1.1 – Shared Vision for School and Student Success

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal establishes specific and measureable goals and objectives related to student achievement. ☐ The principal leads and implements a process for developing a shared vision and strategic goals and objectives for student achievement that reflect high expectations for students and staff. ☐ The principal maintains a focus on the vision and strategic goals throughout the school year.	☐ The school's goals, objectives, and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school improvement plan and the impact on student achievement. ☐ The decisions of the principal are consistent with the vision of the school as reflected in improvement planning documents. ☐ With stakeholders, the principal creates a vision for the school that inspires action. ☐ The strategies contained in the plan are based on a general understanding of research on school and instructional effectiveness. ☐ The vision reflects high expectations for learning and teaching and promotes continuous improvement for administrators, teachers, staff and students in the school.	☐ The principal involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. ☐ The vision of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. ☐ The strategies contained in the plan cite specific research that shows high effect sizes and influence on student achievement. ☐ The use of strategic guidelines for decision-making filters makes many decisions self- evident and avoids time wasted on unproductive arguments. ☐ The principal ensures that the school's identity (vision, mission, goals, objectives, and strategies) actually drives decisions and informs the culture of the school.
Comments: Click here to enter text.			

1.2 – Reviewing and Monitoring for School Improvement

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning and each of the goals in the school improvement plan. ☐ The principal systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process.	☐ The principal implements collaborative processes for the collection and analysis of data about the school's progress for the periodic review and revision of the school's improvement plan. ☐ The principal collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. ☐ The principal utilizes data to modify organizational practices and procedures for any goal in which sufficient progress has not been made.	☐ The principal, using data, initiates changes to strategies to improve performance, school culture, and other conditions related to school success. ☐ The principal collects and analyzes data monthly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning and school goals ☐ The principal collects data to examine fidelity to strategies in the school improvement plan. ☐ The principal communicates school-wide goals and actions frequently with all appropriate stakeholders.
Comments: Click here to enter text.			

2.1 – Effective Use of Data to Support Instruction

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal identifies the essential data that will form the foundation for the school's data-driven school improvement plan. ☐ The principal develops processes and protocols to collect, interpret, and use data to inform instructional decisions. ☐ The principal ensures time is provided for teachers to analyze and interpret data to inform instructional decisions. ☐ The principal articulates a clear vision for the use of school-wide data to improve instructional quality.	☐ The principal actively engages a school leadership team in the refinement and implementation of a data-driven school improvement plan. ☒ The principal connects instructional improvement data to professional growth plans of teachers and the professional development plan for the school. ☐ The principal provides a systematic approach and the necessary supports that foster a data-driven culture within the school. ☐ The principal provides targeted and specific professional development based on individual teacher and school-wide data.	☐ The principal actively engages a school leadership team in determining the outcome of the established school improvement goals and formulates strategies designed to meet or extend the goals in the future. ☐ The principal identifies (for future use) emerging innovative instructional practices and student interventions based on the analysis of instructional improvement data. ☐ The principal encourages teachers to conduct in-depth analyses of data to identify student misconceptions, reteach concepts associated with misconceptions, and revise instructional approaches as needed.
Comments: Click here to enter text.			

2.2 – Involvement in Curriculum, Instruction, and Assessment

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal, teachers, and/or students establish rigorous measureable goals for improving the learning of every student. ☐ The principal is actively involved in helping teachers implement research-based instruction. ☐ The principal provides planning time and professional development on the implementation of effective curriculum design, instruction, and assessment development (CIA). ☐ The principal develops a master schedule that includes appropriate time for teacher planning and professional development.	☐ The principal systematically monitors the progress of student learning using data to include formative and common assessments. ☐ The principal monitors and evaluates the fidelity of implementing research-based instructional strategies through clearly defined protocols for collecting, analyzing and reporting data. ☐ The principal develops and executes a specific and targeted plan for CIA professional development for instructional staff informed by teacher evaluation, student achievement, and other applicable data sources.	☐ The principal leverages the schools leadership team to analyze multiple data sources to refine ongoing CIA improvement priorities. ☐ The principal adds value to the district by exemplifying continued professional growth and collaborating with colleagues by sharing work that yields high measures of teacher and student productivity. ☐ The principal establishes tools such as data walls, data notebooks, or easily generated data reports to track student progress.
Comments: Click here to enter text.			

