*
Standard V: Principals demonstrate managerial leadership.	0.32*	0.47*	0.58*
Standard VI: Principals demonstrate external development leadership.	0.56*	0.59*	0.61*
Total		0.51*	

*p<.01

In addition to examining Spearman rho correlations for elements associated with standards, the relationship between element ratings of professional practice and the overall professional practice rating for the standard with which they are associated was examined (*Exhibit 27*). Element-to-standard correlations ranged between 0.61 for element V.B (conflict management and resolution) and 0.85 for element VI.C (advocacy for the school). This means that the overall rating for Quality Standard VI is strongly correlated to its associated element C. The 0.85 correlation is quite strong and could indicate that element VI.C is measuring a facet of the underlying construct that is also measured by the standard. This may also be true for the other elements associated with standard VI as their correlations range from 0.79 to 0.81, all in the strong range. The remaining correlations are within the 0.6 to 0.7 range, which suggests they are measuring a common construct but that each also represents a unique aspect of the construct.

The elements associated with individual standards are correlated with the standards and with each other. The correlations are all positive and primarily within a range that would indicate that each element associated is measuring different aspects of the underlying construct measured by the standard.

The overall correlation among the full set of elements reported in Exhibit 27 is 0.74, in the high range. Further, correlations of individual elements with the overall rating for the standard with which they are associated are stronger than those for the element correlations. In addition, overall standard ratings of professional practice exhibit high correlations with each other. These findings collectively indicate that the ratings resulting from use of the state model system for principals contribute to the measurement of the overall professional performance construct. Because of the magnitude of these correlations, it is possible that the elements and standards make small to moderate unique contributions to the determination of the principal's level of performance, but CDE should monitor these relationships over time and, if necessary, modify the professional practices used to determine the element ratings.

Exhibit 27. Correlation of Standard Ratings of Professional Practice with Their Associated Elements (Evaluator Ratings)

Standard	Correlation
Standard I: Principals demonstrate strategic leadership.	
Element A. Vision, Mission and Strategic Goals	0.80*
Element B. School Improvement Plan	0.80*
Element C. Leading Change	0.76*
Element D. Distributive Leadership	0.77*
Mean	0.78*
Standard II: Principals demonstrate instructional leadership.	
Element A. Vision, Mission and Strategic Goals	0.80*
Element B. School Improvement Plan	0.70*
Element C. Leading Change	0.77*
Element D. Distributive Leadership	0.64*
Element E. Instructional Practices	0.77*
Mean	0.74*
Standard III: Principals demonstrate school cultural and equity leadership.	
Element A. Intentional and Collaborative School Culture	0.74*
Element B. Commitment to the Whole Child	0.76*
Element C. Equity Pedagogy	0.72*
Element D. Efficacy, Empowerment, and a Culture of Continuous Improvement	0.74*
Mean	0.74*
Standard IV: Principals demonstrate human resource leadership.	
Element A. Professional Development/Learning Communities	0.72*
Element B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff	0.82*
Element C. Teacher and Staff Evaluation	0.76*
Mean	0.77*
Standard V: Principals demonstrate managerial leadership.	
Element A. School Resources and Budget	0.71*
Element B. Conflict Management and Resolution	0.61*
Element C. Systematic Communication	0.67*
Element D. School-wide Expectations for Students and Staff	0.70*
Element E. Supporting Policies and Agreements	0.72*
Element F. Ensuring an Orderly and Supportive Environment	0.65*
Mean	0.68*
Standard VI: Principals demonstrate external development leadership.	
Element A. Family and Community Involvement and Outreach.	0.81*
Element B. Professional Leadership Responsibilities	0.79*
Element C. Advocacy for the School	0.85*
Mean	0.82*
Overall Mean Correlation	0.74*

* $p < 0.01$

Correlations between and among the five standard ratings of professional practice were examined to further understand the relationships between and among professional practice ratings (*Exhibit 28*). The mean correlation among the five overall professional practice ratings is 0.66 and the range is 0.58 to 0.73. These correlation coefficients indicate that there is a strong relationship between and among the standard ratings of professional practice, but that each standard contributes something unique to the measurement of principal performance, the overall construct of interest.

Exhibit 28. Correlations Between and Among Overall Standard Ratings

	Std. I	Std. II	Std. III	Std. IV	Std. V
Standard I: Principals demonstrate strategic leadership.					
Standard II: Principals demonstrate instructional leadership.	0.71*				
Standard III: Principals demonstrate culture and equity leadership.	0.66*	0.69*			
Standard IV: Principals demonstrate human resource leadership.	0.69*	0.72*	0.70*		
Standard V: Principals demonstrate managerial leadership.	0.68*	0.63*	0.73*	0.69*	
Standard VI: Principals demonstrate external development leadership.	0.62*	0.58*	0.65*	0.60*	0.60*
Mean Correlation Among All Five Standards	0.66*				

*p<0.01

As Exhibit 28 illustrates, correlations between standards range between 0.58 and 0.73. This level of relationship indicates that the standards are interrelated but they also each measure something unique. Similarly, correlations between standards and their associated elements (*Exhibit 27*) range from 0.61 to 0.85. As with standards correlations, these correlation coefficients between standards and elements are strong (>0.5) and bring into question whether each element measures something unique about principal effectiveness. See Appendix F for additional information about correlations between and among standards and elements.

Research Question 6. How reliable and internally consistent are the professional practice ratings?

To answer this question, reliability was examined in several ways. First, correlations between and among the standards and their related elements were examined to determine whether each measures something unique while the collection measures a common construct (principal performance with respect to the Principal Quality Standards). Second, Cronbach's alpha was calculated for the standards individually and as a whole to determine the strength of the relationships.

Cronbach's alpha

Cronbach's alpha is generally used as a measure of internal consistency (or interrelatedness), or reliability of a psychometric instrument. In other words, it measures how well a set of variables or items measures a single, one-dimensional construct, such as principal proficiency toward meeting or exceeding Principal Quality Standards. Such aspects may be impossible to measure explicitly, so it is necessary to use a collection of items that are combined into a single numerical value (Streiner and Norman, 1985).

Cronbach's alpha scores range from zero to one. Higher scores indicate a higher level of interrelatedness of items and therefore a lower level of uniqueness in what the scores are measuring. Similarly, low scores indicate high levels of uniqueness and lower levels of interrelatedness (Schmitt, 1996). As a general rule of thumb, Nunnally, (1978) suggested that a Cronbach's alpha of 0.7 is an acceptable level of reliability. More recent publications (George and Mallery, 2003; Gliem and Gliem, 2003) have recommended 0.8 as the minimum alpha (*Exhibit 29*), particularly if the number of items composing the scale is high.

Exhibit 29: Rules of Thumb Regarding Interpretation of Cronbach's alpha Coefficient

Cronbach's alpha Coefficient	Interpretation of Strength of Relationship
>.9	Excellent
>.8 to .9	Good
>.7 to .8	Acceptable
>.6 to .7	Questionable
>=.5 to .6	Poor
<.5	Unacceptable

Source: George and Mallery, 2003, p. 231.

Reliability is concerned with the ability of an instrument to measure consistently. It should be noted that the reliability of an instrument is closely associated with its validity. An instrument cannot be valid unless it is reliable. However, the reliability of an instrument does not depend on its validity.

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Cronbach’s alpha scores presented in Exhibit 30 range from a low of 0.75 to a high of 0.96 for the relationships between standard ratings of professional practice and the overall professional practice rating. All of these scores are in the high range and represent strong internal consistency within and across standards.

Exhibit 30: Cronbach's Alpha for Evaluator Ratings of Performance

Standards	Cronbach's Alpha	Item N
Standard I: Principals demonstrate strategic leadership.	0.85	4
Standard II: Principals demonstrate instructional leadership.	0.85	5
Standard III: Principals demonstrate culture and equity leadership.	0.80	4
Standard IV: Principals demonstrate human resource leadership.	0.75	3
Standard V: Principals demonstrate managerial leadership.	0.83	6
Standard VI: Principals demonstrate external development leadership.	0.81	3
Across All Standards	0.92	6
Across All Elements	0.96	25

Cronbach’s alpha for evaluator ratings of performance across all elements is 0.96 and across all standards is 0.92. This represents a higher level of consistency/reliability for the standards and elements collectively than for individual standards. Alpha coefficients tend to be inflated when they are based on a large number of dimensions, or items. In this case, the 25 elements are the basis for calculating alpha. The fact that this number is so much higher than the number of items for individual standards may explain the very high alpha.

Research Question 7. How similar are self-assessment ratings to evaluator ratings of professional practice?

The Colorado State Model Educator Evaluation System specifies that the person being evaluated determines whether self-assessment information is shared with the evaluator and the circumstances under which those ratings are shared. For this study, however, participating districts agreed to share self-assessment information for with CDE for the purpose of conducting research regarding system efficacy. All information on self-assessments as well as evaluator ratings is reported in the aggregate in such a way that individual participants are not identifiable.

In CDE-sponsored trainings, principals are encouraged to honestly and critically assess their performance within the first few weeks of the school year. Such an assessment should take into account the principal's skill set, district initiatives, the approved curriculum, the students to be taught during the school year, and any other contextual issues that may impact their ability to provide a high quality education experience for all of their students. Further, they are encouraged to use their self-assessment ratings as a foundation for reflection and a guide for professional improvement throughout the year. If this process is adhered to, it would seem reasonable for principals to rate themselves at the beginning of the year, take necessary steps to improve their performance throughout the year, and then earn improved ratings at the end of the year, when the evaluator finalizes the overall professional practice rating.

The analysis of self-assessment ratings compared to evaluators' final ratings entailed matching the two types of ratings to obtain a dataset with both ratings for all of the principals. All 406 of the principals in the sample had final ratings (*Exhibit 31*) and 160 of the 406 had self-assessment ratings. However, only 128 submitted both final and self-assessment ratings for the 2013-14 school year. Those with both ratings were used as the basis for the analyses and discussion of the research question included in this report.

Any job needs honest self-reflection. Asking profound self-reflection questions, while understanding yourself and how stakeholders might view you will truly improve your performance and maybe even the quality of your work experience.

Examples of profound self-reflection questions:

- *Do I connect with students by creating positive relationships?*
- *How good am I at my job? How can I do better?*
- *Do my colleagues feel supported by me or do I create anxiety for them?*
- *Do I create a collaborative culture of safety and empowerment within the learning process, where students can be risk-takers?*
- *If everyone at my place of work had my attitude, what kind of work environment would it be?*

Keith Howell

Exhibit 31. Number and Percent of Principals with Self-Assessment and Final Ratings

	N	%
Self-Assessment Ratings	160	36.53
Final Ratings	406	92.69
Self-Assessment Only	32	7.88
Final Ratings Only	278	68.49
Both Ratings	128	31.53

Findings

Principal self-assessment ratings differed from the ratings provided by their evaluators (*Exhibit 32*). For all standards and all of their associated elements, evaluators rated principals higher than they rated themselves. Additionally, principals were far more likely to rate themselves as basic or partially proficient than their evaluators were. In some cases, they were more than five (5) times as likely as their evaluators to say they were below proficient on an element.

The timing of the two ratings should also be considered when interpreting these findings as the self-assessment is completed very early in the school year while evaluator ratings come at the end of the year. Some of the discrepancy between the two ratings may be due to principal growth during the school year. All differences between average ratings reported in Exhibit 32 are statistically significant at the $p < .05$ level.

Exhibit 32: Comparison of Self-Assessment Ratings to Evaluator Ratings*

	Average Ratings		Self-Assessment			Evaluator Ratings		
	Self	Final	% Below Prof.	% Prof.	% Above Prof.	% Below Prof.	% Prof.	% Above Prof.
N =128								
Standard I. Strategic Leadership	2.17	2.70	21.09	43.75	35.16	3.91	32.81	63.28
Element A. School Vision, Mission and Strategic Goals	2.06	2.55	18.75	54.69	26.56	3.91	45.31	50.78
Element B. School Plan	2.07	2.58	28.91	41.41	29.69	7.81	41.41	50.78
Element C. Leading Change	1.99	2.52	22.66	51.56	25.78	5.47	44.53	50.00
Element D. Distributive Leadership	2.20	2.63	20.31	42.97	36.72	6.25	40.63	53.13
Standard II. Instructional Leadership	2.07	2.52	22.66	50.00	27.34	4.69	41.41	53.91
Element A. Curriculum, Instruction, Learning and Assessment	2.00	2.50	28.91	40.63	30.47	7.03	43.75	49.22
Element B. Instructional Time	2.50	2.71	7.81	42.19	50.00	2.34	34.38	63.28
Element C. Implementing High-quality Instruction	1.90	2.68	42.97	17.19	39.84	7.81	29.69	62.50
Element D. High Expectations for All Students	1.95	2.34	27.56	49.61	22.83	7.03	52.34	40.63
Element E. Instructional Practice	2.02	2.54	25.00	47.66	27.34	5.47	46.09	48.44

Continued on next page.

	Average Ratings		Self-Assessment			Evaluator Ratings		
	Self	Final	% Below Prof.	% Prof.	% Above Prof.	% Below Prof.	% Prof.	% Above Prof.
N =128								
Standard III. School Culture and Equity Leadership	2.33	2.75	13.28	44.53	42.19	1.57	33.07	65.35
Element A. Intentional and Collaborative School Culture	1.90	2.37	24.22	53.91	21.88	8.66	51.18	40.16
Element B. Commitment to the Whole Child	2.68	2.84	9.38	33.59	57.03	2.34	33.59	64.06
Element C. Equity Pedagogy	2.44	2.81	17.19	30.47	52.34	4.69	29.69	65.63
Element D. Efficacy, Empowerment and a Culture of Continuous Improvement	1.96	2.41	29.92	40.94	29.13	8.59	46.88	44.53
Standard IV. Human Resource Leadership	2.24	2.76	20.31	40.63	39.06	4.69	27.34	67.97
Element A. Professional Development/ Learning Communities	2.63	3.02	13.28	32.81	53.91	3.91	23.44	72.66
Element B. Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff	2.05	2.66	36.72	21.88	41.41	10.94	27.34	61.72
Element C. Teacher and Staff Evaluation	2.04	2.43	19.53	53.13	27.34	5.47	57.81	36.72
Standard V. Managerial Leadership	2.49	2.79	7.81	41.41	50.78	2.34	27.34	70.31
Element A. School Resources and Budget	2.03	2.37	28.13	33.59	38.28	14.06	42.97	42.97
Element B. Conflict Management and Resolution	2.64	2.66	3.91	46.88	49.22	3.91	39.84	56.25
Element C. Systematic Communications	2.24	2.55	25.00	32.03	42.97	7.03	40.63	52.34
Element D. School-wide Expectations for Students and Staff	2.91	3.09	8.59	21.09	70.31	2.34	19.53	78.13
Element E. Supporting Policies and Agreements	2.04	2.59	32.03	28.91	39.06	8.59	29.69	61.72
Element F. Ensuring an Orderly and Supportive Environment	2.69	2.98	12.50	28.13	59.38	5.47	21.09	73.44
Standard VI. External Development Leadership	1.90	2.43	32.03	43.75	24.22	8.66	47.24	44.09
Element A. Family and Community Involvement and Outreach	1.86	2.30	32.81	42.97	24.22	12.60	52.76	34.65
Element B. Professional Leadership Responsibilities	1.97	2.44	34.38	36.72	28.91	8.59	44.53	46.88
Element C. Advocacy for the School	1.80	2.51	35.94	37.50	26.56	8.59	47.66	43.75

*All differences between average ratings are statistically significant at the p.<.05 level.

