

## Teacher and Principal Framework Comparison

TEACHER EFFECTIVENESS	PRINCIPAL EFFECTIVENESS	
<b>Domain 1: Planning and Preparation</b>	<b>Domain 1: Vision and Goals</b> <b>Domain 2: Instructional Leadership</b> <b>Domain 3: School Operations &amp; Resources</b> <b>Domain 6: Ethical &amp; Cultural Leadership</b>	<b>Rationale</b>
<b>1a.</b> Demonstrating knowledge of content and pedagogy	<b>2.4</b> Monitoring and evaluating standards and content. <b>2.5</b> Continuous improvement	Teachers should know their content. Principals should monitor and assess teachers' mastery of content and provide opportunities for professional growth that are aligned to content standards and curriculum priorities of the school, the district, and the state.
<b>1b.</b> Demonstrating knowledge of students	<b>2.1</b> Effective use of data to support instruction <b>2.4</b> Monitoring and evaluating standards and content <b>6.1</b> Sensitivity to diversity and cultural differences	Teachers must develop an understanding of their students as learners. Principals should establish a strong culture around the use of data to ensure that decisions are made based on valid and reliable information. Principals and teachers should collaboratively examine the alignment of the intended curriculum with the implemented curriculum.
<b>1c.</b> Setting instructional outcomes	<b>1.1</b> Shared vision for school and student success	All stakeholders collaboratively create a vision and strategic goals to insure continuous improvement. Aligned with district and school level vision and goals and the identified needs of students, teachers establish instructional goals within their classrooms. Principals work collaboratively with teachers to establish instructional goals and monitor progress toward those goals.
<b>1d.</b> Demonstrating knowledge of resources	<b>2.5</b> Continuous improvement <b>3.1</b> Operational procedures <b>3.2</b> Shared leadership <b>3.4</b> Challenges and opportunities	Both teacher and principal develop a shared understanding of resources both within and without the school community and work collaboratively to maximize resources. Principals assume a leadership role in maximizing resources for increased student achievement.
<b>1e.</b> Designing coherent instruction	<b>2.1</b> Effective use of data to support instruction <b>2.4</b> Monitoring and evaluating standards and content	Principals and teachers facilitate and utilize data from multiple measures to inform instruction and evaluate student performance to support effective instruction.
<b>1f.</b> Designing student assessments	<b>2.1</b> Effective use of data to support instruction <b>2.2</b> Involvement in curriculum, instruction, and assessment <b>2.4</b> Monitoring and evaluating standards and content	Principals and teachers facilitate and utilize data from multiple measures to inform instruction and evaluate student performance to support effective instruction. Principals and teachers should collaboratively examine the alignment of the intended curriculum with the implemented curriculum.

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<b>Domain 2: The Classroom Environment</b>	<b>Domain 2: Instructional Leadership</b> <b>Domain 3: School Operations &amp; Resources</b> <b>Domain 4: School, Student, &amp; Staff Safety</b> <b>Domain 5: School &amp; Community Relationships</b>	<b>Rationale</b>
<b>2a.</b> Creating an environment of respect and rapport	<b>4.1</b> Safe environment <b>4.4</b> Conflict resolution <b>5.3</b> Culture of dignity, fairness, and respect	The principal makes emotional and intellectual safety a top priority for staff and students and ensures a school culture in which students and staff are respected, take responsibility for their own behavior, and help others.
<b>2b.</b> Establishing a culture for learning	<b>2.1</b> Effective use of data to support instruction <b>2.4</b> Monitoring and evaluating standards and content <b>3.3</b> High quality teachers	Using data to support decision-making, the principal works with teachers to establish high learning expectations for all students. The result is a classroom culture in which students value and take pride in both their learning and their work.
<b>2c.</b> Managing classroom procedures	<b>4.3</b> Student behavior management	Principals and teachers work collaboratively with students to establish a “single school culture” or model for behavior, where all teachers enforce common protocols for classroom behaviors, transitions in the hallways, cafeteria behavior, playground behavior, and other student behaviors related to establishing an orderly environment.
<b>2d.</b> Managing student behavior	<b>4.1</b> Safe environment <b>4.2</b> Clear and consistent expectations <b>4.3</b> Student behavior management	Principals and teachers work collaboratively with students to establish a “single school culture” or model for behavior, where all teachers enforce common protocols for classroom behaviors, transitions in the hallways, cafeteria behavior, playground behavior, and other student behaviors related to having an orderly environment.
<b>2e.</b> Organizing physical space	<b>3.4</b> Challenges and opportunities <b>4.1</b> Safe environment	Principals work with teachers to ensure that the physical environment is safe and optimal for student learning.

