

Crosswalk of the New *Colorado Principal Standards* (proposed by State Council on Educator Effectiveness) with the “Equivalent” in the *Performance Based Principal Licensure Standards* (current principal standards)

*This is a working document of the Colorado Council of Deans of Education (CCODE) Reauthorization Committee and does not represent the official position of State Board of Education or Colorado Commission on Higher Education. Questions concerning this document may be directed to ian.macgillivray@dhe.state.co.us or 303-866-3846.

| <p align="center">New Colorado Principal Standards</p> | <p align="center">“Equivalent” in the Current Performance Based Principal Licensure Standards *Every PBPLS appears somewhere in this column and may be out of numerical order.</p> |
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| <p>Standard I: Principals Demonstrate Strategic Leadership</p> | |
| <p>a. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determine the processes used to establish these attributes, and facilitate their integration into the life of the school community. Principals engage all stakeholders in building a shared vision of student learning outcomes for the school community that reflects the State of Colorado’s definition of school readiness, and Colorado’s definition of postsecondary and workforce readiness, including student readiness for global citizenship. They ensure that the school’s mission and strategic goals all directly support this vision of student success, in a way that is aligned with district priorities.</p> | <p>No equivalent.</p> |
| <p>b. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data. Principals ensure that the school improvement plan is an actionable, meaningful plan that includes the implementation of</p> | <p>6.03 Standard Three: Planning And Organization. The principal is knowledgeable about the elements of planning; plan implementation; and organizational, change, and time management. The principal shall be able to: 6.03(1) Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, provides for the</p> |

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| <p>strategies to identify and support student engagement, healthy development, attendance and successful completion of school for all students. The plan should be reviewed frequently and revised to adjust strategies based on progress toward goals. The principal shall ensure that any school improvement plans are aligned with and mutually supportive of each other and existing district plans.</p> | <p>appropriate allocation of resources and which identifies:</p> <ul style="list-style-type: none"> 6.03(1)(a) Instructional objectives. 6.03(1)(b) Assignments of responsibility. 6.03(1)(c) Timelines. 6.03(1)(d) Methods of evaluation. <p>6.03(2) Implement, monitor, and assess the progress of the plan, at regular intervals, and provide for modification, as necessary.</p> <p>6.03(3) Establish and adhere to timely, efficient, effective, and ethical administrative practices.</p> |
| <p>c. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.</p> <p>Principals demonstrate the ability to effectively manage organizational change, developing and fostering a collaborative culture that inspires innovation, creativity and continuous school improvement. They model self-awareness, reflective practice, transparency and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data. They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in their school community and can implement problem-solving strategies to seek positive solutions to school challenges.</p> | <p>No equivalent.</p> |
| <p>d. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school.</p> <p>Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction. Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of the school.</p> | <p>No equivalent.</p> |
| <p>Standard II: Principals Demonstrate Instructional Leadership</p> | |

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| <p>a. Curriculum, Instruction, Learning and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches.</p> <p>Principals demonstrate current knowledge of research in teaching, learning and child development, and ensure that their schools provide a comprehensive education that promotes cognitive, physical, mental, social emotional health and growth. They ensure that an age-appropriate curriculum consistent with the Colorado Academic Standards is taught and monitored through effective formative assessment practices, and the use of summative assessments. They engage staff in developing knowledge about student development, curriculum, instruction, assessment, and analysis and use of data in order to establish and achieve high expectations for students. Principals ensure high expectations for all students, including students identified as gifted, students with disabilities, and students considered “at risk” of school failure.</p> | <p>6.04(2) Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.</p> <p>6.04(3) Provide direction to teachers, with regard to the Colorado Model Content Standards.</p> |
| <p>b. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.</p> <p>They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.</p> | <p>6.04(1) Assist staff in establishing an effective schedule of instruction and an organized approach to providing students with required knowledge, skills, abilities, and understanding.</p> |
| <p>c. Implementing High-quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.</p> <p>They demonstrate current knowledge of best practices in PK-20 instruction and assessment, and are able to monitor delivery of high-quality instruction. They encourage and support teachers in utilizing research-based methods to develop and employ multiple instructional approaches; developing personalized learning</p> | <p>6.04 Standard Four: Content Knowledge Instruction.</p> <p>The principal is knowledgeable about all requisite Colorado Model Content Standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. The principal shall be able to:</p> <p>6.04(4) Provide direction to teachers regarding the appropriate uses of technology in the classroom, including, but not limited to the reinforcement of instructional objectives; use as a resource for information; and in the management of student data. The principal</p> |

opportunities for diverse learners; planning lessons that allow students to apply and demonstrate learning connections in creative and meaningful ways; integrating technology and formative assessment practices into instruction to increase student engagement and learning; and using multiple methods of progress monitoring to track student learning and adjust instruction as needed. Principals ensure that the school's structures and daily schedules are supportive these instructional goals. They are good listeners and coaches and are able to give and receive feedback.