A final set of relational analyses was conducted to examine the correlation between the ratings subjects assigned to themselves on each standard and element and those assigned to them by their evaluators. The Spearman rho correlations presented in Exhibit 33 measure whether evaluator ratings and self-assessment ratings are in the same rank order. Correlations ranged from 0.37 to 0.67, indicating that the two sets of ratings have a moderate to strong positive relationship.

Exhibit 33. Correlation of Self-Ratings to Overall Professional Practice Ratings (Evaluator Ratings)

Standards and Elements	Correlation
Standard I. Strategic Leadership	0.44*
Element A. School Vision, Mission and Strategic Goals	0.44*
Element B. School Plan	0.59*
Element C. Leading Change	0.44*
Element D. Distributive Leadership	0.43*
Standard II. Instructional Leadership	0.46*
Element A. Curriculum, Instruction, Learning and Assessment	0.41*
Element B. Instructional Time	0.52*
Element C. Implementing High-quality Instruction	0.37*
Element D. High Expectations for All Students	0.42*
Element E. Instructional Practice	0.47*
Standard III. School Culture and Equity Leadership	0.47*
Element A. Intentional and Collaborative School Culture	0.42*
Element B. Commitment to the Whole Child	0.67*
Element C. Equity Pedagogy	0.66*
Element D. Efficacy, Empowerment and a Culture of Continuous Improvement	0.42*
Standard IV. Human Resource Leadership	0.42*
Element A. Professional Development/ Learning Communities	0.62*
Element B. Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff	0.52*
Element C. Teacher and Staff Evaluation	0.50*
Standard V. Managerial Leadership	0.46*
Element A. School Resources and Budget	0.62*
Element B. Conflict Management and Resolution	0.52*
Element C. Systematic Communications	0.55*
Element D. School-wide Expectations for Students and Staff	0.61*
Element E. Supporting Policies and Agreements	0.38*
Element F. Ensuring an Orderly and Supportive Environment	0.63*
Standard VI. External Development Leadership	0.61*
Element A. Family and Community Involvement and Outreach	0.64*
Element B. Professional Leadership Responsibilities	0.60*
Element C. Advocacy for the School	0.52*

*p<0.01

Cronbach’s alpha scores (*Exhibit 34*) for principals’ self-assessment of their performance at the standard level range from 0.53 for Standard IV (Human Resource Leadership) to 0.78 for Standard II (Instructional Leadership). Across all five (5) standards, the alpha is 0.89. It is also important that the individual element ratings produce internally consistent measures. Across all 27 elements, Cronbach’s alpha for the self-assessments is 0.93, a strong reliability coefficient.

Exhibit 34. Cronbach's Alpha for Self-Assessments of Performance

Item	Cronbach's Alpha	ItemN
Standard I: Principals demonstrate strategic leadership.	0.75	4
Standard II: Principals demonstrate instructional leadership.	0.78	5
Standard III: Principals demonstrate culture and equity leadership.	0.66	4
Standard IV: Principals demonstrate human resource leadership.	0.53	3
Standard V: Principals demonstrate managerial leadership.	0.73	6
Standard VI: Principals demonstrate external development leadership.	0.64	3
Across All Standards	0.89	6
Across All Elements	0.93	25

In summary, principals and their evaluators differed in their ratings of professional practice. Principals rated themselves lower than their evaluators rated them on all standards and all elements. The magnitude of these differences still resulted in moderate and strong correlations between the two sets of ratings. While the ratings levels were quite different between the principals and their evaluators, the reliability of their scores for both are very strong. All of the alphas are at or above the 0.7 level recommended by Nunnally (1978) and 0.8 level recommended by researchers in more recent literature (Gilem and Gilem, 2003; George and Mallery, 2003).

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Summary

Historically, validity studies have relied on either empirical or logical evidence. That is no longer the case. The *Standards for Educational and Psychological Testing* (2014) and Shepard (2012) make clear that, “*validity evaluations must include both logical and empirical evidence.*” This study includes empirical information organized around a set of questions related to how well the ratings conform to expectations. In addition, logical explanations include discussions of the reasonableness of results as well as typical anecdotal evidence reported by field-based practitioners as well as CDE staff members. The two types of evidence combine to form the argument for understanding professional practice ratings.

A question-by-question summary (*mirrored in the Executive Summary*) of findings follows.

Research Question 1: What are the characteristics of the study sample and how well do those characteristics represent the state as a whole?

The study sample mirrored the state with respect to most of the characteristics examined in this study. The largest percentage of principals in the sample and in the state worked in rural areas followed by towns, suburbs and then cities. For other demographic characteristics, where differences were found, the proportion of the sample represented by each subgroup of the sample was similar to that found in the state as a whole. The typical sample principal is a white female who has earned a master’s degree but not an advanced degree and who works in a rural elementary school that is not served by Title I. The school is in an accredited district and is required to submit a performance plan rather than an improvement, priority improvement or turnaround plan to CDE. While the sample provides variation and differing contexts to explore contextual issues in the use of the professional practice ratings, the collection of districts is similar to the state population on the key characteristics examined by this study.

Research Question 2: Does the distribution of professional practice ratings reflect a range of principal proficiency?

The distribution of professional practice ratings provided by evaluators for overall performance, and performance on standards and elements suggests that the rating scale allows for discrimination between and among varying performance levels. In all instances, the proportion of principals rated basic and partially proficient was larger for element ratings than for standards.

The distribution of professional practice ratings indicates that evaluators use the full range of ratings, particularly at the element level. The largest proportion of ratings clusters at the proficient and accomplished levels. As the system stabilizes over time, it would seem reasonable to expect that more basic, partially proficient and exemplary ratings will be in evidence primarily due to the deepening knowledge about the rigor of professional practices and what is expected of them in order to demonstrate proficiency on each.

Research Question 3: Does the distribution of professional practice ratings allow for principal growth to be measured?

More than 46% of the principals in the sample increased their overall professional practice ratings by at least one level between 2012-13 and 2013-14 while just over 5% of the sample experienced at least one rating level reduction. This statistic should be tracked by CDE because fluctuations in ratings may negatively impact perceptions of the credibility of the ratings and impact the validity argument. In addition, analyses indicate that only 12 of the 298 principals included in this analysis received an exemplary rating on all 25 elements. This would seem to indicate that even the highest performers have practices on which they can improve, particularly in light of the fact the 10.2% of the principals scoring exemplary in 2012-13 scored accomplished in 2013-14.

Research Question 4: Does the distribution of professional practice ratings vary based on key principal and school characteristics?

Professional practice ratings distributions vary between subgroups of teachers. Comparisons of overall professional practices ratings for principals based on individual, school and district characteristics revealed that there are no statistically significant differences between the sample and state based on race, gender or the nature of Title I services received by the school. Further, of the 31 comparisons examined for overall professional practice ratings, only were statistically significant. Standardized group means (Cohen's d) and their associated confidence intervals further indicated that there is no real difference between some of the non-standardized differences identified as statistically significant.

These results indicate that CDE has work to do in the future in terms of monitoring results annually to determine whether the differences between groups are growing smaller as the system matures and stabilizes. If they do not, then decisions must be made regarding the reasons for such differences and whether changes to system should be made. The impact of these changes should also be carefully monitored in order to isolate the causes of any changes in results.

Research Question 5: What is the relationship between professional practice ratings for standards and between the elements associated with individual standards?

Correlations between standards range from 0.36 to 0.52, and between elements and the standards with which they are associated range from 0.47 to 0.81, indicating that the elements within each standard contribute to the overall measurement of the standard, but that each element measures something unique about the standard. Similarly, professional practice ratings for standards indicate that each standard contributes to the measurement of teacher professional practice but each also contributes something unique to the measurement. These results are a good indication that the rubric is measuring a single construct, teacher professional practice, and that the measurement of all of the standards and associated elements is needed to gain a complete picture of the construct.

Research Question 6: How reliable and internally consistent are the professional practice ratings?

Cronbach's alpha scores indicate that the internal consistency, or reliability, is within the recommended range. The possible exceptions to this are the 0.92 alpha across all standards and the 0.96 for all elements as a group. As a general rule, alphas larger than 0.90 may be an indication of redundancy in the content of the measurement instrument. An exception to that rule is when there is a large number of items contributing to the alpha calculation. In this case, the 25 elements, considered to be quite large, contributed to the alpha calculation and therefore may be responsible for the high value of alpha.

Research Question 7: How similar are self-assessment ratings to evaluator professional practice ratings?

Self-assessment ratings for all standards and all associated elements differed from those of evaluators. Teachers rated themselves lower than their evaluators rated them on all standards and all elements. Correlations between standards and their associated elements on self-assessments are lower than those for evaluator ratings of professional practice. In terms of reliability, Cronbach's alpha for self-assessment across all standards is 0.87 compared to 0.94 for evaluator ratings.

Limitations of the Study

While it is important to assess validity through this first look at professional practice ratings, it is insufficient to make definitive statements regarding the validity of such ratings for the purposes outlined in S. B. 10-191. Much depends on how districts implement the system and the decisions they make based on the collections of professional practice ratings for teachers. It was not possible at this stage of the implementation process to assess the status of the following issues in order to move from a baseline examination to a more definitive validity judgment.

1. *Implementation fidelity* in general has not been examined through a comprehensive study that pinpoints persistent problems associated with fidelity of implementation such as how evaluators were trained, evaluators' understanding of the rubric and how closely the process was followed. This presents a serious limitation, as the myriad issues associated with fidelity have the potential to individually and collectively impact validity.

Fidelity of implementation is a complex issue that requires the collection, analysis and interpretation of larger amounts of data than the pilot districts agreed to provide. Studying implementation fidelity also requires a great deal of time and other resources, which can make such studies cost prohibitive.

For these reasons and others, at this time, CDE has chosen to use data already being collected from school districts such as the TELL survey, a variety of feedback strategies, approved trainings, the Colorado Performance Management System, ELEVATE, and studies conducted by external organizations to measure different aspects of implementation fidelity. Through these initiatives as well as others, a clearer picture of implementation fidelity is emerging. Additional work in this area is needed in order to thoroughly understand whether school districts and schools are implementing the

system as described in the *User's Guide for the Colorado State Model Educator Evaluation System*.

2. Analysis of multi-year data proved problematic during this study. This is primarily due to the fact that, as a result of feedback from the field, the rubric changed significantly between the 2012-13 and 2013-14 school years, impacting the year-to-year analyses.
3. Since 2013-14 was the first year in which professional practice ratings had a bearing on decisions regarding non-probationary status, teachers reported being nervous about how they would measure up and whether their non-probationary status was "safe." Such a high level of concern can have an impact on the ratings.

Recommendations for Further Study

CDE would be well-advised to continue the study of the state model system through a number of activities that should be conducted annually as well as with more intensive periodic reviews of professional practice ratings validity. Recommendations for additional study include:

1. The analyses presented in this report should be repeated for data collected during the 2015-16 school year, the last year for which pilot site/sample data will be available under existing Memoranda of Understanding. 2015-16 is also the first year when professional practice ratings will be totally comparable for two (2) consecutive years because CDE did not change the rubric between 2014-15 and 2015-16.
2. Some of the data included in this report should be monitored each year to determine whether changes that represent validity threats have occurred. This is particularly true for group differences, which are a concern because some of them appear to be educationally important in addition to being statistically significant. CDE should continue its ongoing scrutiny of evaluation results to identify potential sources of bias.
3. Consider negotiating an extension to existing Memoranda of Understanding and obtaining additional districts willing to submit data for the purpose of continuously monitoring the system. Comparing current pilot and integration sites to districts that did not officially participate in the state model system until 2013-14 will provide valuable decision making information regarding:
 - a. Necessary system changes.
 - b. Impact of the system on districts and their educators.
 - c. Whether additional time and training may help to moderate fluctuations in professional practice ratings.
 - d. Differences in system implementation and teacher ratings between early adopting pilot and integration sites and the districts who delayed implementation until they were required to do so.
4. Conduct future analyses using statewide data to the extent possible. This will ensure that all districts using the state model system will be included in the analyses and will, hopefully, lead to system buy-in and more broad-based use of data. More importantly,

using data from all participating districts will eliminate any error associated with sampling.

5. Continue to expand and enhance the discussion of implementation fidelity through an examination of additional data as well as the inclusion of additional external studies as they are completed in order to learn about how educators across the state honor established processes.
6. Conduct an examination of inter-rater agreement to determine the consistency of evaluator ratings of professional practice with those of highly trained master scorers who created a set of training videos to help evaluators monitor their accuracy in completing the rubric during teacher observations. Such an examination could be conducted using information gathered through ELEVATE, an online training program available to educators across the state.
7. As the state model system stabilizes and no changes to the rubric or evaluation processes are made for a number of consecutive years, a second in-depth validity study should be conducted.
8. Schedule additional studies periodically for the foreseeable future so validity can be checked as contexts, schools, and priorities change. It is generally agreed that the validity of a set of professional practice ratings is not static over time, so repeated looks at validity are in order as situations change.
9. When scores for measures of student learning (MSLs) are available, expand the discussion of validity to include both MSLs and professional practice ratings to determine teacher effectiveness ratings.

Unintended Outcomes of System Use

With systems as large and complex as the state model system, it is almost inevitable that unanticipated outcomes will be present. In the case of the state model system, several have proven to be enduring across the pilot test years and the first year of the statewide rollout.

Time. First and foremost, pilot sites have indicated that finding the time to complete all system requirements has proven challenging for them. CDE paid close attention to this issue and for the 2012-13 school year eliminated nearly 30% of the rubric content in order to make the process more manageable. Reports from the field indicate that while that step was quite helpful, adhering to the process is still time intensive. When asked which of the remaining items should be eliminated, both teachers and administrators have indicated that they would have difficulty eliminating any of the professional practices because they consider all of them to be important in demonstrating proficiency on the elements.

To help districts address the time issue, CDE has developed online data collection process that help to streamline the routine ratings calculations and the reporting process. In addition, some administrators have helped to design customized reports available to districts to aid in analyzing district data for the purpose of making decisions regarding professional development

needs and areas of strength and weakness. CDE should continue to monitor usage of the online systems and to determine whether they are enough of a time saver that users are better able to manage the time required implement the system.

This issue may also be addressed through training of principals to reallocate their time in order to focus on the important workforce effectiveness issues revealed through the state model system. Principals from early adopted districts such as Austin, TX and Washington, DC have indicated that by prioritizing teacher growth and improvement, many of the routine issues such as discipline, tardiness, and absences have been minimized. They believe they are actually more efficient when they focus on the teachers, spend time in classrooms and in other locations where teachers may demonstrate their effectiveness.

Fidelity of Implementation. Monitoring fidelity of implementation is a complex and time-consuming process. There are a number of implementation fidelity issues that have the potential to impact validity. One such issue is that some principals require more of teachers than is required by the state model system. An example of this is artifact collection, in which a principal may require all teachers to collect all artifacts listed in the user's guide as well as additional artifacts for elements that may not have been specifically addressed by the artifacts list. Such a practice, while not widespread, presents an untenable workload for teachers and keeps them from focusing on their professional goals and the needs of their students.

