



Crosswalk of Colorado's Teacher Perception Survey to the Principal Quality Standards

STANDARD I: PRINCIPALS DEMONSTRATE STRATEGIC LEADERSHIP¹

Element	Definition and Indicators	Teacher Perception Survey Items
A: School Vision, Mission and Strategic Goals <i>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.</i>	Develop the vision, mission, values, beliefs, and goals of the school.	My principal communicates a clear and coherent vision for our school. My principal communicates instructional goals for my school to teachers.
	Collaboratively determine processes used to establish attributes of vision/mission/etc.	My principal has a system in place to develop and revise our school's vision. I am encouraged to collaborate in developing a vision for our school. Our school's goals are aligned with my own instructional goals.
	Facilitate the integration of vision into the school community	I understand my principal's vision for our school. My principal has a plan in place to communicate his/her vision to parents and the community. Teachers and staff in my school have leadership roles in implementing our school's vision. [Also related to Element I.D: Distributive Leadership] Teachers and staff in my school feel a sense of responsibility for implementing our school's vision.

¹ All standards and elements are from the [Rubric for Evaluating Colorado's Principals and Assistant Principals](#)

STANDARD I: PRINCIPALS DEMONSTRATE STRATEGIC LEADERSHIP¹

Element	Definition and Indicators	Teacher Perception Survey Items
<p>B: School Plan <i>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.</i></p>	<p>Plan supports improved developmental outcomes for all students.</p>	<p>My principal has a plan in place that supports improved academic achievement and outcomes for all students.</p> <p>My principal monitors, evaluates, and revises school goals as necessary.</p> <p>My principal uses data to suggest changes in our school's goals.</p>
<p>C: Leading Change <i>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.</i></p>	<p>Collaboratively develop a vision and implementation strategies for improvements and changes.</p>	<p>My principal is receptive to input from teachers in forming goals for our school.</p> <p>When making school policies and decisions, my principal incorporates input from a variety of stakeholders.</p> <p>My principal demonstrates good follow-through.</p>
<p>D: Distributive Leadership <i>Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.</i></p>	<p>Principals create processes to distribute leadership throughout school.</p>	<p>My principal shares decision-making power with teachers.</p> <p>Teachers and staff in my school are encouraged to take action when they see a problem.</p> <p>My principal draws on the strengths of teachers in my school.</p>
	<p>Principals involve staff, parents, guardians, and students in decisions about the school.</p>	<p>My principal asks teachers for input when he/she makes policies for our school.</p> <p>My principal involves parents in decision-making conversations about school policies.</p> <p>I feel comfortable raising issues and concerns that are important to me with my principal.</p>
	<p>Principals build capacity by creating internal opportunities for staff to demonstrate leadership.</p>	<p>My principal provides opportunities for teachers to take on leadership roles within my school.</p> <p>My principal gives me credit when he/she uses my ideas.</p>

STANDARD II: PRINCIPALS DEMONSTRATE INSTRUCTIONAL LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
<p>A: Curriculum, Instruction, Learning and Assessment</p> <p><i>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.</i></p>	<p>Principals enable conversation about standards for curriculum, instruction, assessment, and data.</p>	<p>My principal demonstrates expertise in incorporating appropriate assessment strategies into my practice.</p>
	<p>Conversations are based on research and best practices.</p>	<p>My principal demonstrates expertise in research-based instructional practices.</p>
	<p>Ideas developed as part of school-wide conversations are integrated into school curriculum and instructional approaches.</p>	<p>When making school policies, my principal incorporates my feedback into his/her decisions.</p> <p>I understand how my input is used to guide instructional decisions in my school.</p>
<p>B: Instructional Time</p> <p><i>Principals create processes and schedules which maximize instructional, collaborative and preparation time.</i></p>	<p>Maximize instructional, collaborative, and preparation time.</p>	<p>My principal listens to teachers' feedback about scheduling decisions.</p> <p>Teachers are protected from duties that interfere with their roles as educators.</p>
<p>C: Implementing High-Quality Instruction</p> <p><i>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.</i></p>	<p>Principals support teachers through feedback and appropriate professional development.</p>	<p>My principal connects me with professional development opportunities to help me improve my practice.</p> <p>My principal is receptive to professional development opportunities I seek out on my own.</p> <p>My principal helps me grow as a teaching professional.</p> <p>My principal provides coaching and feedback to help me improve my instruction.</p> <p>I understand how to use the instructional feedback that my principal gives me.</p>
<p>D: High Expectations for all Students</p> <p><i>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.</i></p>	<p>Principals hold staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>My principal helps me set rigorous but achievable goals for each of my students.</p> <p>My principal helps me understand how to change my teaching practice to increase student achievement.</p> <p>My principal helps me understand how to adapt my instruction to meet the needs of all students.</p>