2.3 – Distributive Leadership

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal provides formal and informal opportunities to mentor some emerging leaders. ☐ The principal provides moderate support and encouragement of leadership and growth as evidenced by assignment of staff to existing leadership positions. ☐ The principal occasionally seeks out and selects staff members for increased responsibility based on their qualifications, performance and/or effectiveness. ☐ The principal monitors completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion.	☐ The principal provides formal and informal opportunities to mentor all emerging leaders. ☐ The principal promotes support and encouragement of leadership and growth as evidenced by the creation of, and assignment to, leadership positions or learning opportunities. ☐ The principal consistently seeks out and selects staff members for increased responsibility based on their qualifications, performance, and/or effectiveness. ☐ The principal monitors the progress towards success of those to whom delegations have been made.	☐ The principal systematically provides opportunities for emerging leaders to distinguish themselves and gives them the authority to complete the task. ☐ The principal recognizes and celebrates emerging leaders. ☐ The principal encourages and supports staff members to seek out responsibilities. ☐ The principal monitors and supports staff in a fashion that develops their ability to manage tasks and responsibilities.
Comments: Click here to enter text.			

2.4 – Monitoring and Evaluating Standards and Content

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal ensures alignment of the implemented curriculum (school) to the intended curriculum (state/district content standards). ☐ The principal ensures that teachers have the necessary time to cover the content of the intended curriculum at the appropriate depth. ☐ The principal implements systems that minimize or eliminate interruptions or distractions from instructional time.	☐ The principal systematically monitors the implemented curriculum (school) to ensure alignment with the intended curriculum (state/district content standards) and teachers are on schedule to teach intended curriculum at the appropriate depth. ☐ The principal ensures that teachers are aware of the approximate pacing they need to address all standards.	☐ The principal collaborates with the school's leadership team to analyze data from the experienced curriculum (student learning) to make necessary adjustments so that the implemented curriculum aligns with the intended curriculum. ☐ The principal collaborates with teacher teams to review alignment to ensure teaching is at the appropriate depth.
Comments: Click here to enter text.			

2.5 – Continuous Improvement

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal analyzes data and uses results in the development of the professional growth plan. ☐ The principal draws on the research of continuous improvement strategies in the development of the professional growth plan. ☐ The principal ensures that staff has professional development opportunities to access research-based practices focusing on enhancement of their instructional and leadership capacities.	☐ The principal uses multiple sets of data in the collaborative development of the professional growth plan. ☐ The principal applies effective continuous improvement strategies in the implementation of the professional growth plan. ☐ The principal encourages and supports staff participation in professional development opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities.	☐ The professional growth plan includes both short-term and long-term goals and objectives. ☐ The principal provides models of effective practice as part of the professional growth plan.
Comments: Click here to enter text.			

3.1 – Operational Procedures

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal allocates human, financial, and other resources (such as time and material) using the past as a guide rather than basing decisions on current need. ☐ The principal occasionally uses budgets to focus resources on school improvement priorities. ☐ The principal demonstrates knowledge of the alignment of school budget, human resources, and technological resources.	☐ The principal leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars and other resources to achieve strategic priorities. ☐ The principal effectively manages the school budget, determines staff assignments, and distributes technological resources to address student learning needs. ☐ The principal obtains and allocates funds based on student needs within the framework of federal, state, and district policies and works with staff to determine how school financial resources can be equitably and effectively allocated to support student learning needs.	☐ The principal has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness. ☐ The principal works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning.
Comments: Click here to enter text.			

3.2 – Shared Leadership

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal occasionally delegates tasks that could and should be done by others. ☐ The principal provides feedback for current and emerging staff leaders to help them acquire leadership skills. ☐ The principal recognizes the need for distributed leadership in management of the organization.	☐ The principal shows a clear pattern of delegated decisions conferring authority to match responsibility at every level in the organization. ☐ The principal provides leadership development opportunities for staff to help them acquire leadership skills. ☐ The principal outlines leadership expectations for staff leaders and holds them accountable for outcomes. ☐ The principal creates a climate of respect for staff who are serving as leaders.	☐ The principal provides opportunities for faculty members to participate in the facilitation of meetings and exercise leadership in committees and task forces; and opportunities for other employees, including noncertified staff, to exercise appropriate authority and assume leadership roles where appropriate. ☐ The principal proactively identifies potential leaders and provides support for them to volunteer to lead specific staff activities. ☐ The principal provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff.
Comments: Click here to enter text.			