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Appendices

Appendix A: Pilot, Partner and Integration Sites for the Colorado State Model Educator Evaluation System

Appendix B: Frameworks for System to Evaluate Principals and Specialized Service Professionals

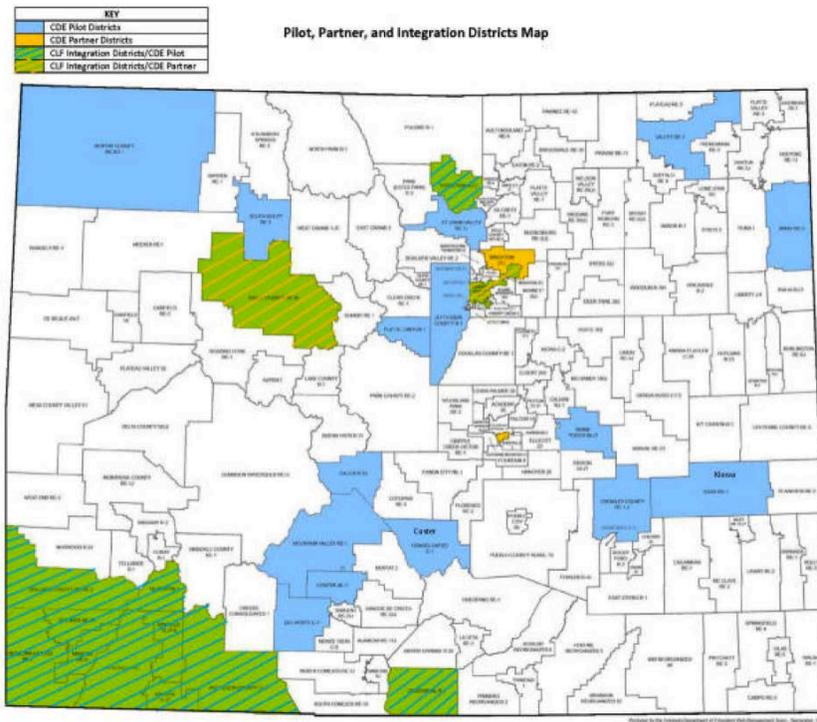
Appendix C: Key Components of the Colorado State Model Principal Evaluation System: Definition of Principal Effectiveness, Principal Quality Standards and Rubric for Evaluating Colorado Principals

Appendix D: Changes in Professional Practice Ratings Between 2012-13 and 2013-14

Appendix E: Comparisons of Overall Professional Practice Ratings by Group and Standards

Appendix F: Correlations Between Standards, Elements and Overall Professional Practice Ratings

Appendix A: Pilot, Partner and Integration Sites for the Colorado State Model Educator Evaluation System



What is a Pilot District?

Pilot districts were selected as part of CDE's work to implement S.B. 10-191. Districts are representative of the various sizes, student demographics and geographic differences across Colorado. These pilot districts are using the Colorado State Model Educator Evaluation System for both principals and teachers during the 2011-16 school years. They are providing valuable feedback on the quality of the model system, identifying challenges and strengths of the system and suggesting refinements to the implementation process developed by CDE.

What is a Partner District?

Several districts that have already developed performance evaluation systems reflecting key elements of Senate Bill 10-191 were selected to participate in the pilot process as Partner Districts. These districts are providing valuable information on the process for aligning existing educator evaluation systems to the rules developed by the State Board of Education, as well as providing an opportunity to enhance the State Model Educator Evaluation System with elements from locally-developed systems.

What is an Integration District?

Integration Districts were selected as part of a voluntary effort by the Colorado Legacy Foundation to support CDE's work to implement Senate Bill 10-191 as well as the Colorado Academic Standards pursuant to Senate Bill 08-212 (Colorado Achievement Plan for Kids). Four school districts and one BOCES were selected to specific activities that implement, in an integrated manner, *all* of the following:

- Colorado Academic Standards and aligned instructional materials to guide instruction
- Professional development in formative practices to inform instruction
- Regular performance evaluations that hold educators accountable for improvement on measures of student learning and provide them feedback to improve instruction

Districts Piloting the Colorado State Model Educator Evaluation System

Twenty-seven districts are piloting the Colorado Model Evaluation System. CDE has selected 19 pilot districts, based on a public application process, to test the state model of evaluation. The 19 districts are:

1. Center
2. Crowley
3. Custer
4. Del Norte
5. Eads
6. Jefferson County (principal only)
7. Miami-Yoder
8. Moffat
9. Mountain Valley
10. Platte Canyon
11. Salida
12. South Routt
13. St. Vrain
14. Wray
15. Valley RE-1.
16. Centennial School District
17. Eagle School District (principal only)
18. Thompson School District
19. San Juan BOCES (Archuleta, Bayfield, Durango, Dolores RE-2, Dolores RE-4, Ignacio, Mancos, Montezuma- Cortez and Silverton)

All of these efforts align and work together to help us learn and make necessary mid-course corrections during the pilot phase of the Colorado State Model Educator Evaluation System. Educator feedback from these pilot districts is informing improvements to the model system.

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Appendix B. Frameworks for System to Evaluate Teachers, Principals and Specialized Service Professionals

B-1. Framework for System to Evaluate Teachers

B-2. Framework for System to Evaluate Principals

B-3. Framework for System to Evaluate Specialized Service Professionals

Exhibit B-1. Framework for System to Evaluate Teachers

COLORADO DEPARTMENT OF EDUCATION
Framework for System to Evaluate Teachers

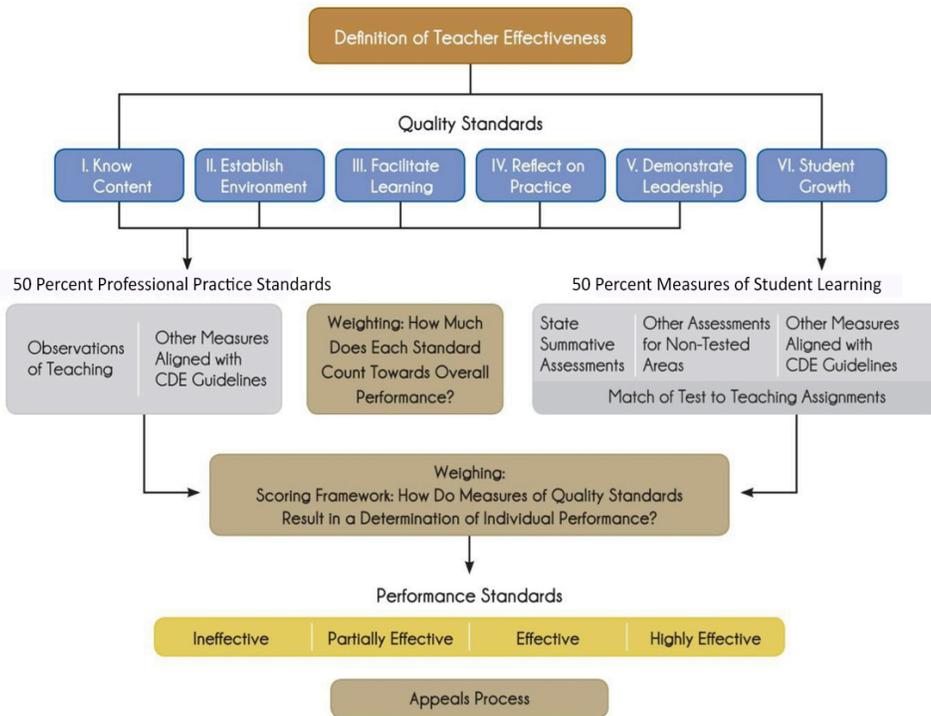


Exhibit B-2. Framework for System to Evaluate Principals

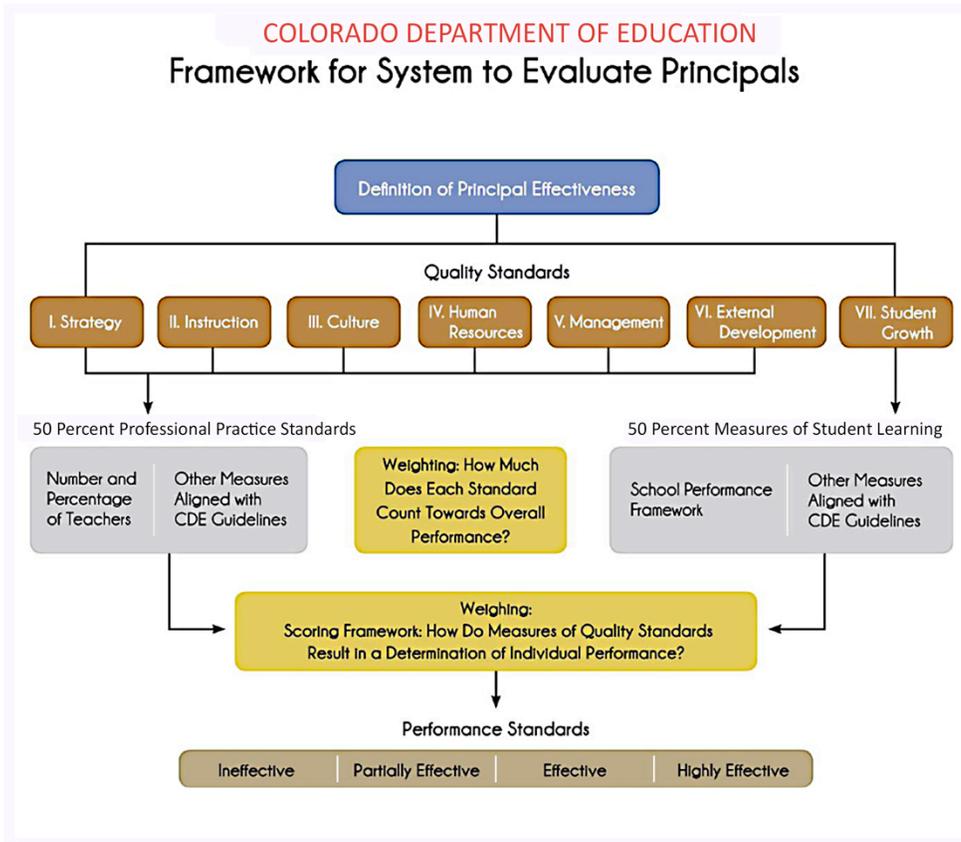
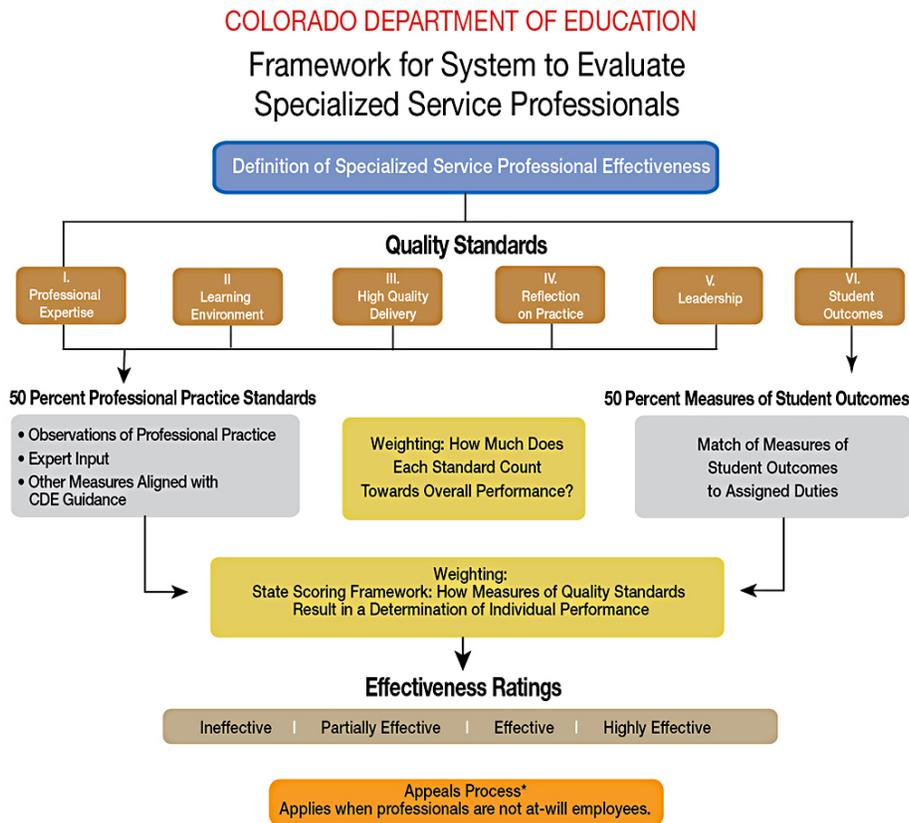


Exhibit B-3. Framework for System to Evaluate Specialized Service Professionals



Appendix C. Key Components of the Colorado State Model Principal Evaluation System: Definition of Principal Effectiveness, Principal Quality Standards and Rubric for Evaluating Colorado Principals

Exhibit C-1. Definition of Principal Effectiveness

Exhibit C-2. Principal Quality Standards

Exhibit C-3. Rubric for Evaluating Colorado Principals

Exhibit C-1. Definition of Principal Effectiveness

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As schools' primary instructional leaders, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction and student progress and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families.

Exhibit C-2. Principal Quality Standards

The Principal Quality Standards outline the knowledge and skills required of an effective principal and will be used to evaluate principals in the state of Colorado. All school districts and BOCES shall base their evaluations of their principals on either the full set of Principal Quality Standards and associated elements included below, or shall adopt their own locally-developed standards that meet or exceed the Principal Quality Standards and Elements. A school district or BOCES that adopts its own locally-developed standards shall crosswalk those standards to the Principal Quality Standards and elements, so that the school district or BOCES is able to report the data required by section 6.04 of the State Board Rules for Written Evaluation Systems.

QUALITY STANDARD I

Principals demonstrate 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.

ELEMENT B: School Plan

Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.

ELEMENT C: Leading Change

Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.

ELEMENT D: Distributive Leadership

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

QUALITY STANDARD II

Principals demonstrate instructional leadership.

ELEMENT A: Curriculum, Instruction, Learning and Assessment

Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.

ELEMENT B: Instructional Time

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

ELEMENT C: Implementing High-Quality Instruction

Principals support teachers through ongoing, actionable feedback and needs-based professional

development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

ELEMENT D: High Expectations for All Students

Principals hold all staff accountable for setting and achieving rigorous performance goals for all students and empower staff to achieve these goals across content areas.

ELEMENT E: Instructional Practices

Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.

QUALITY STANDARD III

Principals demonstrate school cultural and equity leadership.

ELEMENT A: Intentional and Collaborative School Culture

Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

ELEMENT B: Commitment to the Whole Child

Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.

ELEMENT C: Equity Pedagogy

Principals demonstrate a commitment to a diverse population of students by creating an

inclusive and positive school culture and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.

ELEMENT D: Efficacy, Empowerment and a Culture of Continuous Improvement

Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers and a valid assessment of outcomes.

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

ELEMENT A: Professional Development/Learning Communities

Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.

ELEMENT B: Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff

Principals establish and effectively manage processes and systems that ensure a

knowledgeable, high-quality, high-performing staff.

ELEMENT C: Teacher and Staff Evaluation

Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.

QUALITY STANDARD V

Principals demonstrate managerial leadership.

ELEMENT A: School Resources and Budget

Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.

ELEMENT B: Conflict Management and Resolution

Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

ELEMENT C: Systematic Communication

Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

ELEMENT D: School-wide Expectations for Students and Staff

Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

ELEMENT E: Supporting Policies and Agreements

Principals regularly update their knowledge of federal and state laws and school district and board policies, including negotiated agreements, if applicable and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

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.

QUALITY STANDARD VI

Principals demonstrate external development leadership.

ELEMENT A: Family and Community Involvement and Outreach

Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

ELEMENT B: Professional Leadership Responsibilities

Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and

schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies and negotiated agreements where applicable.

ELEMENT C: Advocacy for the School

Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

QUALITY STANDARD VII

Principals demonstrate leadership around measures of student learning.

ELEMENT A: Student Academic Achievement and Growth

Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.

ELEMENT B: Student Academic Growth and Development

Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.

ELEMENT C: Use of Data

Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of student academic growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.

