

## Principal Effectiveness-Progress Monitoring and Discussion Guide

### DOMAIN 3: School Operations and Resources

Essential Questions: What can principals and superintendents look for and see to know the Principal Effectiveness process is making an impact? What will change both instructionally and culturally?

Principal Effectiveness Domains	Guiding Questions	Look-Fors (principal focused)	Look-Fors (teacher focused)	Look-Fors (student focused)
<b>Component 1: Operational Procedures</b>	<ol style="list-style-type: none"> <li>1. When determining human, financial, and other needs, do you have a process or processes for prioritizing those needs based upon maximizing student success? If so, what are those processes?</li> <li>2. When you submit your budget requests (human, financial, and other), do you use data to support your requests? If so, how? Do you look at the most current data or do you consider data from an historical perspective? When is it appropriate to look at data from an historical perspective and when is it appropriate to consider the most current data?</li> <li>3. If you have allocated resources (human, financial, and other) toward specific outcomes, would you be able to provide data (both current and historical) that shows progress/lack of progress toward those specific outcomes?</li> <li>4. Do you seek resources outside the district budget, i.e. grants, etc.? If so, what kind of process/processes do you have in place to determine the grant's applicability to the needs of your district? Do the goals and purposes of the grant align with the specific student needs/goals of your school or district?</li> <li>5. If you are seeking a grant or some other outside resource, do you have the in-house resources to manage the grant-specifically the accountability requisites?</li> <li>6. How do you work with stakeholders when determining your resource needs (human, financial, and other)?</li> </ol>	<b>Example:</b> Budget proposals/requests aligned with SIP/Goals	<b>Example:</b> Teacher requests based upon SIP/Goals (supplies, curriculum materials, training, travel, etc.)	<b>Example:</b> Student growth data in reading reflecting pre and post results after implementation of new literacy model and corresponding professional development

	<p>7. How do you balance general fund needs with capital outlay needs-especially in light of state legislation that allows for broader use of capital outlay dollars? Do you have a data driven process that assists you in making decisions related to the broader use of capital outlay</p>			
<p><b>Component 2: Shared Leadership</b></p>	<p>1. What kind of leadership opportunities do you provide for staff?</p> <p>2. Do you facilitate or make accessible to your staff mentoring programs that promote leadership?</p> <p>3. When you delegate leadership tasks to staff, do you give them the authority to successfully complete the task?</p> <p>4. How do you monitor progress and completion of delegated tasks?</p> <p>5. How do you recognize and/or celebrate staff members who seek out leadership responsibilities?</p> <p>6. How do you work with staff in fashion that develops their ability to manage tasks and responsibilities?</p> <p>7. How are you tying the leadership discussion with the Danielson Model, particularly Domain 4: Professional Responsibilities?</p>	<p><b>Example:</b> School leadership team</p>	<p><b>Example:</b> Teacher facilitating all or part of a staff development meeting, team meeting, etc.</p>	<p><b>Example:</b> Student Councils, Peer Leaders, etc.</p>
<p><b>Component 3: High Quality Teachers</b></p>	<p>1. What are your hiring processes/procedures?</p> <p>2. When hiring, what selection criteria do you <u>consistently</u> use to assess a candidate's skills and potential "fit" within the staff culture, within a grade level team, within a content area team.</p> <p>3. When hiring, does your selection criteria assess whether a candidate has specific strengths that you are seeking to balance strengths that already exist within the whole school culture and within team cultures?</p>	<p><b>Example:</b> Hiring process reflecting the vision, mission, and goals of the school</p>	<p><b>Example:</b> Staffing list/master schedule reflecting the needs of the school as indicated in the SIP, appropriate data, etc.</p>	<p><b>Example:</b> Levels of student engagement in classrooms</p>

	<p>4. Assuming that you have fully implemented the Danielson model for teacher evaluations, what is your progress with providing individualized and timely formative and summative feedback?</p> <p>5. Are you using evidence-based feedback in your formative and summative conversations with teachers?</p> <p>6. What steps have you taken in the formative and summative feedback process to facilitate teachers becoming more reflective about their own practice?</p>			
<p><b>Component 4: Challenges and Opportunities</b></p> <p><b>Component 4: Challenges and Opportunities</b></p>	<p>1. How do you monitor school operations such as expenditures, food service, facilities maintenance, etc.?</p> <p>2. Managing school operations can consume a principal's time. How do you balance your role as an educational leader with your role as a manager of multiple operations?</p> <p>3. How will you move your role as a manager of school operations from a reactive position to a proactive position?</p> <p>4. How do you involve stakeholders in this process?</p>	<b>Example:</b> Budgets	<b>Example:</b> Quality of classroom environment	<b>Example:</b> Level of student respect for classroom and school in general reflects the quality of classroom and school environment, i.e. what do classrooms, hallways, lunchrooms, etc. look like at the end of the day?

*\*Learning Forward: Innovation Configuration Maps for Standards of Professional Learning: School-Based Roles (2012)*