STANDARD II: PRINCIPALS DEMONSTRATE INSTRUCTIONAL LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
		<p>My principal holds teachers accountable for improving their instructional practice.</p> <p>My principal holds students accountable for their individual learning.</p>
	Principals empower staff to achieve ambitious student outcomes.	<p>I understand how my principal wants me to change my professional practice to increase student achievement.</p> <p>My principal helps me set my own goals for student growth.</p> <p>My principal gives me the tools I need to meet rigorous goals for student achievement.</p>
<p>E: Instructional Practices</p> <p><i>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.</i></p>	---	<p>My principal demonstrates expertise in:</p> <ul style="list-style-type: none"> • Student achievement and student growth. • Curriculum • Academic standards (including Colorado Academic Standards). • How to integrate technology into my instruction.

STANDARD III: PRINCIPALS DEMONSTRATE SCHOOL CULTURE AND EQUITY LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
<p>A: Intentional and Collaborative School Culture</p> <p><i>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.</i></p>	Principals articulate and model a clear vision for school culture.	<p>My principal helps create an inclusive and welcoming school climate.</p> <p>My principal has a positive presence within the school.</p> <p>After making school policies and decisions, my principal: Puts systems into place to keep all parents informed</p>
	Principals involve students, families, and staff in creating a climate that supports a positive school culture.	My principal is focused on including all families in school activities.
<p>B: Commitment to the Whole Child</p> <p><i>Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.</i></p>	Principals value the cognitive, physical, mental, social, and emotional health and growth of every student.	When making school policies, my principal shows consideration for the whole child.

STANDARD III: PRINCIPALS DEMONSTRATE SCHOOL CULTURE AND EQUITY LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
<p>C: Equity Pedagogy</p> <p><i>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.</i></p>	Principals demonstrate a commitment to a diverse population of students.	<p>My principal considers the well-being of all students.</p> <p>My principal sets the expectation that all students can learn.</p> <p>My principal sets the expectation that all students can graduate from high school.</p> <p>My principal sets the expectation that all students can be college/career ready.</p>
	Principals provide direction in meeting the needs of diverse student talents, experiences, and challenges.	<p>When making school policies, my principal shows consideration for the diversity of our student body.</p> <p>My principal takes the challenges and experiences of individual students into account when implementing school policies.</p> <p>My principal recognizes diversity as an asset to the school.</p>
<p>D: Efficacy, Empowerment and a Culture of Continuous Improvement</p> <p><i>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.</i></p>	Principals foster a school culture that encourages continual improvement through innovation.	My principal is interested in innovation and new ideas.
	Principals honestly assess outcomes of implementation plan.	<p>My principal acknowledges when school policies are not working.</p> <p>My principal communicates both successes and failures in school policies.</p>