3.3 – High Quality Teachers

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal (to inform staff placement) has general selection criteria to perform a detailed assessment of potential staff knowledge, skills, and dispositions. ☐ The principal analyzes teacher evaluations to determine which teachers will be given retention offers and occasionally retains teachers based on factors other than performance. ☐ The principal fairly and consistently evaluates school personnel.	☐ The principal hires teachers who have a philosophy of teaching and learning similar to other teachers in the school. ☐ The principal has clear and articulated selection criteria in place and assesses staff skills and staff fit with school culture/staff collegiality to place teachers in specific grade level and content areas. ☐ The principal implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness. ☐ The principal fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	☐ The principal implements clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced collegial team with a variety of strengths. ☐ The principal routinely provides teachers and staff with individualized timely, constructive formative and summative feedback resulting in improved school personnel performance and higher student growth. ☐ The principal provides effective coaching for all teachers, providing individual support as needed to improve growth and effectiveness. ☐ The principal provides professional learning opportunities that are research-based and have been shown to have strong positive impacts on populations of students similar to the students in the principal's school.
Comments: Click here to enter text.			

3.4 – Challenges and Opportunities

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal demonstrates emerging awareness of specific challenges that may inhibit school effectiveness and efficiency. ☐ The principal annually reviews performance indicators to ensure that school operations are within budget and are supporting effective teaching and learning.	☐ The principal monitors school operations such as expenditures, transportation, food service, facilities maintenance, and other operations to identify any area that is not operating optimally and puts an action plan in place to address any areas of concern, with a priority on those that affect teaching and learning. ☐ The principal analyzes resource allocation to ensure that resources are being used efficiently and effectively.	☐ The principal is proactive at identifying potential challenges that may inhibit school effectiveness and efficiency by monitoring school operations and looking for early warning signs for any operational area where issues appear to be emerging. ☐ The principal routinely studies key operational performance indicators and makes improvements as needed to increase efficiency and effectiveness. ☐ The principal engages staff in providing feedback and making decisions to maximize student and adult learning.
Comments: Click here to enter text.			

4.1 – Safe Environment

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal establishes routines and policies that promote safety and intermittently supervises implementation. ☐ The principal fosters emotionally safe environments by ensuring mutual respect among and between staff and students. ☐ The principal fosters emotionally safe environments by ensuring there is respect for cultural diversity. ☐ The principal addresses actual safety issues openly, immediately, and constructively.	☐ The principal establishes routines and policies that promote safety and routinely supervises implementation. ☐ The principal fosters emotionally safe environments by ensuring there is respect for cultural diversity and divergent opinions. ☐ The principal supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety. ☐ The principal addresses actual and potential safety issues openly, immediately, and constructively.	☐ The principal involves teachers, staff, and other stakeholders in the continuous monitoring and periodic review of the effectiveness of safety policies and procedures. ☐ The principal helps students acquire positive protective strategies that reduce risk for all students and staff. ☐ 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. ☐ The effective principal ensures that school community members are trained and empowered to improve and sustain a culture of physical, emotional, and cognitive safety and seeks input to engage in continuous improvement.
Comments: Click here to enter text.			

4.2 – Clear and Consistent Expectations

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal distributes written communications about behavioral expectations and code of conduct to all school staff, students, and parents/guardians. ☐ The principal enforces the codes of conduct. ☐ The principal addresses violations of the code swiftly and fairly.	☐ The principal clearly communicates behavioral expectations and student and adult codes of conduct in written, verbal, and electronic forms to all school staff, students, and parents/guardians and informs them that they are individually accountable for their behavior. ☐ The principal ensures that the adult and student codes of conduct and behavioral expectations are consistently enforced and holds adults accountable for consistent enforcement of student expectations.	☐ The principal links clear and consistent messaging about behavioral expectations to the mission and vision for the school. ☐ The principal examines trends in violations of code of conduct and refines and communicates expectations and/or develops initiatives that lead to a reduction in the numbers of violations. ☐ The principal involves staff and students in developing additional expectations as new issues emerge (such as cell phone and other electronic device use during class and cyber-bullying).
Comments: Click here to enter text.			

