

Principal Effectiveness-Progress Monitoring and Discussion Guide

DOMAIN 4: School, Student and Staff Safety

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) |
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| Component 1: Safe Environment | <p>1. Do you have a school-wide crisis plan? If so, with whom did you work to develop the plan, i.e. law enforcement, teacher leader team, emergency management, etc.?</p> <p>2. If your school is a separate building from the district office, have you coordinated with the district office so that district office personnel have your plans readily available?</p> <p>3. If, during a crisis in the building and for whatever reasons, the building level leaders were unable to communicate with the district level administration or any other outside agency, (i.e. law enforcement), what kind of plans do both the district and school have in place for who will take the lead and work with law enforcement?</p> <p>4. Typically, in a significant crisis, law enforcement takes over but will still need a lead from the district for communication purposes. In most districts, the superintendent would assume that role but who will do so in the absence of the superintendent?</p> <p>5. In the event of a crisis within your building, do local law enforcement agencies have blueprints or layouts of your building? Have you invited local law enforcement to your building so that they are familiar with the building?</p> <p>6. <u>Crisis plans should not be shared with the public;</u> however, have you developed a communication strategy/plan and made families aware of the communication plan so that they know what to expect and how to respond if a crisis occurs, i.e. through local media, a common cell phone text message from</p> | <p>Example: Crisis Plan on site, at central office, and with appropriate law enforcement entities; evidence of having practiced certain elements of the crisis plan</p> | <p>Example: Ability to articulate crisis plan, or, at the very least, access crisis plan immediately</p> | <p>Example: Ability to articulate how to respond in crises as outlined in the crisis plan, i.e. what to do in a lockdown, where to go in an evacuation, etc.</p> |

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| | the district, email, a streaming message on website, synervoice (calling system), social media, calling trees, etc.? When families understand that there is a clear communication plan in place, they will much more easily accept that you cannot share the actual crisis plans. | | | |
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| Component 2: Clear and Consistent Expectations | <p>1. Do you have a clear set of behavioral expectations that are aligned both vertically and horizontally K-12? Do they progress in an age appropriate manner?</p> <p>2. How are you communicating codes of conduct/behavioral expectations to students and families, i.e. handbooks, websites, etc.?</p> <p>3. Do you look at data related to trends in violations of codes of conduct?</p> <p>4. If your data shows trends in violations of codes of conduct, how are you responding?</p> <p>5. How do you involve students and staff in the development of behavioral expectations?</p> | Example: Discipline matrix | Example: Consistent responses to student behaviors aligned with discipline matrix or set of behavioral expectations | Example: Data in discipline tracker reflecting student awareness of behavioral expectations; consistent safe transitions |
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| Component 3: Student Behavior Management | <p>1. How have you and your staff worked together to create and enforce common protocols/expectations for both classrooms and common areas?</p> <p>2. Do those protocols align with the behavioral expectations/codes of conduct referenced in Domain 4.2?</p> <p>3. How are you monitoring the effectiveness of your behavioral plans and the common protocols you have developed?</p> <p>4. Are you seeking input from students and parents related to the effectiveness of behavioral plans and common protocols?</p> | Example: PBIS model; Student Handbooks | Example: Consistent expectations for common protocols | Example: Data in discipline tracker reflecting student awareness of behavioral expectations; consistent safe transitions |

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| | 5. Have you considered the implementation of a program such as PBIS (Positive Behavioral Intervention Strategies)? http://doe.sd.gov/oess/sped-pbis.aspx | | | |
| Component 4: Conflict Resolution | <p>1. Have you participated in and/or provided training for staff in conflict resolution?</p> <p>2. How have you and your staff worked with students so that they are able to self-manage and appropriately resolve conflicts without adult intervention (when appropriate)?</p> <p>3. Have you developed some processes/procedures by which conflicts are resolved starting at the lowest level?</p> | Example: Training agenda/attendance rosters | Example: Examples of staff resolving their own conflicts | Example: Examples of students resolving their own conflicts |
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**Learning Forward: Innovation Configuration Maps for Standards of Professional Learning: School-Based Roles (2012)*