Please note: Standard VII is not included as a part of determination of ratings on professional practices that is described in this user's guide. It is described in a separate document that can be found on the [CDE website](#)

Exhibit C-3. Rubric for Evaluating Colorado Principals

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the schools' primary instructional leaders, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction and student progress and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports schools' ability to promote equity and to continually improve their positive impact on students and families.

QUALITY STANDARD I				
Principals demonstrate strategic leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals				
Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
<p>THE PRINCIPAL ensures that the vision, mission, values, beliefs and goals of school are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Familiar to staff and other stakeholders. <input type="checkbox"/> Developed through a collaborative process including staff and other stakeholder groups. <input type="checkbox"/> Routinely updated. 	<p>... and THE PRINCIPAL ensures that the school's vision, mission and strategic goals are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Part of routine school communications with staff and other stakeholders. <input type="checkbox"/> Integrated into school programs. 	<p>... and THE PRINCIPAL collaboratively establishes strategic goals that are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focused on student achievement. <input type="checkbox"/> Based on the analysis of multiple sources of information. <input type="checkbox"/> Aligned with district priorities. <input type="checkbox"/> Measurable. <input type="checkbox"/> Rigorous. <input type="checkbox"/> Concrete. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporate strategic goals into their instructional plans. <input type="checkbox"/> Identify and address barriers to achieving the school's vision, mission and goals. 	<p>... and SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively implement strategies to address the school's vision, mission and strategic goals. <input type="checkbox"/> Assume leadership roles in updating the school's vision, mission and strategic goals.

QUALITY STANDARD I

Principals demonstrate strategic leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT B: School Plan

Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements systems and processes for planning and managing change. <input type="checkbox"/> Works collaboratively to develop the school plan. 	<p>... and THE PRINCIPAL communicates effectively to staff and other stakeholders:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal commitment to continuous school and district improvement. <input type="checkbox"/> Components of school's plan. <input type="checkbox"/> Progress toward meeting school goals and outcomes. 	<p>... and THE PRINCIPAL establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor progress toward achieving school goals and student outcomes. <input type="checkbox"/> Regularly revise school goals and outcomes based on progress monitoring data. 	<p>... and SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conscientiously implement the school plan. <input type="checkbox"/> Address barriers to achieving school's vision, mission and strategic goals. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Track student progress. <input type="checkbox"/> Collaboratively develop short-term and long-term plans to improve student outcomes.
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ELEMENT C: Leading Change

Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledges the importance of meaningful change. <p>Has processes in place for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resource allocation. <input type="checkbox"/> Addressing barriers to change. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides support for change efforts within the school. <input type="checkbox"/> Coaches others in leading change. 	<p>... and THE PRINCIPAL establishes clear and effective processes to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all staff to engage in school change efforts. <input type="checkbox"/> Manage change. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead school planning efforts. <input type="checkbox"/> Implement approved school change strategies. <input type="checkbox"/> Anticipate, identify and address barriers to positive change. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead school change efforts. <input type="checkbox"/> Set challenging student learning goals.
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QUALITY STANDARD I

Principals demonstrate strategic leadership.

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

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

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves staff in the school's decision making processes. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes responsibility for decision making process. <input type="checkbox"/> Includes parents, families and the larger school community in decision making processes. 	<p>... and</p> <p>THE PRINCIPAL involves school staff members in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting and implementing effective improvement strategies. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead planning and monitoring efforts. <input type="checkbox"/> Collaborate on school planning efforts. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in meaningful school leadership activities.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

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

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>ELEMENT A: Curriculum, Instruction, Learning and Assessment Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.</p>				
<p>THE PRINCIPAL sets expectations for staff regarding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiating instruction. <input type="checkbox"/> Assessing student work. <input type="checkbox"/> Monitoring student progress. <input type="checkbox"/> Aligning instructional strategies with student performance standards. <input type="checkbox"/> Applying research based strategies. 	<p>... and THE PRINCIPAL reinforces instructional initiatives through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School wide activities. <input type="checkbox"/> Implementation of the district's approved curriculum. <input type="checkbox"/> Clear, consistent and frequent communication with staff. <input type="checkbox"/> Consistent and objective use of data for decision making. 	<p>... and THE PRINCIPAL implements a school wide instructional approach that is:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflective of input from staff. <input type="checkbox"/> Aligned with student performance standards. <input type="checkbox"/> Supported by research. <input type="checkbox"/> Enhanced by the use of appropriate technologies. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and implement ideas for improving student learning. <input type="checkbox"/> Use evidence-based practices. <input type="checkbox"/> Refine curriculum, instruction and assessment approaches based on data, school wide discussions and idea generation. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate classroom based changes based on discussions with colleagues and results of data analysis. <input type="checkbox"/> Make corrections to their instructional approaches based on personal reflection. <input type="checkbox"/> Use evidence-based strategies appropriate for addressing school and student needs.
<p>ELEMENT B: Instructional Time Principals create processes and schedules which maximize instructional, collaborative and preparation time.</p>				
<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Limits interruptions to instruction. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manages time so teaching and learning are the school's top priority. <input type="checkbox"/> Implements a master schedule providing planning and collaboration time for all staff. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quickly and efficiently resolves issues that disrupt the school day. 	<p>... and SCHOOL STAFF MEMBERS protect instructional time by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assuring that students stay on task. <input type="checkbox"/> Limiting transitions that can influence time available. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocate to administrators for uninterrupted instructional time. <input type="checkbox"/> Adjust instructional strategies to maximize time on task.

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>ELEMENT C: Implementing High-quality Instruction Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.</p>				
<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides needs based professional development. <input type="checkbox"/> Supports staff in the implementation of a rigorous instructional program. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligns professional development offerings with the school's most critical needs. <input type="checkbox"/> Actively engages in professional development activities along with staff. <p>Provides performance feedback to teachers that is:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actionable. <input type="checkbox"/> Timely. 	<p>... and</p> <p>THE PRINCIPAL ensures that the school's instructional program is:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant to students' needs and interests. <input type="checkbox"/> Focused on quality of classroom instruction. <input type="checkbox"/> Aligned with P-20. <input type="checkbox"/> Evidence-based. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively participate in professional development activities to develop and/or sustain their leadership capacity. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify their professional development needs. <input type="checkbox"/> Apply lessons learned through professional development.
<p>ELEMENT D: High Expectations for all Students Principals hold all staff accountable for setting and achieving rigorous performance goals for all students and empower staff to achieve these goals across content areas.</p>				
<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads the development of student outcomes and educator goals. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates a belief in high measurable goals/outcomes for students and staff. 	<p>... and</p> <p>THE PRINCIPAL sets student learning goals that are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measurable. <input type="checkbox"/> Rigorous. <input type="checkbox"/> Consistently addressed. <input type="checkbox"/> Aligned with district priorities. <input type="checkbox"/> Based on multiple sources of information. <input type="checkbox"/> Holds staff accountable for achieving student learning goals. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set rigorous but achievable individual learning goals for students. <input type="checkbox"/> Participate in the development of rigorous but achievable school goals. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that all students achieve the rigorous outcomes they set for them.

QUALITY STANDARD II

Principals demonstrate instructional leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E: Instructional Practices

Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides instructional coaching for teachers. <input type="checkbox"/> Stays abreast of evidence based practices associated with improved student learning. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional development and adult learning activities to understand evidence based student learning research. <input type="checkbox"/> Provides data-based feedback on instructional practices to teachers. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates professional development activities to assure that they result in improved instructional and assessment practices. <input type="checkbox"/> Supports teacher efforts to engage in data-based decision making. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use data to guide and support instructional changes. <input type="checkbox"/> Collect, analyze and share data related to changes to instructional practices. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share knowledge of school successes with colleagues and others interested in making positive school changes.
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Evaluator Comments:
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Response of Person Being Evaluated:
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QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A: Intentional and Collaborative School Culture

Principals articulate, model and positively reinforce a clear vision and values of the school’s culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a school culture that is inviting to students, staff and visitors. <p>Communicates with families and the community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequently. <input type="checkbox"/> Focusing on including them in the school’s activities. <input type="checkbox"/> In an inclusive manner. 	<p>... and</p> <p>THE PRINCIPAL</p> <p>invites families and community members into the school to participate in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decision making processes. <input type="checkbox"/> Parent conferences. <input type="checkbox"/> Activities to learn about how to help students. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes an inclusive school culture based on collaboration among and between students, parents, staff and the community. <input type="checkbox"/> Consistently monitors school culture to ensure that it is conducive to student learning. 	<p>... and</p> <p>PARENTS, FAMILIES AND COMMUNITY MEMBERS</p> <p>participate in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A variety of meaningful school-based activities. <input type="checkbox"/> Decision making processes related to their children’s education. 	<p>... and</p> <p>PARENTS AND SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate on student learning initiatives.
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ELEMENT B: Commitment to the Whole Child

Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the interconnectedness of students’ physical, cognitive, social and emotional health and welfare. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements an approach to learning that integrates research based practices to address students’ cognitive, physical, social and emotional health and welfare. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors school activities and initiatives to assure that all of the students’ needs are addressed. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and address the needs of the whole child. <input type="checkbox"/> Seek advice of experts who can help address student needs when necessary. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address student needs in a holistic, integrated and comprehensive manner.
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QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>ELEMENT C: Equity Pedagogy Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.</p>				
<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the diversity of the school community. <input type="checkbox"/> Recognizes that diversity is an asset to the school. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets student expectations that reflect an understanding of and respect for their backgrounds, needs, or skills. <input type="checkbox"/> Provides all students opportunities to showcase their skills and talents. <input type="checkbox"/> Demonstrates an appreciation for and sensitivity to diversity in the school community. 	<p>... and</p> <p>THE PRINCIPAL sets the expectation that all students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieve one year of growth for one year of instruction. <input type="checkbox"/> Graduate from high school. <input type="checkbox"/> Be college or career ready at time of high school graduation. <input type="checkbox"/> Implements activities and provides services to meet student needs. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that all students are treated with respect and dignity. <input type="checkbox"/> Respect students for their unique talents and skills. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS AND THE COMMUNITY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate actions that encourage an inclusive climate of respect for student diversity. <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accept and respect fellow students who are different from them.

QUALITY STANDARD III

Principals demonstrate school culture and equity leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT D: Efficacy, Empowerment and a Culture of Continuous Improvement

Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers and a valid assessment of outcomes.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routinely assesses student outcomes. <input type="checkbox"/> Requires staff to use data to identify needed improvements to teaching and learning activities. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops the capacity of staff and other stakeholders to use data for decision making. 	<p>... and</p> <p>THE PRINCIPAL</p> <p>creates a culture of risk taking and learning within the school by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing new initiatives and monitoring their impact on student learning. <input type="checkbox"/> Eliminating ineffective activities and initiatives. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS</p> <p>participate in the evaluation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional approaches. <input type="checkbox"/> Progress toward achieving school goals and student outcomes. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS</p> <p>recommend:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities and initiatives for elimination or scale back. <input type="checkbox"/> Evidence based programs, practices and instructional programs for implementation.
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QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>ELEMENT A: Professional Development/Learning Communities Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.</p>				
<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes the school as a professional learning community. 	<p>... and</p> <p>THE PRINCIPAL provides professional development that is:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Of high quality. <input type="checkbox"/> Tailored to meet staff needs. <input type="checkbox"/> Focused on student learning. <input type="checkbox"/> Research based. <input type="checkbox"/> Job embedded. <input type="checkbox"/> Designed to meet student learning needs. <input type="checkbox"/> Aligned with the school improvement plan. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for staff to assume leadership roles within the school. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engage in the creation and implementation of the school's professional learning community. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assume leadership roles within professional learning communities.
<p>ELEMENT B: Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.</p>				
<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to district and state policies and procedures related to personnel activities. <input type="checkbox"/> Makes personnel assignments within the parameters of district policy. 	<p>... and</p> <p>THE PRINCIPAL considers school and district strategic goals and student outcomes when making personnel decisions such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting staff. <input type="checkbox"/> Hiring staff. <input type="checkbox"/> Assigning staff. <input type="checkbox"/> Evaluating staff. <input type="checkbox"/> Dismissing staff. <p><input type="checkbox"/> Provides support for new teachers and staff members to help ensure their success.</p>	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports low performing teachers in ways that will improve their performance. <input type="checkbox"/> Places personnel in positions to ensure that all students have equal access to highly effective teachers. <input type="checkbox"/> Dismisses or does not rehire teachers when necessary. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accept school placements where they are needed most in order to address student learning needs. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the advice of coaches, mentors, and/or experts in various fields in order to improve their practice.

QUALITY STANDARD IV

Principals demonstrate human resource leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C: Teacher and Staff Evaluation

Principals evaluate staff performance using the district’s educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of consistent and rigorous evaluations of school staff members. 	<p>... and</p> <p>THE PRINCIPAL</p> <p>conducts staff evaluation activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In line with district policies. <input type="checkbox"/> On time. <input type="checkbox"/> Using multiple measures. <input type="checkbox"/> Uses evaluation results to identify professional development and growth needs of teachers and staff. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides mentoring, coaching and other resources for staff whose performance needs improvement. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hold themselves accountable for meeting or exceeding student outcomes and school goals. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhere to the district’s personnel evaluation process. <input type="checkbox"/> Use personnel evaluation results to improve performance over time.
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*Response of Person Being Evaluated:
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QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A: School Resources and Budget

Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.

<p>THE PRINCIPAL manages school's budget with respect to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District guidelines. <input type="checkbox"/> Standard accounting procedures. <input type="checkbox"/> Student and staff needs. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses school resources on teaching and learning. <p>Allocates resources to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fund priority needs first. <input type="checkbox"/> Support the attainment of strategic goals and student outcomes. <input type="checkbox"/> Continuous school improvement. <input type="checkbox"/> Professional development. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manages and monitors fiscal, physical and personnel resources efficiently and effectively. <input type="checkbox"/> Creates management structures to support the alignment of resources with school goals and student outcomes. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support the development of external partnerships that support teaching and learning. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use school resources for the benefit of students. <input type="checkbox"/> Fully support the alignment of resources with school goals and student outcomes. <input type="checkbox"/> Participate in the budgeting and prioritization process as requested.
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ELEMENT B: Conflict Management and Resolution

Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds positive relationships between and among students, staff members and parents/guardians. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interacts with students, staff and other stakeholders as needed in order to defuse potentially stressful situations. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resolves issues as they arise to prevent long-term problems. <input type="checkbox"/> Models fairness and consistency when dealing with students, staff and parents/guardians. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build positive relationships with each other. <input type="checkbox"/> Manage conflicts or tense situations between and among students, parents and colleagues. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipate problems and adjust behaviors to avoid conflict.
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QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C: Systematic Communication

Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates with students, parents and the community on a regular basis. <input type="checkbox"/> Responds to contact from parents and community members in a timely and meaningful manner. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prioritizes communication as a high priority area for the school. <input type="checkbox"/> Invites parents and the community to share ideas and concerns. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offers a variety of venues for communication available for students, staff, parents/guardians and community stakeholders. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use existing communication structures such as newsletters and blogs to expand and enhance communication between the classroom and the school community. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop effective strategies to sustain positive meaningful communications with parents, students and the community.
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ELEMENT D: School-wide Expectations for Students and Staff

Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to rules and procedures required by district administration. <input type="checkbox"/> Establishes school rules and procedures. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes rules and procedures appropriate for all members of the school community. <input type="checkbox"/> Routinely reviews and revises rules and procedures to assure their continued relevance. 	<p>... and THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and clearly articulates high expectations for all students and staff. <input type="checkbox"/> Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhere to school and district rules and procedures. 	<p>... and SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish and enforce high expectations for student classroom behavior.
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QUALITY STANDARD V

Principals demonstrate managerial leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E: Supporting Policies and Agreements

Principals regularly update their knowledge of federal and state laws and school district and board policies, including negotiated agreements, if applicable and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with district policies and negotiated agreements. <input type="checkbox"/> Is familiar with state and federal laws and district and state policies. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inquires about policies/laws prior to making decisions. <input type="checkbox"/> Establishes procedures to protect the confidentiality of staff and student information. <input type="checkbox"/> Studies changes to laws and policies to maintain the school's compliance. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Efficiently and effectively manages school or district contractual arrangements. <input type="checkbox"/> Provides meaningful and timely input into the development of district and board policy. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhere to all school and district policies and procedures. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide school and/or district administrators input regarding policies and procedures. <input type="checkbox"/> Suggest new or revised policies and procedures to help assure student success.
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ELEMENT F: Ensuring an Orderly and Supportive Environment

Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of establishing a safe, positive and supportive school environment. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes rules and procedures to maintain a safe and positive school culture. <input type="checkbox"/> Addresses safety issues immediately and efficiently. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expects students and teachers to respect diverse interests and attitudes. <input type="checkbox"/> Creates mechanisms to ensure all stakeholder voices are heard and respected. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate respectful behavior toward students, parents, stakeholders and colleagues. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS</p> <p>initiate activities designed to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve school safety. <input type="checkbox"/> Encourage respect between and among students and colleagues.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

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

QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A: Family and Community Involvement and Outreach

Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts community outreach activities. <input type="checkbox"/> Invites families to participate in activities specifically focused on their children. 	<p>... and</p> <p>THE PRINCIPAL encourages families and community members to become engaged in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student learning initiatives. <input type="checkbox"/> School decision making processes. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support family and community involvement for the benefit of student learning. <input type="checkbox"/> Use community resources to support classroom learning. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sustain meaningful parent and community involvement throughout the school year.
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ELEMENT B: Professional Leadership Responsibilities

Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies and negotiated agreements where applicable.