shall:

- 6.04(4)(a) Communicate to staff about district technology policies, including matters of confidentiality, as related to the release and use of student records, and about appropriate student use of technology.
- 6.04(4)(b) Demonstrate a variety of ways to integrate technology as a tool, into data-driven, standards-based individualized instruction, in support of student achievement.
- 6.04(4)(c) Inform teachers about how to incorporate technology in the tracking of academic progress and in instructional record-keeping.
- 6.04(4)(d) Utilize technology in managing and communicating information and data to a variety of stakeholders.

6.05 Standard Five: Individualization of Instruction.

The principal is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. The principal shall be able to:

- 6.05(1) Exhibit vigilance with regard to the school's legal obligations and students' educational rights, including, but not limited to, those requirements which affect special needs students.
- 6.05(2) Demonstrate the design and delivery of instruction, as based on individual student needs, so that each student can meet or exceed the standards.
- 6.05(3) Present teachers with a variety of teaching strategies which can assure students the ability to think critically, analyze structure and solve problems, invent, memorize, and recall.
- 6.05(4) Provide teachers with a wide range of instructional methods and individual education techniques, which match the intellectual, emotional, physical, social levels and learning styles of all students in each classroom - including those with physical or medical conditions, or educational disabilities; or those whose medication may have an effect on learning and behavior; or those who are identified or recognized as gifted.

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| | <p>6.05(7) Identify a variety of strategies and to strongly advocate that teachers consistently provide students with examples of how the concepts, skills, and abilities being learned relate to the world of work and other aspects of everyday life.</p> |
| <p>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 ambitious student outcomes.</p> <p>Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.</p> | <p>6.05(5) Inform teachers about assessments which provide proof of each student's academic progress.</p> <p>6.05(6) Maintain adequate and appropriate data regarding each student's academic progress; analyze and evaluate that data; and communicate the results to instructional staff for use in planning for individualized student instruction.</p> <p>6.06 Standard Six: Management And Evaluation of Instruction. The principal is knowledgeable about the appraisal of instructors, as related to student learning. The principal shall be able to:</p> <p>6.06(1) Articulate clear performance objectives.</p> <p>6.06(2) Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.</p> <p>6.06(3) Incorporate the requirements of Colorado law, relative to all the Colorado Model Content Standards and CSAP results, into the design of fair and consistently-applied performance evaluation requirements and procedures.</p> <p>6.06(4) Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.</p> <p>6.06(5) Regularly review teachers' competence, with particular focus on academic program delivery.</p> <p>6.06(6) Provide mentoring and staff development in support of the instructional program, and the Colorado Model Content Standards, for all school staff and volunteers.</p> <p>6.06(7) If necessary, resolve conflicts among, and refocus staff on, instructional objectives.</p> |
| <p>Standard III: Principals Demonstrate School Cultural and Equity Leadership</p> | |

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| <p>a. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families and staff in creating a climate that supports it.</p> <p>Principals articulate a strong and clear vision for the school’s culture, and foster broad ownership among the school community for that vision. Principals deploy school structures in a manner the supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.</p> | <p>No equivalent.</p> |
| <p>b. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social and emotional health and growth of every student.</p> <p>Principals build a school culture that supports comprehensive education that promotes cognitive, physical, mental, social and emotional health and growth of students. They engage school and community-based resources to support students and their families.</p> | <p>6.10 Standard Ten: School Site Safety and Maintenance. The principal shall be knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility. The principal shall be able to:</p> <ul style="list-style-type: none"> 6.10(1) Acknowledge the school's legal responsibilities to students on their way to and from school and with regard to transportation. 6.10(2) Be vigilant about school security and establish measures to evaluate and assure student and staff safely and anticipate potentially dangerous situations. 6.10(3) Implement safety procedures and precautions within the school and on school property. 6.10(4) Maintain a close working relationship with local law enforcement. 6.10(5) Take a proactive approach to emergency situations and be prepared to provide stress and crisis management and conflict resolution, before, during, and after such situations, as required. 6.10(6) Understand the contribution of an attractive, inviting, and engaging school environment to an effective instructional program and implement supporting policies and actions. |
| <p>c. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory</p> | <p>6.02(4) Recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of</p> |