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<b>Domain 3: Instruction</b>	<b>Domain 2: Instructional Leadership Domain 3: School Operations and Resources</b>	<b>Rationale</b>
3a. Communicating with students	3.3 High quality teachers	Through the observation and evaluation process, principals provide timely and constructive feedback and are able to coach their staff related to the clarity and accuracy of communications with students.
3b. Using questioning and discussion techniques	3.3 High quality teachers	Through the observation and evaluation process, principals provide timely and constructive feedback and are able to coach their staff related to their skills in promoting high levels of student engagement through questioning and discussion techniques.
3c. Engaging students in learning	2.1 Effective use of data to support instruction 2.2 Involvement in curriculum, instruction, and assessment 2.4 Monitoring and evaluating standards and content 2.5 Continuous learning 3.3 High quality teachers	Through the observation and evaluation process, principals provide timely and constructive feedback and are able to coach their staff related to skills in engaging students in the learning process. Principals work collaboratively with staff in examining and analyzing samples of student work as well as data collected from both formative and summative assessments. Based upon reliable data, the principal develops a professional growth plan for staff for the purpose of continuous improvement.
3d. Using assessment in instruction	2.1 Effective use of data to support instruction 2.2 Involvement in curriculum, instruction, and assessment 2.4 Monitoring and evaluating standards and content 3.3 High quality teachers	Through the observation and evaluation process, principals provide timely and constructive feedback and are able to coach their staff in effectively assessing students both formatively and summatively. Principals work collaboratively with staff in examining and analyzing samples of student work as well as data collected from both formative and summative assessments. Just as principals learn to provide timely and constructive feedback to staff, teachers also must learn to provide timely, constructive, and appropriate feedback to students during the learning process.
3e. Demonstrating flexibility and responsiveness	3.3 High quality teachers	Through the observation and evaluation process, principals provide timely and constructive feedback and are able to coach their staff related to their skills in demonstrating flexibility and responsiveness.

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<b>Domain 4: Professional Responsibilities</b>	<b>Domain 2: Instructional Leadership</b> <b>Domain 3: School Operations &amp; Resources</b> <b>Domain 5: School &amp; Community Relationships</b> <b>Domain 6: Ethical &amp; Cultural Leadership</b>	<b>Rationale</b>
<b>4a.</b> Reflecting on teaching	<b>2.1</b> Effective use of data to support instruction <b>2.5</b> Continuous improvement <b>3.3</b> High quality teachers	Principals encourage and provide opportunities for teachers to engage in reflective conversations about both teaching and learning.
<b>4b.</b> Maintaining accurate records	<b>3.3</b> High quality teachers	Principals establish and enforce clear guidelines for accurate maintenance of school records.
<b>4c.</b> Communicating with families	<b>5.1</b> Culture of family/community collaboration and involvement <b>5.2</b> Two-way communication with internal and external audiences	Principals and teachers support and promote a culture of family and community involvement to engage stakeholders in school goals and programs and the on-going progress of individual students.
<b>4d.</b> Participating in a professional community <b>4e.</b> Growing and developing professionally	<b>2.3</b> Distributed leadership <b>2.5</b> Continuous improvement <b>3.2</b> Shared leadership	Principals provide a professional development plan that is aligned with the goals of the district and the needs of the individual school. The professional development plan should provide opportunities for teachers to assume leadership roles among their peers and students. Teachers have a professional obligation to willingly participate in the school's professional development model and, where appropriate, assume a leadership role in some aspect of school life.
<b>4f.</b> Showing professionalism	<b>6.1</b> Sensitivity to diversity and cultural differences <b>6.2</b> Modeling values, beliefs, and attitudes <b>6.3</b> South Dakota Code of Ethics	At all times, principals and teachers model ethical and cultural leadership practices and behaviors. Principals have a responsibility to establish, model and enforce clear expectations regarding professional behavior.