<p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the need for strong community and organizational relationships. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands and interacts with the network of agencies that provide health, social and other services to families. 	<p>... and</p> <p>THE PRINCIPAL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains strong positive relationships with key community stakeholders and external agencies. <input type="checkbox"/> Maximizes the impact of community, district, state and national relationships to benefit the school. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS accept responsibility for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhering to all applicable rules, regulations, policies and laws. <input type="checkbox"/> Utilizing available external resources for the benefit of students. 	<p>... and</p> <p>SCHOOL STAFF MEMBERS AND PARENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide support/feed back to enhance the opportunities for all students to be successful and workforce ready.
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QUALITY STANDARD VI

Principals demonstrate external development leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C: Advocacy for the School

Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

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

Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)

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

Appendix D. Changes in Professional Practice Ratings Between 2012-13 and 2013-14

Exhibit D-1. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 for All Principals by Locale Code

Exhibit D-2. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by District Performance Framework

Exhibit D-3. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by School Performance Framework

Exhibit D-4. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Race

Exhibit D-5. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Gender

Exhibit D-7. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Grade Span

Exhibit D-8. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Title I Status

Exhibit D-1. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 for All Teachers by Locale Code

Number of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating*	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	3	4	0		7
Proficient			0	1	46	66	6			119
Accomplished		0	1	6	37	43				87
Exemplary	0	0	0	4	41					45
N**	0	0	1	11	124	112	10	0	0	258

Percent of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating*	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	42.86	57.14	0.00		2.35
Proficient			0.00	0.84	38.66	55.46	5.04			39.93
Accomplished		0.00	1.15	6.90	42.53	49.43				29.19
Exemplary	0.00	0.00	0.00	8.89	91.11					15.10
%***	0.00	0.00	0.34	3.69	41.61	37.58	3.36	0.00	0.00	

*The lowest rating level was changed from “Not Evident” to “Basic” following the 2012-13 school years.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
Rural	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	0	2	7	0			9
Accomplished		0	0	1	5	0				6
Exemplary	0	0	0	0	0					0
N**	0	0	0	1	7	7	0	0	0	15
Town	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	1	1	0	0	2
Proficient			0	0	14	4	0			18
Accomplished		0	0	2	3	0				5
Exemplary	0	0	0	1	0					1
N**	0	0	0	3	17	5	1	0	0	26
Suburb	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	1	2	0	0	3
Proficient			0	1	19	38	6			64
Accomplished		0	1	3	26	41				71
Exemplary	0	0	0	3	39					42
N**	0	0	1	7	84	80	8	0	0	180
City	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	1	1	0	0	2
Proficient			0	0	11	17	0			28
Accomplished		0	0	0	3	2				5
Exemplary	0	0	0	0	2					2
N**	0	0	0	0	16	20	1	0	0	37

2012-2013 Rating	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Rural										
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proficient			0.00	0.00	22.22	77.78	0.00	0.00	0.00	60.00
Accomplished		0.00	0.00	16.67	83.33	0.00	0.00	0.00	0.00	40.00
Exemplary	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
%***	0.00	0.00	0.00	6.67	46.67	46.67	0.00	0.00	0.00	
Town										
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	50.00	50.00	0.00	0.00	7.69
Proficient			0.00	0.00	77.78	22.22	0.00	0.00	0.00	69.23
Accomplished		0.00	0.00	40.00	60.00	0.00	0.00	0.00	0.00	19.23
Exemplary	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	3.85
%***	0.00	0.00	0.00	11.54	65.38	19.23	3.85	0.00	0.00	
Suburb										
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	33.33	66.67	0.00	0.00	1.67
Proficient			0.00	1.56	29.69	59.38	9.38	0.00	0.00	35.56
Accomplished		0.00	1.41	4.23	36.62	57.75	0.00	0.00	0.00	39.44
Exemplary	0.00	0.00	0.00	7.14	92.86	0.00	0.00	0.00	0.00	23.33
%***	0.00	0.00	0.56	3.89	46.67	44.44	4.44	0.00	0.00	
City										
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	50.00	50.00	0.00	0.00	5.41
Proficient			0.00	0.00	39.29	60.71	0.00	0.00	0.00	75.68
Accomplished		0.00	0.00	0.00	60.00	40.00	0.00	0.00	0.00	13.51
Exemplary	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	5.41
%***	0.00	0.00	0.00	0.00	43.24	54.05	2.70	0.00	0.00	

* The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school years.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

Exhibit D-2. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by District Performance Framework

Number of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	8	4	0		12
Proficient			0	1	57	66	9			133
Accomplished		0	1	7	37	46				91
Exemplary	0	0	0	5	44					49
N*	0	0	1	13	138	120	13	0	0	285

Percent of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	66.67	33.33	0.00		4.21
Proficient			0.00	0.75	42.86	49.62	6.77			46.67
Accomplished		0.00	1.10	7.69	40.66	50.55				31.93
Exemplary	0.00	0.00	0.00	10.20	89.80					17.19
%**	0.00	0.00	0.35	4.56	48.42	42.11	4.56	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school years.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
Accredited with Priority Improvement Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	0	2	1	0	0	0	3
Accomplished		0	0	0	4	1	0	0	0	5
Exemplary	0	0	0	1	0	0	0	0	0	1
N**	0	0	0	1	6	2	0	0	0	9

Accredited with Improvement Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	0	7	3	0	0	0	10
Accomplished		0	0	0	0	0	0	0	0	0
Exemplary	0	0	0	0	0	0	0	0	0	0
N**	0	0	0	0	7	3	0	0	0	10

Accredited	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	8	3	0	0	11
Proficient			0	1	47	62	9	0	0	119
Accomplished		0	1	6	33	45	0	0	0	85
Exemplary	0	0	0	4	44	0	0	0	0	48
N**	0	0	1	11	124	115	12	0	0	263

Accredited with Distinction	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	1	0	0	1
Proficient			0	0	1	0	0	0	0	1
Accomplished		0	0	1	0	0	0	0	0	1
Exemplary	0	0	0	0	0	0	0	0	0	0
N**	0	0	0	1	1	0	1	0	0	3

2012-2013 Rating*	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
Accredited with Priority Improvement Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00		0.00
Proficient			0.00	0.00	66.67	33.33	0.00			33.33
Accomplished		0.00	0.00	0.00	80.00	20.00				55.56
Exemplary	0.00	0.00	0.00	100.00	0.00					11.11
***	0.00	0.00	0.00	11.11	66.67	22.22	0.00	0.00	0.00	

Accredited with Improvement Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00		0.00
Proficient			0.00	0.00	70.00	30.00	0.00			100.00
Accomplished		0.00	0.00	0.00	0.00	0.00				0.00
Exemplary	0.00	0.00	0.00	0.00	0.00					0.00
***	0.00	0.00	0.00	0.00	70.00	30.00	0.00	0.00	0.00	

Accredited	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	72.73	27.27	0.00		4.18
Proficient			0.00	0.84	39.50	52.10	7.56			45.25
Accomplished		0.00	1.18	7.06	38.82	52.94				32.32
Exemplary	0.00	0.00	0.00	8.33	91.67					18.25
***	0.00	0.00	0.38	4.18	47.15	43.73	4.56	0.00	0.00	

Accredited with Distinction	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	100.00	0.00		33.33
Proficient			0.00	0.00	100.00	0.00	0.00			33.33
Accomplished		0.00	0.00	100.00	0.00	0.00				33.33
Exemplary	0.00	0.00	0.00	0.00	0.00					0.00
***	0.00	0.00	0.00	33.33	33.33	0.00	33.33	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school years.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

Exhibit D-3: Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by School Performance Framework

Number of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating*	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	3	2	0	0	5
Proficient			0	0	44	59	9	0	0	112
Accomplished		0	0	6	31	40	0	0	0	77
Exemplary	0	0	0	3	33	0	0	0	0	36
N**	0	0	0	9	108	102	11	0	0	230

Percent of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					--	--	--	--	--	0.00
Partially Proficient				0.00	0.00	60.00	40.00	0.00	0.00	2.17
Proficient			0.00	0.00	39.29	52.68	8.04	0.00	0.00	48.70
Accomplished		0.00	0.00	7.79	40.26	51.95	0.00	0.00	0.00	33.48
Exemplary	0.00	0.00	0.00	8.33	91.67	0.00	0.00	0.00	0.00	15.65
%***	0.00	0.00	0.00	3.91	46.96	44.35	4.78	0.00	0.00	

*The lowest rating level was changed from “Not Evident” to “Basic” following the 2012-13 school years.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
Turnaround Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic										
Partially Proficient										
Proficient										
Accomplished										
Exemplary										

No schools in the sample were required to write a turnaround plan.

N**

Priority Improvement Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	0	0	0	0	0	0	0
Accomplished		0	0	0	1	0	0	0	0	1
Exemplary	0	0	0	0	1	0	0	0	0	1

N**

Improvement Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	0	6	7	0	0	0	13
Accomplished		0	0	1	6	2	0	0	0	9
Exemplary	0	0	0	1	6	0	0	0	0	7

N**

Performance Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	3	2	0	0	5
Proficient			0	0	38	52	9	0	0	99
Accomplished		0	0	5	24	38	0	0	0	67
Exemplary	0	0	0	2	26	0	0	0	0	28

N**

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school years.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
Turnaround Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic										
Partially Proficient										
Proficient										
Accomplished										
Exemplary										

No schools in the sample were required to write a turnaround plan.

Priority Improvement Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proficient			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accomplished		0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	50.00
Exemplary	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	50.00

Improvement Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proficient			0.00	0.00	46.15	53.85	0.00	0.00	0.00	44.83
Accomplished		0.00	0.00	11.11	66.67	22.22	0.00	0.00	0.00	31.03
Exemplary	0.00	0.00	0.00	14.29	85.71	0.00	0.00	0.00	0.00	24.14

Performance Plan	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	60.00	40.00	0.00	0.00	2.51
Proficient			0.00	0.00	38.38	52.53	9.09	0.00	0.00	49.75
Accomplished		0.00	0.00	7.46	35.82	56.72	0.00	0.00	0.00	33.67
Exemplary	0.00	0.00	0.00	7.14	92.86	0.00	0.00	0.00	0.00	14.07

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school years.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

Exhibit D-4. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Race

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	6	4	0		10
Proficient			0	1	58	71	9			139
Accomplished		0	1	8	42	46				97
Exemplary	0	0	0	5	44					49
N**	0	0	1	14	144	123	13	0	0	295

2012-2013 Rating	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	60.00	40.00	0.00		3.39
Proficient			0.00	0.72	41.73	51.08	6.47			47.12
Accomplished		0.00	1.03	8.25	43.30	47.42				32.88
Exemplary	0.00	0.00	0.00	10.20	89.80					16.61
%***	0.00	0.00	0.34	4.75	48.81	41.69	4.41	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
Non-White	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	2	0	0	0	2
Proficient			0	0	4	1	1	0	0	6
Accomplished		0	0	0	0	1	0	0	0	1
Exemplary	0	0	0	0	3	0	0	0	0	3
N**	0	0	0	0	7	4	1	0	0	12
White	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	4	4	0	0	8
Proficient			0	1	54	70	8	0	0	133
Accomplished		0	1	8	42	45	0	0	0	96
Exemplary	0	0	0	5	41	0	0	0	0	46
N**	0	0	1	14	137	119	12	0	0	283

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
Non-White	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	100.00	0.00	0.00		16.67
Proficient			0.00	0.00	66.67	16.67	16.67			50.00
Accomplished		0.00	0.00	0.00	0.00	100.00				8.33
Exemplary	0.00	0.00	0.00	0.00	100.00					25.00
***	0.00	0.00	0.00	0.00	58.33	33.33	8.33	0.00	0.00	
White	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	50.00	50.00	0.00		2.83
Proficient			0.00	0.75	40.60	52.63	6.02			47.00
Accomplished		0.00	1.04	8.33	43.75	46.88				33.92
Exemplary	0.00	0.00	0.00	10.87	89.13					16.25
***	0.00	0.00	0.35	4.95	48.41	42.05	4.24	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

Exhibit D-5. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Gender

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									N
	-4	-3	-2	-1	0	+1	+2	+3	+4	
Basic					0	0	0	0	0	0
Partially Proficient				0	0	6	4	0		10
Proficient			0	1	58	71	9			139
Accomplished		0	1	8	42	46				97
Exemplary	0	0	0	5	44					49
N**	0	0	1	14	144	123	13	0	0	295

2012-2013 Rating	Percent of Teachers by Number of Overall Rating Levels Changed in 2013-14									%
	-4	-3	-2	-1	0	+1	+2	+3	+4	
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	60.00	40.00	0.00		3.39
Proficient			0.00	0.72	41.73	51.08	6.47			47.12
Accomplished		0.00	1.03	8.25	43.30	47.42				32.88
Exemplary	0.00	0.00	0.00	10.20	89.80					16.61
%***	0.00	0.00	0.34	4.75	48.81	41.69	4.41	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating	Number of Teachers by Number of Overall Rating Levels Changed in 2013-14									
Female	-4	-3	-2	-1	0	+1	+2	+3	+4	<i>N</i>
Basic					0	0	0	0	0	0
Partially Proficient				0	0	2	2	0		4
Proficient			0	0	34	41	5			80
Accomplished		0	0	5	20	21				46
Exemplary	0	0	0	2	28					30
<i>N</i>	0	0	0	7	82	64	7	0	0	160
Male	-4	-3	-2	-1	0	+1	+2	+3	+4	<i>N</i>
Basic					0	0	0	0	0	0
Partially Proficient				0	0	4	2	0		6
Proficient			0	1	24	30	4			59
Accomplished		0	1	3	22	25				51
Exemplary	0	0	0	3	16					19
<i>N</i>	0	0	1	7	62	59	6	0	0	135