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| <p>school culture, and provide direction in meeting the needs of diverse student talents, experiences and challenges.</p> <p>Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students' individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.</p> | <p>backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.</p> |
| <p>d. Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.</p> <p>Principals foster a school culture which supports and celebrates on-going efforts at improvement through innovation and risk-taking. They facilitate candid discussions with the school community about student achievement and other performance indicators. They recognize the achievements of individuals and the school as a whole while acknowledging areas needing improvement by modeling self-awareness, transparency and ethical behavior.</p> | <p>No equivalent.</p> |
| <p>Standard IV: Principals Demonstrate Human Resource Leadership</p> | |
| <p>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>Principals communicate regularly about the changing context for teaching and learning, and create a collaborative culture and overall structure for on-going learning that fosters teacher learning and develops teacher leaders.</p> | <p>6.07 Standard Seven: Supervision of Personnel. The principal is knowledgeable about national, state, and local district personnel policies. The principal shall be able to:</p> <p>6.07(1) Display and enforce professional standards in all personnel decisions.</p> |
| <p>b. Recruiting, Hiring, Placing, Mentoring, and Recommendations for Dismissal of Staff: Principals establish and effectively manage</p> | <p>6.07(2) Establish personnel recruitment and retention strategies based on the instructional plan for the school.</p> |

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| <p>processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities.</p> <p>Principals include in their professional development plan explicit reference to the ways in which they intend to address the counts and percentages of effective teachers in the building. They recruit, retain and support high-quality and effective teachers and staff, and implement a systemic process for comprehensive, effective, and research-based professional development, coaching and mentoring that is differentiated for adults to support student learning. As appropriate, principals create school-wide structures that ensure that teacher candidates and other educator interns provide support for students, and increase embedded professional learning opportunities for experienced educators in the school. They demonstrate the ability to dismiss staff members who are ineffective or otherwise unsatisfactory after plans for professional improvement and support have proven unsuccessful.</p> | <p>6.07(3) Implement, inform about, and adhere to ethical and fair hiring and personnel practices,</p> <p>6.07(4) Provide clear communication of expectations.</p> |
| <p>c. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement.</p> <p>They implement a systemic process for evaluation of all staff members that leads to the continuous improvement of performance. For teachers, this includes the provision of frequent and timely feedback and supports. Principals recognize and celebrate quality teachers, and provide professional development coaching for teachers needing support in order to improve instruction and student learning outcomes.</p> | <p>6.07(5) Provide constructive performance appraisals, linked to Student achievement.</p> <p>6.07(6) Provide a documented justifiable basis for taking a personnel action.</p> <p>6.07(7) Counsel out of the profession those whose continued presence in teaching does not serve in the best interests of students.</p> |
| <p>Standard V: Principals Demonstrate Managerial Leadership</p> | |
| <p>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, achievement and healthy development for all students.</p> | <p>6.09 Standard Nine: Resources. A principal is knowledgeable about the principles and practices for the fiscal management of schools or school districts. A principal should be an ethical business manager, responsible</p> |

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| <p>They implement effective operational systems to use time, personnel, technology and resources to support student learning. Within the parameters of the district and economic environment, principals ensure that all school operation systems are managed according to principles of business management, budgeting and accounting practices.</p> | <p>for the fiscal health of the school and entrepreneurial about locating non-state revenue sources to provide enhancements to the instructional process. A principal shall be able to:</p> <p>6.09(1) Manage and maintain a balanced school site budget in accordance with the principles of business management and the standards of good accounting practice.</p> <p>6.09(2) Demonstrate knowledge of school district policies regarding methods of acquiring additional funding, and technical or other forms of assistance, for specific purposes, in support of student instruction and achievement.</p> <p>6.09(3) Demonstrate the ability to use a variety of strategies to attract external funds and resources.</p> |
| <p>b. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.</p> <p>They demonstrate awareness of potential problems and areas of conflict within the school, and create processes to resolve areas of conflict which allows diverse interests to be heard and respected. Using a creative problem-solving approach, principals resolve conflicts to ensure the best interest of students and the school.</p> | <p>6.08 Standard Eight: Supervision of Student Conduct. The principal is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies. The principal shall be able to:</p> <p>6.08(1) Establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.</p> <p>6.08(2) Communicate the code and disciplinary procedures to staff, students, and parents and assist teachers in fair, appropriate, and consistent implementation.</p> <p>6.08(3) Implement legal protections for students and appropriate and allowable suspension and expulsion policies and procedures.</p> <p>6.08(4) Identify and develop positive relationships with community support services which can assist students and their families when there is a concern which cannot be addressed with the resources available to the school.</p> |
| <p>c. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication</p> | <p>No equivalent.</p> |