STANDARD IV: PRINCIPALS DEMONSTRATE HUMAN RESOURCE LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
<p>A: Professional Development/Learning Communities</p> <p><i>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.</i></p>	Ensure that the school is a professional learning community.	<p>My principal adds to my professional development by encouraging meaningful engagement in professional learning communities.</p> <p>My principal provides us with real opportunities to be members of professional learning communities.</p>
	The school learning community provides opportunities for collaboration and teacher learning.	<p>My principal encourages instructional collaboration among teachers.</p> <p>My principal considers the input of all teachers equally.</p> <p>My principal's behavior toward staff is supportive and encouraging.</p>

STANDARD IV: PRINCIPALS DEMONSTRATE HUMAN RESOURCE LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
<p>B: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff <i>Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.</i></p>	---	*** As this is difficult for teachers to observe directly, the Teacher Perception Survey does not include any items pertaining to this element.
<p>C: Teacher and Staff Evaluation <i>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.</i></p>	Principals evaluate staff in a fair and equitable manner.	<p>My principal's most recent evaluation of my performance was conducted fairly.</p> <p>My principal visits my classroom during instructional time throughout the school year.</p> <p>My principal has a good understanding of my instructional strengths.</p>
	Evaluations focus on improving performance and student achievement.	My principal's actions demonstrate interest in student progress.

STANDARD V: PRINCIPALS DEMONSTRATE MANAGERIAL LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
<p>A: School Resources and Budget <i>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.</i></p>	---	*** As this is difficult for teachers to observe directly, the Teacher Perception Survey does not include any items pertaining to this element
<p>B: Conflict Management and Resolution <i>Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.</i></p>	Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.	<p>My principal addresses and resolves problems quickly.</p> <p>My principal works to prevent potential problems.</p> <p>My principal handles conflicts between teachers in a professional manner.</p> <p>My principal effectively manages conflicts between students.</p> <p>My principal handles individual disciplinary infractions fairly.</p>

STANDARD V: PRINCIPALS DEMONSTRATE MANAGERIAL LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
<p>C: Systematic Communication <i>Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.</i></p>	<p>Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.</p>	<p>After making school policies, my principal clearly communicates changes in school policies to me.</p> <p>After making school policies, my principal makes him/herself available to clarify changes to school policies.</p> <p>My principal is easily accessible to students and staff.</p>
<p>D: School-Wide Expectations for Students and Staff <i>Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.</i></p>	<p>---</p>	<p>My principal implements school behavior policies fairly. <i>[Additional items are covered in other sections pertaining to establishing processes and policies, communicating those policies, etc.]</i></p>
<p>E: Supporting Policies and Agreements <i>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.</i></p>	<p>---</p>	<p>*** As this is difficult for teachers to observe directly, the Teacher Perception Survey does not include any items pertaining to this element</p>
<p>F: Ensuring an Orderly and Supportive Environment <i>Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.</i></p>	<p>---</p>	<p>There is an atmosphere of trust and mutual respect between teachers in my school and the principal.</p> <p>My principal ensures that all students are treated with dignity and respect.</p> <p>Students in my school accept and respect students who are different than they are.</p>

STANDARD VI: PRINCIPALS DEMONSTRATE EXTERNAL DEVELOPMENT LEADERSHIP

Element	Definition and Indicators	Teacher Perception Survey Items
<p>A: Family and Community Involvement and Outreach</p> <p><i>Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.</i></p>	---	<p>My principal is focused on including <i>all</i> families in school activities.</p> <p>My principal finds ways to involve parents and the community in the students' learning.</p> <p>My principal creates a welcoming environment for all parents.</p> <p>My principal maintains clear, <i>two-way</i> communication with the community.</p> <p>My principal reaches out to diverse communities of parents.</p>
<p>B: Professional Leadership Responsibilities</p> <p><i>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.</i></p>	---	<p>*** As this is difficult for teachers to observe directly, the Teacher Perception Survey does not include any items pertaining to this element</p>
<p>C: Advocacy for the School</p> <p><i>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.</i></p>	---	<p>*** As this is difficult for teachers to observe directly, the Teacher Perception Survey does not include any items pertaining to this element</p>