2012-2013 Rating	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
Female	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	50.00	50.00	0.00		2.50
Proficient			0.00	0.00	42.50	51.25	6.25			50.00
Accomplished		0.00	0.00	10.87	43.48	45.65				28.75
Exemplary	0.00	0.00	0.00	6.67	93.33					18.75
%	0.00	0.00	0.00	4.38	51.25	40.00	4.38	0.00	0.00	

Male	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	66.67	33.33	0.00		4.44
Proficient			0.00	1.69	40.68	50.85	6.78			43.70
Accomplished		0.00	1.96	5.88	43.14	49.02				37.78
Exemplary	0.00	0.00	0.00	15.79	84.21					14.07
%	0.00	0.00	0.74	5.19	45.93	43.70	4.44	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

Exhibit D-6. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Highest Degree Earned

Number of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating*	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	6	4	0		10
Proficient			0	1	58	71	9			139
Accomplished		0	1	8	42	46				97
Exemplary	0	0	0	5	44					49
N**	0	0	1	14	144	123	13	0	0	295

Percent of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating*	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					--	--	--	--	--	0.00
Partially Proficient				0.00	0.00	60.00	40.00	0.00		3.39
Proficient			0.00	0.72	41.73	51.08	6.47			47.12
Accomplished		0.00	1.03	8.25	43.30	47.42				32.88
Exemplary	0.00	0.00	0.00	10.20	89.80					16.61
%***	0.00	0.00	0.34	4.75	48.81	41.69	4.41	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of principals with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Bachelor's										
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	1	5	3	1			10
Accomplished		0	0	2	3	2				7
Exemplary	0	0	0	0	1					1
N**	0	0	0	3	9	5	1	0	0	18
Master's										
Basic					0	0	0	0	0	0
Partially Proficient				0	0	6	4	0	0	10
Proficient			0	0	48	65	7			120
Accomplished		0	1	6	37	43				87
Exemplary	0	0	0	4	40					44
N**	0	0	1	10	125	114	11	0	0	261
Advanced										
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	0	5	3	1			9
Accomplished		0	0	0	2	1				3
Exemplary	0	0	0	1	3					4
N**	0	0	0	1	10	4	1	0	0	16

2012-2013 Rating*	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
Bachelor's	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proficient			0.00	10.00	50.00	30.00	10.00			55.56
Accomplished		0.00	0.00	28.57	42.86	28.57				38.89
Exemplary	0.00	0.00	0.00	0.00	100.00					5.56
***	0.00	0.00	0.00	16.67	50.00	27.78	5.56	0.00	0.00	
Master's	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	60.00	40.00	0.00	0.00	3.83
Proficient			0.00	0.00	40.00	54.17	5.83			45.98
Accomplished		0.00	1.15	6.90	42.53	49.43				33.33
Exemplary	0.00	0.00	0.00	9.09	90.91					16.86
***	0.00	0.00	0.38	3.83	47.89	43.68	4.21	0.00	0.00	
Advanced	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proficient			0.00	0.00	55.56	33.33	11.11			56.25
Accomplished		0.00	0.00	0.00	66.67	33.33				18.75
Exemplary	0.00	0.00	0.00	25.00	75.00					25.00
***	0.00	0.00	0.00	6.25	62.50	25.00	6.25	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of teachers with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of teachers with final overall professional practice ratings in both 2012-13 and 2013-14.

Exhibit D-7. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Grade Span

Number of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating*	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	6	4	0		10
Proficient			0	1	53	67	8			129
Accomplished		0	1	7	41	45				94
Exemplary	0	0	0	4	43					47
N**	0	0	1	12	137	118	12	0	0	280

Percent of Principals by Number of Overall Rating Levels Changed in 2013-14										
2012-2013 Rating	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	60.00	40.00	0.00		3.57
Proficient			0.00	0.78	41.09	51.94	6.20			46.07
Accomplished		0.00	1.06	7.45	43.62	47.87				33.57
Exemplary	0.00	0.00	0.00	8.51	91.49					16.79
%***	0.00	0.00	0.36	4.29	48.93	42.14	4.29	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of teachers with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of teachers with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
	-4	-3	-2	-1	0	+1	+2	+3	+4	N
PK-5										
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	0	11	22	0	0	0	33
Accomplished		0	0	2	8	5	0	0	0	15
Exemplary	0	0	0	1	5	0	0	0	0	6
N**	0	0	0	3	24	27	0	0	0	54
Middle										
Basic					0	0	0	0	0	0
Partially Proficient				0	0	2	0	0	0	2
Proficient			0	1	10	12	1	0	0	24
Accomplished		0	1	1	12	4	0	0	0	18
Exemplary	0	0	0	1	4	0	0	0	0	5
N**	0	0	1	3	26	18	1	0	0	49
High										
Basic					0	0	0	0	0	0
Partially Proficient				0	0	2	2	0	0	4
Proficient			0	0	20	19	2	0	0	41
Accomplished		0	0	1	8	15	0	0	0	24
Exemplary	0	0	0	0	16	0	0	0	0	16
N**	0	0	0	1	44	36	4	0	0	85
EMH										
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0	0	0
Proficient			0	0	0	0	0	0	0	0
Accomplished		0	0	0	1	1	0	0	0	2
Exemplary	0	0	0	0	0	0	0	0	0	0
N**	0	0	0	0	1	1	0	0	0	2
Other										
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	1	0	0	1
Proficient			0	0	11	14	5	0	0	30
Accomplished		0	0	3	11	19	0	0	0	33
Exemplary	0	0	0	1	18	0	0	0	0	19
N**	0	0	0	4	40	33	6	0	0	83

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of teachers with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of teachers with final overall professional practice ratings in both 2012-13 and 2013-14.

2012-2013 Rating*	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
PK-5	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00		0.00
Proficient			0.00	0.00	33.33	66.67	0.00			61.11
Accomplished		0.00	0.00	13.33	53.33	33.33				27.78
Exemplary	0.00	0.00	0.00	16.67	83.33					11.11
***	0.00	0.00	0.00	5.56	44.44	50.00	0.00	0.00	0.00	
Middle	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	100.00	0.00	0.00		4.08
Proficient			0.00	4.17	41.67	50.00	4.17			48.98
Accomplished		0.00	5.56	5.56	66.67	22.22				36.73
Exemplary	0.00	0.00	0.00	20.00	80.00					10.20
***	0.00	0.00	2.04	6.12	53.06	36.73	2.04	0.00	0.00	
High	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	50.00	50.00	0.00		4.71
Proficient			0.00	0.00	48.78	46.34	4.88			48.24
Accomplished		0.00	0.00	4.17	33.33	62.50				28.24
Exemplary	0.00	0.00	0.00	0.00	100.00					18.82
***	0.00	0.00	0.00	1.18	51.76	42.35	4.71	0.00	0.00	
EMH	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00		0.00
Proficient			0.00	0.00	0.00	0.00	0.00			0.00
Accomplished		0.00	0.00	0.00	50.00	50.00				100.00
Exemplary	0.00	0.00	0.00	0.00	0.00					0.00
***	0.00	0.00	0.00	0.00	50.00	50.00	0.00	0.00	0.00	
Other	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00--	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	100.00	0.00		1.20
Proficient			0.00	0.00	36.67	46.67	16.67			36.14
Accomplished		0.00	0.00	9.09	33.33	57.58				39.76
Exemplary	0.00	0.00	0.00	5.26	94.74					22.89
***	0.00	0.00	0.00	4.82	48.19	39.76	7.23	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of teachers with final overall professional practice ratings in both 2012-13 and 2013-14.

***Percent of teachers with final overall professional practice ratings in both 2012-13 and 2013-14.

Exhibit D-8. Change in Overall Professional Practice Ratings Between 2012-13 and 2013-14 by Title I Status

2012-2013 Rating*	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	4	2	0		6
Proficient			0	1	56	67	9			133
Accomplished		0	1	7	40	43				91
Exemplary	0	0	0	4	42					46
N**	0	0	1	12	138	114	11	0	0	276

2012-2013 Rating	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	66.67	33.33	0.00		2.17
Proficient			0.00	0.75	42.11	50.38	6.77			48.19
Accomplished		0.00	1.10	7.69	43.96	47.25				32.97
Exemplary	0.00	0.00	0.00	8.70	91.30					16.67
%***	0.00	0.00	0.36	4.35	50.00	41.30	3.99	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of teachers with final overall professional practice ratings in both 2012-13 and 2013-14 whose school's Title I status did not change between the two years.

***Percent of teachers with final overall professional practice ratings in both 2012-13 and 2013-14 whose school's Title I status did not change between the two years.

2012-2013 Rating	Number of Principals by Number of Overall Rating Levels Changed in 2013-14									
Not Served	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	4	2	0		6
Proficient			0	1	49	51	7			108
Accomplished		0	0	6	29	42				77
Exemplary	0	0	0	3	33					36
N	0	0	0	10	111	97	9	0	0	227

Targeted Assistance	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0		0
Proficient			0	0	1	3	0			4
Accomplished		0	0	0	1	0				1
Exemplary	0	0	0	0	0					0
N	0	0	0	0	2	3	0	0	0	5

Schoolwide	-4	-3	-2	-1	0	+1	+2	+3	+4	N
Basic					0	0	0	0	0	0
Partially Proficient				0	0	0	0	0		0
Proficient			0	0	6	13	2			21
Accomplished		0	1	1	10	1				13
Exemplary	0	0	0	1	9					10
N	0	0	1	2	25	14	2	0	0	44

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of teachers with final overall professional practice ratings in both 2012-13 and 2013-14 whose school's Title I status did not change between the two years.

***Percent of teachers with final overall professional practice ratings in both 2012-13 and 2013-14 whose school's Title I status did not change between the two years.

2012-2013 Rating	Percent of Principals by Number of Overall Rating Levels Changed in 2013-14									
Not Served	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	66.67	33.33	0.00		2.64
Proficient			0.00	0.93	45.37	47.22	6.48			47.58
Accomplished		0.00	0.00	7.79	37.66	54.55				33.92
Exemplary	0.00	0.00	0.00	8.33	91.67					15.86
%	0.00	0.00	0.00	4.41	48.90	42.73	3.96	0.00	0.00	

Targeted Assistance	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00		0.00
Proficient			0.00	0.00	25.00	75.00	0.00			80.00
Accomplished		0.00	0.00	0.00	100.00	0.00				20.00
Exemplary	--	--	--	--	--					0.00
%	0.00	0.00	0.00	0.00	40.00	60.00	0.00	0.00	0.00	

Schoolwide	-4	-3	-2	-1	0	+1	+2	+3	+4	%
Basic					0.00	0.00	0.00	0.00	0.00	0.00
Partially Proficient				0.00	0.00	0.00	0.00	0.00		0.00
Proficient			0.00	0.00	28.57	61.90	9.52			47.73
Accomplished		0.00	7.69	7.69	76.92	7.69				29.55
Exemplary	0.00	0.00	0.00	10.00	90.00					22.73
%	0.00	0.00	2.27	4.55	56.82	31.82	4.55	0.00	0.00	

*The lowest rating level was changed from "Not Evident" to "Basic" following the 2012-13 school year.

**Number of teachers with final overall professional practice ratings in both 2012-13 and 2013-14 whose school's Title I status did not change between the two years.

***Percent of teachers with final overall professional practice ratings in both 2012-13 and 2013-14 whose school's Title I status did not change between the two years.

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Appendix E. Comparisons of Overall Professional Practice Ratings by Group and Standards and Their Associated Elements

Exhibit E-1. Comparison of Overall Professional Practice Ratings for Locale Groups by Standards and Their Associated Elements

Exhibit E-2. Comparison of Overall Professional Practice Ratings for District Performance Framework Groups by Standards and Their Associated Elements

Exhibit E-3. Comparison of Overall Professional Practice Ratings for School Performance Framework Groups by Standards and Their Associated Elements

Exhibit E-4. Comparison of Overall Professional Practice Ratings for Racial Groups by Standards and Their Associated Elements

Exhibit E-5. Comparison of Overall Professional Practice Ratings for Gender by Standards and Their Associated Elements

Exhibit E-6. Comparison of Overall Professional Practice Ratings for Highest Education Level Earned by Standards and Their Associated Elements

Exhibit E-7. Comparison of Overall Professional Practice Ratings for Grade Span Taught by Standards and Their Associated Elements

Exhibit E-8. Comparison of Overall Professional Practice Ratings for Title I Status of School by Standards and Their Associated Elements

Exhibit E-1. Comparison of Overall Professional Practice Ratings for Locale Groups by Standards and Their Associated Elements

Standard and Element	Principals in this locale were rated statistically significantly higher than...	Principals in this locale.	Cohen's d	95% CI
Standard I. Strategic Leadership	Suburb (2.99)	City (2.75) Town (2.29)	0.30 0.89	[0.00, 0.60] [0.55, 1.22]
	City (2.75)	Town (2.29)	0.64	[0.22, 1.07]
	Rural (2.71)	Town (2.29)	0.52	[0.00, 1.04]
Element A. School Vision, Mission and Strategic Goals	Suburb (2.80)	Town (1.95)	0.93	[0.60, 1.27]
	City (2.67)	Town (1.95)	1.02	[0.57, 1.46]
Element B. School Plan	Suburb (2.83)	City (2.45) Town (2.07)	0.40 0.80	[0.10, 0.70] [0.46, 1.13]
	Rural (2.58)	Town (2.07)	0.51	[-0.01, 1.03]
Element C. Leading Change	Suburb (2.84)	City (2.51) Town (2.32)	0.40 0.63	[0.10, 0.70] [0.30, 0.96]
Element D. Distributive Leadership	Suburb (3.04)	City (2.76) Town (2.27)	0.32 0.84	[0.02, 0.61] [0.51, 1.17]
	City (2.76)	Town (2.27)	0.58	[0.16, 1.01]
Standard II. Instructional Leadership	Suburb (2.84)	City (2.45) Town (2.02)	0.49 1.02	[0.19, 0.79] [0.68, 1.36]
	Rural (2.75)	Town (2.02)	0.96	[0.42, 1.51]
	City (2.45)	Town (2.02)	0.59	[0.16, 1.02]
Element A. Curriculum, Instruction, Learning and Assessment	Rural (3.00)	City (2.51) Town (1.85)	0.55 1.32	[0.05, 1.05] [0.75, 1.89]
	Suburb (2.79)	City (2.51) Town (1.85)	0.30 1.03	[0.01, 0.60] [0.69, 1.37]
	City (2.51)	Town (1.85)	0.79	[0.36, 1.23]
Element B. Instructional Time	Suburb (2.98)	City (2.59) Town (2.38)	0.49 0.73	[0.19, 0.79] [0.39, 1.06]
Element C. Implementing High-quality Instruction	Suburb (2.95)	Town (1.90)	1.06	[0.72, 1.40]
	Rural (2.75)	Town (1.90)	0.80	[0.27, 1.33]
	City (2.71)	Town (1.90)	0.80	[0.36, 1.23]
Element D. High Expectations for All Students	Suburb (2.60)	Town (2.00)	0.73	[0.40, 1.07]
	Rural (2.38)	Town (2.00)	0.55	[0.03, 1.07]
	City (2.35)	Town (2.00)	0.52	[0.10, 0.95]
Element E. Instructional Practices	Suburb (2.78)	Town (2.22)	0.54	[0.20, 0.87]
Standard III. School Culture and Equity Leadership	Suburb (3.09)	City (2.76) Town (2.35)	0.44 0.98	[0.14, 0.74] [0.64, 1.32]
	Rural (2.88)	Town (2.35)	0.79	[0.26, 1.33]
	City (2.76)	Town (2.35)	0.59	[0.17, 1.02]
Element A. Intentional and Collaborative School Culture	Suburb (2.83)	City (2.51) Town (1.95) Rural (2.12)	0.35 0.92 0.74	[0.05, 0.65] [0.58, 1.26] [0.32, 1.16]
	City (2.51)	Town (1.95)	0.65	[0.22, 1.08]
	Rural (3.33)	City (2.76) Town (2.61)	0.70 0.87	[0.19, 1.20] [0.34, 1.41]
Element B. Commitment to the Whole Child	Suburb (3.10)	City (2.76) Town (2.61)	0.42 0.60	[0.12, 0.72] [0.27, 0.93]

Continued on next page.