4.3 – Student Behavior Management

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal expects teachers and staff to establish rules for student behavior in classrooms, hallways, cafeteria, playgrounds and other common areas, but allows each teacher to have his/her own rules, protocols, and standards. ☐ The principal occasionally monitors to ensure that the common expectations are consistently enforced and effective. ☐ The principal provides positive reinforcement to students for meeting behavioral expectations.	☐ The principal establishes and implements common expectations for behaviors and routines for common areas or events such as hallways, cafeteria, playgrounds, and assemblies. ☐ The principal works with teachers to establish some common classroom expectations and protocols for student behavior. ☐ The principal routinely monitors to ensure that common expectations are consistently enforced and effective.	☐ The principal work with teachers to create 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. ☐ The principal routinely monitors to ensure that common expectations in the classroom are consistently enforced and effective. ☐ The principal collects feedback from students and parents on the effectiveness of the "single school culture" and adjusts, as needed using the input of all stakeholders.
Comments: Click here to enter text.			

4.4 – Conflict Resolution

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal helps resolve disputes quickly and constructively. ☐ The principal is fair to all parties in facilitating conflict resolution, taking time to listen to all points of view. ☐ The principal serves as a model and ensures that adults and students in the building are taught how to resolve conflicts in constructive ways.	☐ The principal helps resolve disputes quickly and efficiently and seeks to understand the root cause of the conflicts. ☐ The principal is fair to all parties in facilitating conflict resolution, taking time to listen to all points of view, helping disputing individuals understand each other's position, and helping them understand and accept the best option for resolution.	☐ The principal deals effectively with any disputes quickly and constructively and analyzes conflicts to identify and address the root cause. ☐ The principal ensures that all those who facilitate conflict resolution are fair, and helps disputing individuals understand each other's position and accept the best option for resolution. ☐ The principal works with staff to teach students self-management so that conflicts are more easily and productively resolved without adult intervention. ☐ The principal works with school staff and students to prevent anticipated conflicts from occurring.
Comments: Click here to enter text.			

5.1 – Culture of Family/Community Collaboration and Involvement

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal helps families/caregivers feel welcome at the school by creating an inviting environment and opportunities for involvement. ☐ The principal works with staff, families, and caregivers to identify barriers to involvement. ☐ The principal works with parent representatives to provide input to decisions about school goals and programs. ☐ The principal acknowledges parent and community member contributions to the school.	☐ The principal creates multiple opportunities for meaningful involvement at the school. ☐ The principal works with staff and families/caregivers to implement strategies to address barriers to involvement. ☐ The principal works with parents and community members to provide input to decisions about school goals and programs. ☐ The principal acknowledges parent and community member contributions to the school and ensures that parents and community members feel valued.	☐ The principal actively monitors parent and community involvement and adjusts as needed to create new opportunities for families and the community to support school success. ☐ The principal communicates the value of education for postsecondary success and community vitality and engages parents and community members to convey the same message to others. ☐ The principal routinely collects information on the effectiveness of parent, community, and school collaboration and engages parents and community members in improving the effectiveness of the partnerships.
<u>Comments</u>: Click here to enter text.			

5.2 – Two-Way Communication with Internal and External Audiences

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal communicates frequently with parents and staff using multiple accessible methods of communication (verbal, written, e-mail/electronic, and posted on the school website). ☐ The principal provides parents and community members with information on multiple methods (in-person, telephone, electronic via e-mails or websites) to communicate with the school. ☐ The principal's communications are clear and easily understood. ☐ The principal utilizes some of the information provided by parents and the community in making decisions.	☐ The principal builds effective two-way communication systems between home, community and school using multiple accessible methods including verbal, written, and electronic communications. ☐ The principal provides opportunities for parents to have access to electronic communications. ☐ The principal skillfully and clearly communicates information tailored to specific audiences, provides language translation as needed, and ensures that communications are easily understood. ☐ The principal considers all of the information provided by parents and community members in making decisions.	☐ The principal moves beyond typical communication practices to proactively develop relationships with parents/guardians and community through home visits, innovative technology, and visiting community groups. ☐ The principal creates and promotes opportunities for students and families to explain and share their experiences with school and establishes a feedback loop that is invitational, transparent, effective, and trusted by members of the community. Examples include open forums, focus groups, surveys, etc. ☐ The principal tracks the impact of interactions with stakeholders by revising the approach and expanding the scope of communications when appropriate. ☐ The principal monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. ☐ The principal conveys information about how input from staff, parents, and/or community members was used in making decisions.
Comments: Click here to enter text.			

