

Principal and Turn Around Principles Comparison	
Principal Effectiveness	Turnaround Principles
Domain 1: Vision and Goals	
1.1 Shared vision for school and student success	Turnaround Principle 5: IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
1.2 Reviewing and monitoring for School Improvement	<p>Turnaround Principle 1: ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)</p> <p>Turnaround Principle 1: ID11 - Instructional teams are organized by grade-level, grade-level cluster, or subject-area. (2619)</p> <p>Turnaround Principle 2: IF01 - The principal compiles reports (intended for the Leadership team) from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (2622)</p> <p>Turnaround Principle 5: IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)</p> <p>Turnaround Principle 5: IID07 - The Leadership Team monitors school-level student learning data. (105)</p>
Domain 2: Instructional Leadership	
2.1 Effective use of data to support instruction	<p>Turnaround Principle 1: IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)</p> <p>Turnaround Principle 1: ID01 - A team structure is officially incorporated into the school turnaround plan and school governance policy. (2745)</p> <p>Turnaround Principle 1: IE05 - The principal participates actively with the school's teams. (56)</p> <p>Turnaround Principle 4: MTSS3.02 - All teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different teaching and learning strategies to address both academic and behavior needs of students. (2756)</p> <p>Turnaround Principle 4: IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)</p>

	<p>Turnaround Principle 4: IIB05 - All teachers re-teach based on post-test results. (95)</p> <p>Turnaround Principle 4: IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)</p> <p>Turnaround Principle 4: MTSS3.04 - Tier II interventions involve teacher-led small group instruction where the group size is optimal for the age and needs of the students. (2758)</p> <p>Turnaround Principle 5: IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</p> <p>Turnaround Principle 5: IID09 - Instructional Teams use student learning data to plan instruction. (107)</p> <p>Turnaround Principle 5: IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)</p> <p>Turnaround Principle 4: MTSS2.05 - Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs. (635)</p>
<p>2.2 Involvement in curriculum, instruction, and assessment</p>	<p>Turnaround Principle 1: ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)</p> <p>Turnaround Principle 2: IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)</p> <p>Turnaround Principle 2: IF10 - The principal plans opportunities for teachers to share their strengths with other teachers. (74)</p> <p>Turnaround Principle 2: MTSS1.05 - School staff receive ongoing professional development on all assessments and assessment procedures. (2754)</p> <p>Turnaround Principle 4: MTSS3.01 - All core curricula and materials are evidence-based for the target population of learners. (1478)</p> <p>Turnaround Principle 4: MTSS4.01 - Tier II interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2759)</p>

	<p>Turnaround Principle 4: MTSS4.02 - Tier II interventions are well defined in terms of procedure, person(s) responsible, frequency, duration, and measurable outcomes. (2760)</p> <p>Turnaround Principle 4: MTSS.4.03 - Tier II interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2761)</p> <p>Turnaround Principle 4: MTSS4.05 - Tier III interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2763)</p> <p>Turnaround Principle 4: MTSS4.06 - Tier III interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2764)</p> <p>Turnaround Principle 4: MTSS2.02 - Instruments used for the screening are valid, reliable, and accurately predict which students are at risk of poor learning outcomes or challenging behaviors (e.g. CBM, DIBELS, office discipline referrals). (1475)</p> <p>Turnaround Principle 4: MTSS2.03 - All students are screened with an academic assessment tool three times during the school year based on cut points and procedures. (1476)</p> <p>Turnaround Principle 4: MTSS2.06 - Progress monitoring assessments are conducted bi-weekly for those receiving strategic academic instruction and weekly for those receiving intensive academic instruction. (2751)</p> <p>Turnaround Principle 5: IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.</p>
<p>2.3 Distributed leadership</p>	<p>***In the majority of components across all 6 Domains, reference is made to distributed and shared leadership at the proficient and distinguished levels. Distinguished principals have made shared and distributed leadership part of the culture.</p>
<p>2.4 Monitoring and evaluating standards and content</p>	<p>Turnaround Principle 1: IE07 - The principal monitors curriculum and classroom instruction regularly. (58)</p> <p>Turnaround Principle 4: IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)</p> <p>Turnaround Principle 4: IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)</p>

Turnaround Principle 4: IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)

Turnaround Principle 4: IIC01 - Units of instruction include specific learning activities aligned to objectives. (96)

Turnaround Principle 4: IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

Turnaround Principle 4: IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)

Turnaround Principle 5: IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)

Turnaround Principle 5: IID09 - Instructional Teams use student learning data to plan instruction. (107)

Turnaround Principle 5: IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

2.5 Continuous improvement

Turnaround Principle 1: MTSS1.02 - The Leadership Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving. (2753)

Turnaround Principle 2: IF06 - Teachers are required to make individual professional development plans based on classroom observations. (70)

Turnaround Principle 2: IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)

Turnaround Principle 2: IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

	<p>Turnaround Principle 2: MTSS1.03 - All staff responsible for providing Tier I, II, and III interventions have been fully trained on the MTSS framework and on the evidence-based interventions used, and ongoing trainings is available as needed. (2755)</p>
	<p>Turnaround Principle 2: MTSS1.04 - All staff members, including new staff members, are trained and included in the MTSS process. (2747)</p>