Standard and Element	Principals in this locale were rated statistically significantly higher than...	Principals in this locale.	Cohen's d	95% CI
Element C. Equity Pedagogy	Suburb (3.17)	City (2.73) Town (2.37)	0.53 0.96	[0.23, 0.84] [0.63, 1.30]
	Rural (3.13)	Town (2.37)	0.85	[0.32, 1.39]
Element D. Efficacy, Empowerment and a Culture of Continuous Improvement	Suburb (2.74)	City (2.41)	0.36	[0.06, 0.66]
		Town (2.05)	0.74	[0.41, 1.08]
Standard IV. Human Resource Leadership	Suburb (3.01)	City (2.78) Town (2.07)	0.28 1.12	[-0.02, 0.58] [0.78, 1.46]
	Rural (2.88)	Town (2.07)	0.90	[0.36, 1.43]
	City (2.78)	Town (2.07)	0.86	[0.42, 1.29]
Element A. Professional Development/Learning Communities	Rural (3.37)	City (3.04) Town (2.29)	0.37 0.89	[-0.13, 0.86] [0.36, 1.43]
	City (3.04)	Town (2.29)	0.70	[0.27, 1.12]
	Suburb (3.12)	Town (2.29)	0.88	[0.54, 1.21]
Element B. Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff	Suburb (3.00)	City (2.67)	0.32	[0.02, 0.62]
		Town (1.93)	1.04	[0.71, 1.38]
Element C. Teacher and Staff Evaluation	Suburb (2.82)	City (2.43)	0.43	[0.13, 0.73]
		Town (1.88)	1.02	[0.69, 1.36]
Standard V. School Resources and Budget	Suburb (3.07)	City (2.43)	0.59	[0.17, 1.02]
		City (2.76)	0.41	[0.11, 0.71]
		Town (2.46)	0.81	[0.48, 1.15]
Element A. School Resources and Budget	Suburb (2.74)	Rural (2.71)	0.47	[0.05, 0.89]
		Town (2.46)	0.42	[0.00, 0.84]
		City (2.39)	0.31	[0.01, 0.61]
Element B. Conflict Management and Resolution	Suburb (2.86)	Town (2.00)	0.66	[0.33, 1.00]
		Rural (2.17)	0.51	[0.09, 0.93]
		City (2.63)	0.28	[-0.02, 0.58]
Element C. Systematic Communication	Suburb (3.00)	Town (2.49)	0.45	[0.12, 0.77]
		City (2.47)	0.58	[0.28, 0.88]
Element D. School-wide Expectations for Students and Staff	Suburb (3.31)	Town (2.37)	0.69	[0.36, 1.02]
		Rural (2.25)	0.79	[0.37, 1.21]
		City (3.08)	0.27	[-0.03, 0.57]
Element E. Supporting Policies and Agreements	Suburb (2.84)	Town (2.88)	0.50	[0.17, 0.83]
		City (2.59)	0.25	[-0.05, 0.55]
		Town (2.10)	0.70	[0.37, 1.03]
Element F. Ensuring an Orderly and Supportive Environment	Suburb (3.17)	Town (2.10)	0.50	[0.07, 0.92]
		Rural (2.67)	0.49	[-0.03, 1.00]
		City (2.96)	0.24	[-0.05, 0.54]
Standard VI. External Development Leadership	Suburb (2.83)	Town (2.56)	0.70	[0.37, 1.03]
		Town (2.56)	0.49	[0.07, 0.91]
		City (2.37)	0.52	[0.22, 0.82]
Element A. Family and Community Involvement and Outreach	Suburb (2.89)	Town (2.00)	0.92	[0.58, 1.26]
		Town (2.00)	0.47	[0.04, 0.89]
		Rural (2.58)	0.62	[0.10, 1.15]
Element B. Professional Leadership	Suburb (2.77)	City (2.29)	0.64	[0.34, 0.94]
		Town (1.95)	0.95	[0.61, 1.29]

Standard and Element	Principals in this locale were rated statistically significantly higher than...	Principals in this locale.	Cohen's d	95% CI
Responsibilities		Town (2.15)	0.67	[0.34, 1.01]
	Rural (2.71)	City (2.29)	0.53	[0.03, 1.03]
Element C. Advocacy for the School		Town (2.15)	0.62	[0.09, 1.14]
	Suburb (2.82)	City (2.49)	0.31	[0.01, 0.61]
		Town (1.93)	0.84	[0.51, 1.17]
	City (2.49)	Town (1.93)	0.57	[0.15, 1.00]
Overall Professional Practice	Rural (2.63)	Town (1.93)	0.60	[0.08, 1.13]
	Suburb (3.08)	City (2.73)	0.45	[0.15, 0.75]
		Town (2.27)	1.04	[0.70, 1.38]
		Rural (2.63)	0.58	[0.16, 1.00]
	City (2.73)	Town (2.27)	0.71	[0.28, 1.13]
	Rural (2.63)	Town (2.27)	0.64	[0.12, 1.17]

Notes:

1. Numbers in parentheses are group means.
2. Elements for which no statistically significant differences were found are not included in this chart. For clarity, standards for which no statistically significant differences were found are included with data cells shaded **dark blue**.
3. Items for which group differences are 0.10 or less are shaded **light blue**.
4. Confidence Intervals that include zero are shaded **tan**.

Exhibit E-2. Comparison of Overall Professional Practice Ratings for District Performance Framework Groups by Standards and Their Associated Elements

Standard and Element	Principals in this DPF were rated statistically significantly higher than...	Principals in this DPF.	Cohen's d	95% CI
Standard I. Strategic Leadership	Acc. (2.91)	Acc. with Dist. (2.00) Acc. with Imp. (2.38)	1.12 0.65	[0.37, 1.87] [0.09, 1.21]
Element A. School Vision, Mission and Strategic Goals	Acc. (2.72)	Acc. with Dist. (1.71) Acc. with Imp. (1.92)	1.08 0.86	[0.33, 1.83] [0.30, 1.42]
Element B. School Plan	Acc. (2.72) Acc. with Imp. (2.38)	Acc. with Dist. (1.43) Acc. with Dist. (1.43)	1.33 0.98	[-0.58, 2.09] [-0.04, 2.01]
Element C. Leading Change	Acc. (2.76)	Acc. with Imp. (2.31)	0.54	[-0.02, 1.09]
Element D. Distributive Leadership	Acc. (2.94)	Acc. with Dist. (2.14) Acc. with Imp. (2.23)	0.84 0.75	[0.09, 1.59] [0.19, 1.30]
Standard II. Instructional Leadership	Acc. (2.76) Acc. with Priority Imp. (2.50)	Acc. with Dist. (1.43) Acc. with Imp. (2.15) Acc. with Dist. (1.43)	1.64 0.75 2.02	[0.88, 2.40] [0.19, 1.30] [0.73, 3.30]
Element A. Curriculum, Instruction, Learning and Assessment	Acc. (2.72) Acc. with Priority Imp. (2.70)	Acc. with Dist. (1.43) Acc. with Imp. (1.92) Acc. with Dist. (1.43) Acc. with Imp. (1.92)	1.37 0.85 2.04 0.99	[0.61, 2.13] [0.29, 1.40] [0.75, 3.33] [0.07, 1.91]
Element B. Instructional Time	Acc. (2.90)	Acc. with Dist. (1.86) Acc. with Imp. (2.31)	1.27 0.72	[0.52, 2.03] [0.16, 1.27]
Element C. Implementing High-quality Instruction	Acc. (2.87) Acc. with Imp. (2.15) Acc. with Priority Imp. (2.50)	Acc. with Dist. (0.86) Acc. with Imp. (2.15) Acc. with Dist. (0.86)	2.00 0.71 1.54 1.88	[1.23, 2.76] [0.16, 1.27] [0.44, 2.65] [0.63, 3.14]
Element D. High Expectations for All Students	Acc. (2.53)	Acc. with Dist. (1.43)	1.35	[0.60, 2.11]
Element E. Instructional Practices	Acc. (2.72) Acc. with Priority Imp. (3.10)	Acc. with Dist. (1.29) Acc. with Imp. (2.08) Acc. with Dist. (1.29) Acc. with Imp. (2.08)	1.40 0.63 2.43 1.26	[0.65, 2.16] [0.07, 1.18] [1.05, 3.81] [0.31, 2.21]
Standard III. School Culture and Equity Leadership	Acc. (3.00)	Acc. with Dist. (2.14)	1.14	[0.38, 1.89]
Element A. Intentional and Collaborative School Culture	Acc. (2.71)	Acc. with Imp. (1.75)	0.99	[0.40, 1.57]
Element C. Equity Pedagogy	Acc. (3.07)	Acc. with Dist. (2.14) Acc. with Imp. (2.54)	1.09 0.63	[0.34, 1.85] [0.07, 1.18]
Element D. Efficacy, Empowerment and a Culture of Continuous Improvement	Acc. (2.66)	Acc. with Dist. (1.86) Acc. with Imp. (2.00)	0.86 0.70	[0.10, 1.61] [0.14, 1.26]
Standard IV. Human Resource Leadership	Acc. (2.95) Acc. with Priority Imp. (2.36)	Acc. with Dist. (1.43) Acc. with Imp. (1.92) Acc. with Dist. (1.43)	1.83 1.24 0.99	[1.07, 2.59] [0.67, 1.80] [-0.08, 2.05]
Element A. Professional Development/Learning Communities	Acc. (3.10) Acc. with Priority Imp. (3.09)	Acc. with Dist. (1.57) Acc. with Imp. (2.23) Acc. with Dist. (1.57)	1.69 0.95 1.14	[0.93, 2.45] [0.39, 1.50] [0.05, 2.22]
Element B. Recruiting,	Acc. (2.92)	Acc. with Dist. (1.14)	1.72	[0.97, 2.48]

Standard and Element	Principals in this DPF were rated statistically significantly higher than...	Principals in this DPF.	Cohen's d	95% CI
Hiring, Placing, Mentoring and Dismissal of Staff		Acc. with Imp. (1.69) Acc. with Priority Imp. (1.91)	1.19 0.97	[0.63, 1.75] [0.36, 1.57]
Element C. Teacher and Staff Evaluation	Acc. (2.71)	Acc. with Dist. (1.86) Acc. with Imp. (1.92) Acc. with Priority Imp. (1.82)	0.90 0.83 0.95	[0.15, 1.66] [0.28, 1.39] [0.34, 1.55]
Standard V. Managerial Leadership	Acc. (2.99)	Acc. with Dist. (2.29) Acc. with Imp. (2.38)	0.91 0.80	[0.16, 1.67] [0.24, 1.35]
Element A. School Resources and Budget	Acc. (2.65)	Acc. with Imp. (1.77) Acc. with Priority Imp. (1.91)	0.79 0.67	[0.24, 1.35] [0.06, 1.27]
Element C. Systematic Communication	Acc. (2.86)	Acc. with Imp. (2.23)	0.66	[0.10, 1.22]
Element D. School-wide Expectations for Students and Staff	Acc. (3.23)	Acc. with Imp. (2.85)	0.43	[-0.12, 0.99]
Element E. Supporting Policies and Agreements	Acc. (2.79)	Acc. with Dist. (1.43) Acc. with Imp. (2.15) Acc. with Priority Imp. (2.00)	1.32 0.62 0.76	[0.56, 2.08] [0.07, 1.18] [0.16, 1.37]
Element F. Ensuring an Orderly and Supportive Environment	Acc. (3.09)	Acc. with Imp. (2.38)	0.79	[0.24, 1.35]
Standard VI. External Development Leadership	Acc. (2.71)	Acc. with Dist. (2.00) Acc. with Imp. (1.83)	0.77 0.96	[0.02, 1.52] [0.38, 1.54]
	Acc. with Priority Imp. (2.91)	Acc. with Imp. (1.83)	1.22	[0.28, 2.15]
Element A. Family and Community Involvement and Outreach	Acc. (2.74) Acc. with Priority Imp. (2.55)	Acc. with Imp. (1.42) Acc. with Imp. (1.42)	1.33 1.06	[0.75, 1.92] [0.14, 1.99]
Element B. Professional Leadership Responsibilities	Acc. (2.69) Acc. with Priority Imp. (2.64)	Acc. with Dist. (1.57) Acc. with Imp. (1.92) Acc. with Imp. (1.92)	1.22 0.85 1.00	[0.47, 1.98] [0.30, 1.41] [0.10, 1.89]
Element C. Advocacy for the School	Acc. (2.70) Acc. with Priority Imp. (3.09)	Acc. with Dist. (1.43) Acc. with Dist. (1.43)	1.17 1.40	[0.42, 1.93] [0.27, 2.52]
Overall Professional Practice	Acc. (2.97)	Acc. with Dist. (2.14) Acc. with Imp. (2.15)	1.06 1.04	[0.30, 1.81] [0.49, 1.60]

Notes:

1. Numbers in parentheses are group means.
2. Elements for which no statistically significant differences were found are not included in this chart. For clarity, standards for which no statistically significant differences were found are included with data cells shaded **dark blue**.
3. Items for which group differences are 0.10 or less are shaded light blue.
4. Confidence Intervals that include zero are shaded **tan**.

Exhibit E-3. Comparison of Overall Professional Practice Ratings for School Performance Framework Groups by Standards and Their Associated Elements

Standard and Element	Principals in this SPF were rated statistically significantly higher than...	Principals in this SPF.	Cohen's d	95% CI
Standard I. Strategic Leadership				
Standard II. Instructional Leadership				
Element II B. Instructional Time	Performance (2.94)	Priority Improvement (2.14)	1.03	[0.27, 1.79]
	Improvement (2.74)	Priority Improvement (2.14)	0.71	[-0.09, 1.51]
Element II C. Implementing High-quality Instruction	Performance (2.92)	Improvement (2.69)	0.24	[-0.03, 0.51]
	Improvement (2.69)	Turnaround (2.00)	0.94	[0.23, 1.65]
		Turnaround (2.00)	0.75	[0.00, 1.51]
Standard III. Cultural and Equity Leadership				
Element III A. Intentional and Collaborative School Culture	Performance (2.78)	Improvement (2.52)	0.28	[0.00, 0.55]
		Priority Improvement (2.14)	0.69	[-0.06, 1.44]
		Turnaround (2.00)	0.83	[0.12, 1.54]
Element III C. Equity Pedagogy	Performance (3.10)	Improvement (2.88)	0.27	[-0.01, 0.54]
Standard IV. Human Resource Leadership				
Element IV B. Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff	Performance (2.96)	Improvement (2.69)	0.33	[0.06, 0.60]
	Performance (2.93)	Improvement (2.63)	0.29	[0.02, 0.57]
Element IV C. School Culture and Equity Leadership		Turnaround (2.00)	0.91	[0.21, 1.62]
	Performance (2.73)	Improvement (2.45)	0.31	[0.04, 0.58]
		Priority Improvement (2.14)	0.65	[-0.10, 1.41]
Standard V. Managerial Leadership				
Element V D. School-wide Expectations for Students and Staff	Performance (3.29)	Improvement (3.09)	0.23	[-0.04, 0.51]
		Priority Improvement (2.71)	0.67	[-0.09, 1.42]
Element V F. Ensuring an Orderly and Supportive Environment	Performance (3.14)	Improvement (2.77)	0.43	[0.16, 0.70]
Standard VI: External Development Leadership				
Element VI A. Family and Community Involvement and Outreach	Performance (2.79)	Improvement (2.44)	0.35	[0.08, 0.63]
Overall Professional Practice	Performance (3.00)	Improvement (2.75)	0.33	[0.05, 0.60]

Notes:

1. Numbers in parentheses are group means.
2. Elements for which no statistically significant differences were found are not included in this chart. For clarity, standards for which no statistically significant differences were found are included with data cells shaded **dark blue**.
3. Items for which group differences are 0.10 or less are shaded **light blue**.
4. Confidence Intervals that include zero are shaded **tan**.