5.3 – Culture of Dignity, Fairness, and Respect

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal occasionally models professionalism. ☐ The principal occasionally holds students and colleagues to professional, ethical, and respectful behavior expectations. ☐ The principal actively seeks opportunities to engage in courteous conversations about diversity and culture.	☐ The principal models professional, ethical, and respectful behavior at all times. ☐ The principal expects students and colleagues to display professional, ethical, and respectful behavior at all times. ☐ The principal builds the schools' and communities' collective capacity by initiating direct conversations about culture and diversity and how they impact learning.	☐ The principal articulates and communicates appropriate behavior to all stakeholders, including parents and the community. ☐ The principal creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times. ☐ The principal develops structures, outreach and training to ensure that staff develop the skill set to treat all people equitably and with respect. ☐ The principal develops staff capacity to engage in courageous conversations about diversity and culture – and how they impact student learning.
Comments: Click here to enter text.			

5.4 – Active Involvement with the Community

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal is an engaged and active participant in district meetings, participates in district-wide projects when asked, is supportive of the district mission, vision, and strategic plan, and demonstrates open and timely communication with colleagues. ☐ The principal engages some community organizations, community members, and/or businesses in annual school events.	☐ The principal is an engaged and active participant in district meetings, proactively volunteers to participate and support in district-wide projects, is supportive of the district mission, vision, and strategic plan, and demonstrates open and timely communication with colleagues. ☐ The principal establishes ongoing positive relationships with community organizations, community members, and businesses and consistently makes efforts to maximize community contributions to school effectiveness.	☐ The principal establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness and works to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contributions. ☐ The principal is a district leader in promoting and enhancing collegial working relationships through timely communication, mentoring, sharing best practices and volunteering for projects in support of colleagues. ☐ The principal is well-known and highly regarded by internal and external stakeholders as an effective leader.
Comments: Click here to enter text.			

6.1 – Sensitivity to Diversity and Cultural Differences

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal understands the diversity of the school community and recognizes that diversity is an asset to the school. ☐ The principal articulates the need for all school staff and students to develop cultural understanding and competence. ☐ The principal utilizes a variety of methods and resources to demonstrate an appreciation and understanding of the community's cultural diversity within the school. ☐ The principal demonstrates personal comfort talking about diversity and culture.	☐ The principal understands and demonstrates an appreciation for and sensitivity to diversity in the school community and recognizes that diversity is an asset to the school. ☐ The principal provides professional development for school staff to develop cultural understanding and competence. ☐ The principal collaborates with the community to utilize a variety of methods and resources to demonstrate an appreciation and understanding of the community's cultural diversity within the school. ☐ The principal monitors school staff cultural competence and fosters the implementation of culturally responsive instruction.	☐ Within the school, the students accept and respect students who are different than they are and expect their peers to value diversity. ☐ The principal secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources. ☐ The principal recognizes and integrates the learning opportunities that come from a diverse community. ☐ The principal consistently solicits feedback to ensure that all cultural groups feel respected and valued and immediately addresses any area of concern.
Comments: Click here to enter text.			

6.2 – Modeling Values, Beliefs, and Attitudes

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal serves as a role model who exemplifies high expectations for performance and other values articulated in the school mission and vision. ☐ The principal is supportive, kind, and open. ☐ The principal verbalizes a belief in students and tries to inspire students to work hard and learn.	☐ The principal serves as a role model who exemplifies high expectations for performance, lifelong learning, and other values and beliefs that the school articulates within its mission, vision, culture, values, and expectations. ☐ The principal is supportive, kind, and open and shows optimism for the future. ☐ The principal is a passionate advocate for the school. ☐ The principal symbolizes a belief in students through statements and actions, and inspires students to work hard and learn.	☐ The principal is widely viewed as an effective role model and inspiration to students. ☐ The principal is a passionate advocate for learning and continuous improvement and for education as the pathway to success. ☐ The principal inspires teachers and students to achieve their personal best.
Comments: Click here to enter text.			

6.3 – South Dakota Code of Ethics

Unsatisfactory	Basic	Proficient	Distinguished
☐	☐ The principal is aware of and consistently follows all of the provisions of the South Dakota Code of Ethics for Professional Administrators and Teachers.	☐ The principal holds all teachers accountable for following the provisions of the South Dakota Code of Ethics for Teachers.	☐ The principal collects feedback on the extent to which he/she is viewed as aligning practices with the provisions of the South Dakota Code of Ethics for Professional Administrators and The South Dakota Code of Ethics for Teachers and makes corrections as needed.
Comments: Click here to enter text.			