<p>Domain 3: School Operations and Resources</p>	
<p>3.1 Operational procedures</p>	
<p>3.2 Shared leadership</p>	<p>***In the majority of components across all 6 Domains, reference is made to distributed and shared leadership at the proficient and distinguished levels. Distinguished principals make shared and distributed leadership part of the culture.</p>
<p>3.3 High quality teachers</p>	<p>Turnaround Principle 1: IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)</p> <p>Turnaround Principle 1: IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)</p> <p>Turnaround Principle 2: IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)</p> <p>Turnaround Principle 2: IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)</p> <p>Turnaround Principle 2: IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)</p> <p>Turnaround Principle 2: IF10 - The principal plans opportunities for teachers to share their strengths with other teachers. (74)</p> <p>Turnaround Principle 4: IIIA08 - All teachers review the previous lesson. (117)</p> <p>Turnaround Principle 4: IIIA09 - All teachers clearly state the lesson’s topic, theme, and objectives. (118)</p> <p>Turnaround Principle 4: IIIA10 - All teachers stimulate interest in the topics. (119)</p> <p>Turnaround Principle 4: IIIA11 - All teachers use modeling, demonstration, and graphics. (120)</p> <p>Turnaround Principle 4: IIIA13 - All teachers explain directly and thoroughly. (122)</p> <p>Turnaround Principle 4: IIIA14 - All teachers use eye contact to maintain classroom awareness. (2624)</p> <p>Turnaround Principle 4: IIIA15 - All teachers speak with expression and use a variety of vocal tones. (124)</p>

	<p>Turnaround Principle 4: IIIA16 - All teachers use prompting/cueing. (125)</p> <p>Turnaround Principle 4: IIIA17 - All teachers re-teach when necessary. (126)</p> <p>Turnaround Principle 4: IIIA18 - All teachers review with class recitation. (2625)</p> <p>Turnaround Principle 4: IIIA19 - All teachers review with questioning. (128)</p> <p>Turnaround Principle 4: IIIA20 - All teachers summarize key concepts. (129)</p> <p>Turnaround Principle 4: IIIA21 - All teachers re-teach following questioning. (130)</p> <p>Turnaround Principle 4: IIIA22 - All teachers use open-ended questioning and encourage elaboration. (131)</p> <p>Turnaround Principle 4: IIIA25 - All teachers encourage students to paraphrase, summarize, and relate. (134)</p> <p>Turnaround Principle 4: IIIA26 - All teachers encourage students to check their own comprehension. (135)</p> <p>Turnaround Principle 4: IIIA27 - All teachers provide positive feedback to students. (2626)</p> <p>Turnaround Principle 4: IIIA28 - All teachers travel to all areas in which students are working. (137)</p> <p>Turnaround Principle 4: IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback). (140)</p> <p>Turnaround Principle 4: IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures). (141)</p> <p>Turnaround Principle 4: IIIA35 - Students are engaged and on task. (144)</p> <p>Turnaround Principle 4: IIIB02 - All teachers regularly assign homework based on school plan/policy.(2628)</p> <p>Turnaround Principle 4: IIIB03 - All teachers check, mark, and return homework. (152)</p>
<p>3.4 Challenges and opportunities</p>	<p>Turnaround Principle 4: IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)</p>
<p>Domain 4: School, Student, & Staff Safety</p>	
<p>4.1 Safe environment</p>	<p>Turnaround Principle 6: IID02 - All teachers interact with students to build positive relationships. (2627)</p>
<p>4.2 Clear and consistent expectations</p> <p>4.3 Student behavior management</p>	<p>Turnaround Principle 2: MTSS1.06 - Staff believe that the purpose of MTSS is to prevent students from having academic and/or behavioral problems. (1499)</p> <p>Turnaround Principle 6: IIIC04 - Students raise hands or otherwise signal before speaking. (159)</p> <p>Turnaround Principle 6: IIIC08 - All teachers display classroom rules and procedures in the classroom. (163)</p>

	<p>Turnaround Principle 6: IIC09 - All teachers correct students who do not follow classroom rules and procedures. (164)</p> <p>Turnaround Principle 6: IIC10 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)</p>
4.4 Conflict resolution	
Domain 5: School & Community Relationships	
<p>5.1 Culture of family/community collaboration and involvement</p> <p>5.2 Two-way communication with internal and external audiences</p>	<p>Turnaround Principle 1: IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement. (64)</p> <p>Turnaround Principle 7: IE12 - The principal personally engages parents and the community in the turnaround process. (2746)</p> <p>Turnaround Principle 7: IIB01 - All teachers maintain a file of communication with parents. (150)</p> <p>Turnaround Principle 7: IG01 - Parents receive regular communication (absent jargon) about learning standards, their children’s progress, and the parents’ role in their children’s school success. (76)</p> <p>Turnaround Principle 7: CM2.1 - Teachers are familiar with the curriculum of the home (what parents can do at home to support their children’s learning) and discuss it with them. (3573)</p> <p>Turnaround Principle 7: GR1.1 - The school’s Parent Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (3572)</p> <p>Turnaround Principle 7: CM1.1 - The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (3576)</p> <p>Turnaround Principle 7: CT3.2 - The school team annually conducts a “walk-through” the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (3575)</p>
5.3 Culture of dignity, fairness, and respect	<p>Turnaround Principle 7: ED5.1 - Professional development programs for teachers include assistance in working effectively with families and community. (3574)</p>

Domain 6: Ethical and Cultural Leadership	
<p>6.1 Sensitivity to diversity and cultural differences</p> <p>6.2 Modeling values, beliefs, and attitudes</p> <p>6.3. South Dakota Code of Ethics</p>	<p>Turnaround Principle 1: IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)</p> <p>Turnaround Principle 4: MTSS2.01 - Procedures are in place to ensure that the academic screening is conducted in a manner that ensures accuracy of the results and administered in a consistent manner in accordance with the developer guidelines. (1495)</p> <p>Turnaround Principle 4: MTSS2.04 - Procedures are in place to ensure that the academic screening produces accurate results and is administered in accordance with developer guidelines. (1477)</p> <p>Turnaround Principle 6: IIC05 - All teachers use a variety of instructional modes. (160)</p>