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| <p>with all school stakeholders. Principals communicate the school’s distinctive learning environment and student learning results in an open and transparent manner, in order to attract parent and community support.</p> | |
| <p>d. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules and procedures for students and staff. They promote cultural competence among teachers, staff and students, and foster respects for individual needs and differences among students, staff and families. Principals design and implement a plan for proactive student discipline that addresses discrimination, harassment and bullying, and safeguards the values of democracy, equity, citizenship, patriotism, and diversity among students, staff and parents/guardians.</p> | <p>Same as IIIa? No equivalent.</p> |
| <p>e. Supporting Policies and Agreements: Principals familiarize themselves with federal and state laws, and district and board policies, including negotiated agreements, and establish processes to ensure that they are consistently met.</p> | <p>6.02 Standard Two: Contextual Understanding. The principal shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process. The principal shall be able to: 6.02(1) Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.</p> |
| <p>Standard VI: Principals Demonstrate External Development Leadership</p> | |
| <p>a. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support and ownership of the school. They create a culture of engagement and communication with families and community to build relationships that support students and families to improve student learning, achievement and healthy development, and school performance. Principals engage parents/guardians in understanding and taking part in activities to improve their student’s learning, and partner with school- and community-based resources to support students and their families. They build and sustain school-community partnerships with</p> | <p>6.11 Standard Eleven: Parent and Community Involvement. The principal shall be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. The principal shall be able to: 6.11(3) Develop, maintain and encourage partnerships with, and involvement and volunteer opportunities for, parents and the local school community, including but not limited to: 6.11(3)(a) The support of student achievement. 6.11(3)(b) Accountability. 6.11(3)(c) Family literacy.</p> |

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| <p>businesses and other civil and social organizations to ensure multiple learning opportunities for students.</p> | <p>6.11(3)(d) School-site decision making. 6.11(3)(e) Contextual and Service Learning.</p> |
| <p>b. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, 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, district and board policies, and negotiated agreements where applicable.</p> <p>Principals act as leaders in the field to influence local/district/state or national decisions that have an effect on student learning. They are aware of federal and state laws, and district and board policies including negotiated agreements, and ensure that the protocols and processes they adopt in their schools are consistent with these requirements. As necessary they advocate for changes that better serve students, teachers and schools. They establish and maintain systems to protect the confidentiality of student records and family communications.</p> | <p>No equivalent.</p> |
| <p>c. Advocacy for the School: Principals develop systems and relationships to leverage the 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 interests of students and families.</p> <p>Principals look for ways to leverage and develop district and community resources at their disposal, and to advocate for what they need to meet the needs of their schools. They understand and work collaboratively within the governance structure of the school, including with district leadership and the local school board, where consistent with local district practice, in order to improve governing relationships and develop clarity about each body’s roles and responsibilities in educating students.</p> | <p>6.02(3) Identify and include in planning the social, economic, and political factors which affect the educational process.</p> |
| <p>Standard VII: Principals Demonstrate Leadership Around Student Growth</p> | |

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| <p>a. Student Academic Achievement and Growth: Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness by high school graduation. Principals prepare students for success by ensuring mastery of Colorado Academic Standards, including 21st century skills.</p> | <p>6.01 Standard One: Foundations For Leadership The principal shall behave ethically and be knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning. The principal shall be able to:</p> <ul style="list-style-type: none"> 6.01(1) Endorse the role of the school within the community and in upholding the fundamental principles and perpetuation of our democratic republic. 6.01(2) Sustain and promote the conviction that education is the fundamental right of all students. 6.01(3) Accept personal and professional accountability for the educational processes of the school. 6.01(4) Consistently identify student achievement as the primary objective of the school. 6.01(5) Set high standards for the instruction of all students and for their academic achievement. 6.01(6) Recognize that the state's Model Content Standards represent the level of knowledge, skills, values, and abilities expected of all Colorado students. 6.01(7) Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights. 6.01(8) Invest in continuing self-education and collaboration with peers and others in the field, to assure that professional expertise is maintained to the highest level and that there is continuing awareness of the latest information about child development, learning research, and applicable models of instruction. |
| <p>b. Student Growth and Development: Principals take responsibility for facilitating the preparation of students with the skills, dispositions, and attitudes necessary for success in postsecondary education, work and life, including democratic and civic participation.</p> | <p>Same as 1a? No equivalent.</p> |

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| <p>c. Use of Data: Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of student growth.</p> | <p>6.11(2) To communicate about school policies, data regarding student achievement expectations, and other pertinent information to parents and other interested members of the school community and general public.</p> |
| | <p>I don't know where these fit:</p> <p>6.02(2) Convey respect for the roles of elected officials and administration.</p> <p>6.07(8) Provide encouragement to those interested in entering the field of education.</p> <p>6.10(7) Operate within district policies regarding general building maintenance, repairs, and improvements.</p> <p>6.11(1) Speak, write, and communicate successfully in a variety of settings.</p> |

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