Exhibit E-4. Comparison of Overall Professional Practice Ratings for Racial Groups by Standards and Their Associated Elements

No significant differences were found between any groups based on race.

Exhibit E-5. Comparison of Overall Professional Practice Ratings for Gender by Standards and Their Associated Elements

Standard and Element	Principals of this gender were rated statistically significantly higher than...	Principals of this gender.	Cohen's d	95% CI
Standard 1				
Standard 2				
Standard 3				
Standard 4				
Element 4b	Female (2.98)	Male (2.76)	0.21	[0.01, 0.41]
Standard 5				
Element 5b	Male (2.88)	Female (2.70)	0.22	[0.02, 0.42]
Standard 6				
Overall Professional Practice				

Notes:

1. Numbers in parentheses are group means.
2. Elements for which no statistically significant differences were found are not included in this chart. For clarity, standards for which no statistically significant differences were found are included with data cells shaded dark blue.
3. Items for which group differences are 0.10 or less are shaded light blue.
4. Confidence Intervals that include zero are shaded tan.

Exhibit E-6. Comparison of Overall Professional Practice Ratings for Highest Education Level Earned by Standards and Their Associated Elements

Standard and Element	Principals with this level of education were rated statistically significantly higher than...	Principals with this level of education.	Cohen's d	95% CI
Standard 1	Masters (2.92)	Bachelors (2.58)	0.42	[0.01, 0.84]
Element 1a	Advanced (2.61)	Bachelors (2.04)	0.67	[0.07, 1.27]
	Masters (2.75)	Bachelors (2.04)	0.77	[0.35, 1.19]
Standard 2	Masters (2.76)	Bachelors (2.33)	0.53	[0.12, 0.95]
Element 2c	Masters (2.87)	Bachelors (2.38)	0.49	[0.07, 0.90]
Element 2d	Advanced (2.57)	Bachelors (1.96)	0.74	[0.13, 1.34]
	Masters (2.54)	Bachelors (1.96)	0.73	[0.31, 1.14]
Standard 3				
Standard 4				
Element 4a	Masters (3.12)	Bachelors (2.54)	0.63	[0.21, 1.05]
Standard 5				
Element 5d	Masters (3.28)	Bachelors (2.92)	0.43	[0.01, 0.84]
Standard 6				
Element 6a	Masters (2.78)	Advanced (2.30)	0.49	[0.06, 0.91]
Element 6b	Masters (2.72)	Bachelors (2.29)	0.48	[0.07, 0.90]
Overall Professional Practice	Masters (2.99)	Bachelors (2.58)	0.54	[0.12, 0.95]

Notes:

1. Numbers in parentheses are group means.
2. Elements for which no statistically significant differences were found are not included in this chart. For clarity, standards for which no statistically significant differences were found are included with data cells shaded dark blue.
3. Items for which group differences are 0.10 or less are shaded light blue.
4. Confidence Intervals that include zero are shaded tan.

Exhibit E-7. Comparison of Overall Professional Practice Ratings for Grade Span Taught by Standards and Their Associated Elements

Standard and Element	Principals in buildings of this grade-span were rated statistically significantly higher than...	Principals in buildings of this grade-span.	Cohen's d	95% CI
Standard I. Strategic Leadership				
Standard II. Instructional Leadership				
Standard III. School Culture and Equity Leadership				
Element III.A. Intentional and Collaborative School Culture	High (2.79)	Middle (2.50)	0.31	[0.02, 0.61]
Element III.C. Equity Pedagogy	High (3.24)	Middle (2.86) PK-5 (2.96)	0.43 0.34	[0.13, 0.73] [0.05, 0.64]
Standard IV. Human Resource Leadership				
Standard V. Managerial Leadership				
Element V.A. School Resources and Budget	High (2.73)	Middle (2.37)	0.34	[0.04, 0.64]
Element V.E. Supporting Policies and Agreements	High (2.95)	Middle (2.59) PK-5 (2.62)	0.37 0.34	[0.07, 0.67] [0.04, 0.63]
Standard VI. External Development Leadership	High (2.87)	Middle (2.37) PK-5 (2.57)	0.56 0.32	[0.26, 0.86] [0.03, 0.62]
Element VI.A. Family and Community Involvement and Outreach	High (2.80) PK-5 (2.67)	Middle (2.34)	0.48	[0.18, 0.78] [-0.01, 0.66]
Element VI.B. Professional Leadership Responsibilities	High (2.77)	Middle (2.47)	0.31	[0.01, 0.61]
Element VI.C. Advocacy for the School	High (2.93)	Middle (2.31) PK-5 (2.53)	0.60 0.38	[0.29, 0.90] [0.09, 0.68]
Overall Professional Practice	High (3.00)	Middle (2.74)	0.34	[0.04, 0.64]

Notes:

1. Numbers in parentheses are group means.
2. Elements for which no statistically significant differences were found are not included in this chart. For clarity, standards for which no statistically significant differences were found are included with data cells shaded **dark blue**.
3. Items for which group differences are 0.10 or less are shaded light blue.
4. Confidence Intervals that include zero are shaded tan.
5. Elementary = PK through 5th Grades, Middle = 6th through 8th Grades and High = 9th through 12th Grades.

Exhibit E-8. Comparison of Overall Professional Practice Ratings for Title I Status of School by Standards and Their Associated Elements

Standard and Element	Principals associated with this Title I Status were rated statistically higher than...	Principals associated with this Title I Status.	Cohen's d	95% CI
Standard 1. Strategic Leadership	Not Served (2.93)	Targeted Assistance (2.29)	0.84	[0.08, 1.59]
Element1A. Vision, Mission and Strategic Goals	Schoolwide (2.66)	Targeted Assistance (1.71)	0.89	[0.08, 1.69]
	Not Served (2.75)	Targeted Assistance (1.71)	1.16	[0.40, 1.91]
Element1C. Leading Change	Not Served (2.77)	Targeted Assistance (2.14)	0.77	[0.02, 1.52]
Standard 2. Instructional Leadership				
Standard 3. School Cultural and Equity Leadership				
Element3a	Not Served (2.76)	Schoolwide (2.48)	0.29	[0.02, 0.57]
Standard 4. Human Resource Leadership				
Standard 5. Managerial Leadership				
Element5b. Conflict Management and Resolution	Schoolwide (2.69)	Targeted Assistance (1.86)	1.09	[0.28, 1.90]
	Not Served (2.82)	Targeted Assistance (1.86)	1.13	[0.37, 1.88]
Element5c. Systematic Communication	Not Served (2.94)	Schoolwide (2.66)	0.31	[0.04, 0.58]
Element5d. School-wide Expectations for Students and Staff	Schoolwide (3.31)	Targeted Assistance (2.57)	0.88	[0.07, 1.68]
	Not Served (3.26)	Targeted Assistance (2.57)	0.81	[0.06, 1.57]
Standard 6. External Development Leadership				
Overall Professional Practice				

Notes:

1. Numbers in parentheses are group means.
2. Elements for which no statistically significant differences were found are not included in this chart. For clarity, standards for which no statistically significant differences were found are included with data cells shaded **dark blue**.
3. Items for which group differences are 0.10 or less are shaded **light blue**.
4. Confidence Intervals that include zero are shaded **tan**.

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Appendix F: Correlations of Overall Professional Practice Ratings Between Standards and their Associated Elements

Exhibit F-1. Correlations of Overall Professional Practice Ratings Between Standards 1-3 and Their Associated Elements

Exhibit F-2. Correlations of Overall Professional Practice Ratings Between Standards 1-3 and Standards 4-5 and Their Associated Elements

Exhibit F-3. Correlations of Professional Practice Ratings Between Standards 4-5 and Their Associated Elements

Exhibit F-1. Correlations of Overall Professional Practice Ratings Between Standards 1-3 and Their Associated Elements

	S1	E1a	E1b	E1c	E1d	S2	E2a	E2b	E2c	E2d	E2e	S3	E3a	E3b	E3c	E3d	S4	E4a	E4b	E4c	
S1																					
E1a	0.80																				
E1b	0.80	0.66																			
E1c	0.76	0.58	0.63																		
E1d	0.77	0.54	0.54	0.59																	
S2	0.71	0.63	0.69	0.59	0.55																
E2a	0.68	0.58	0.69	0.57	0.49	0.80															
E2b	0.56	0.48	0.53	0.46	0.48	0.70	0.54														
E2c	0.60	0.56	0.56	0.49	0.49	0.77	0.64	0.52													
E2d	0.51	0.48	0.54	0.50	0.40	0.64	0.52	0.42	0.45												
E2e	0.59	0.52	0.60	0.53	0.47	0.77	0.64	0.49	0.61	0.48											
S3	0.66	0.61	0.62	0.57	0.56	0.69	0.64	0.60	0.60	0.50	0.57										
E3a	0.54	0.50	0.45	0.46	0.49	0.50	0.45	0.51	0.44	0.41	0.39	0.74									
E3b	0.51	0.48	0.48	0.43	0.46	0.57	0.54	0.55	0.51	0.40	0.46	0.76	0.47								
E3c	0.53	0.44	0.47	0.51	0.47	0.54	0.49	0.50	0.42	0.45	0.40	0.72	0.48	0.56							
E3d	0.64	0.57	0.61	0.55	0.51	0.71	0.64	0.54	0.62	0.51	0.64	0.74	0.53	0.54	0.46						
S4	0.69	0.62	0.64	0.58	0.58	0.72	0.67	0.55	0.66	0.52	0.60	0.70	0.53	0.55	0.57	0.66					
E4a	0.58	0.47	0.53	0.53	0.53	0.58	0.56	0.41	0.54	0.46	0.49	0.55	0.36	0.46	0.48	0.52	0.72				
E4b	0.63	0.58	0.57	0.51	0.52	0.63	0.59	0.51	0.60	0.42	0.56	0.65	0.49	0.48	0.52	0.62	0.82	0.48			
E4c	0.55	0.52	0.53	0.46	0.47	0.59	0.53	0.54	0.53	0.48	0.48	0.61	0.50	0.50	0.51	0.60	0.76	0.44	0.54		

Note: The above table provides Spearman rho correlations for the set of standards and elements between Standard 1 and Standard 4. The second table (below) provides correlations between Standards 1-4 and Standards 5-6, and the overall rating. The third table provides correlations between Standards 5 and 6, and the overall rating. The color coding scheme used in these cells describes the strength of each correlation:

	Correlations are within the weak range (0.1 to 0.3)
	No shading indicates correlations are within the medium range (0.3 to 0.5)
	Correlations are within the strong range (above 0.5)

Exhibit F-2. Correlations of Overall Professional Practice Ratings Between Standards 1-3 and Standards 4-5 and Their Associated Elements

	S1	E1a	E1b	E1c	E1d	S2	E2a	E2b	E2c	E2d	E2e	S3	E3a	E3b	E3c	E3d	S4	E4a	E4b	E4c
S5	0.68	0.58	0.61	0.61	0.59	0.63	0.58	0.58	0.56	0.52	0.52	0.73	0.57	0.55	0.60	0.62	0.69	0.55	0.62	0.57
E5a	0.55	0.54	0.51	0.51	0.47	0.52	0.49	0.45	0.46	0.47	0.44	0.57	0.48	0.44	0.47	0.53	0.59	0.46	0.55	0.44
E5b	0.48	0.39	0.42	0.45	0.44	0.45	0.40	0.46	0.38	0.39	0.39	0.56	0.49	0.45	0.52	0.48	0.48	0.37	0.37	0.52
E5c	0.56	0.50	0.53	0.47	0.51	0.56	0.48	0.52	0.48	0.42	0.46	0.60	0.56	0.50	0.47	0.54	0.52	0.43	0.46	0.48
E5d	0.58	0.46	0.50	0.51	0.52	0.53	0.48	0.57	0.47	0.45	0.46	0.62	0.54	0.57	0.54	0.50	0.58	0.50	0.50	0.52
E5e	0.54	0.48	0.50	0.50	0.44	0.56	0.49	0.45	0.51	0.41	0.50	0.56	0.36	0.46	0.41	0.54	0.61	0.46	0.54	0.47
E5f	0.50	0.40	0.39	0.46	0.45	0.44	0.42	0.42	0.38	0.39	0.34	0.57	0.46	0.44	0.61	0.41	0.53	0.46	0.44	0.43
S6	0.62	0.59	0.54	0.53	0.52	0.58	0.53	0.46	0.51	0.45	0.51	0.65	0.57	0.55	0.55	0.55	0.60	0.47	0.54	0.51
E6a	0.50	0.49	0.42	0.41	0.43	0.47	0.44	0.39	0.40	0.41	0.41	0.55	0.56	0.47	0.44	0.44	0.48	0.38	0.43	0.42
E6b	0.60	0.56	0.54	0.55	0.49	0.59	0.54	0.49	0.49	0.46	0.51	0.59	0.50	0.47	0.53	0.54	0.60	0.50	0.56	0.52
E6c	0.56	0.54	0.50	0.50	0.46	0.50	0.46	0.38	0.47	0.38	0.44	0.58	0.50	0.49	0.46	0.50	0.54	0.46	0.49	0.41
Overall	0.79	0.71	0.73	0.67	0.68	0.76	0.69	0.61	0.67	0.58	0.64	0.82	0.64	0.63	0.64	0.72	0.81	0.64	0.73	0.66

Note:

	Correlations are within the weak range (0.1 to 0.3)
	No shading indicates correlations are within the medium range (0.3 to 0.5)
	Correlations are within the strong range (above 0.5)

Exhibit F-3. Correlations of Professional Practice Ratings Between Standards 4-5 and Their Associated Elements

	S5	E5a	E5b	E5c	E5d	E5e	E5f	S6	E6a	E6b	E6c	Overall
S5												
E5a	0.71											
E5b	0.61	0.32										
E5c	0.67	0.55	0.45									
E5d	0.70	0.48	0.54	0.52								
E5e	0.72	0.58	0.36	0.45	0.48							
E5f	0.65	0.37	0.54	0.42	0.53	0.38						
S6	0.60	0.63	0.36	0.58	0.47	0.50	0.41					
E6a	0.50	0.54	0.31	0.52	0.45	0.38	0.38	0.81				
E6b	0.59	0.58	0.40	0.51	0.47	0.50	0.35	0.79	0.56			
E6c	0.57	0.59	0.30	0.51	0.42	0.50	0.40	0.85	0.60	0.61		
Overall	0.80	0.68	0.54	0.66	0.67	0.64	0.59	0.74	0.61	0.70	0.67	

Note:

	Correlations are within the weak range (0.1 to 0.3)
	No shading indicates correlations are within the medium range (0.3 to 0.5)
	Correlations are within the strong range (above 0.5)