

<b>Principal and Teacher Framework Comparison</b>		
<b>PRINCIPAL EFFECTIVENESS</b>	<b>TEACHER EFFECTIVENESS</b>	
<b>Domain 1: Vision and Goals</b>	<b>Domain 1: Planning and Preparation</b>	<b>Rationale</b>
<b>1.1</b> Shared vision for school and student success	<b>1c.</b> Setting instructional outcomes	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>Domain 2: Instructional Leadership</b>	<b>Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities</b>	<b>Rationale</b>
<b>2.1</b> Effective use of data to support instruction	<b>1b.</b> Demonstrating knowledge of students <b>1e.</b> Designing coherent instruction <b>1f.</b> Designing student assessments <b>2b.</b> Establishing a culture for learning <b>3c.</b> Engaging students in learning <b>3d.</b> Using assessment in instruction <b>4a.</b> Reflecting on teaching	Principals should establish a strong collaborative culture around the use of data to ensure that decisions are made based on valid and reliable information. Principals also work with teachers to ensure the alignment of the intended curriculum with the implemented curriculum. Using both data and curriculum awareness, principals work with teachers to establish high learning expectations for all students. 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.
<b>2.2</b> Involvement in curriculum, instruction, and assessment	<b>1f.</b> Designing student assessments <b>3c.</b> Engaging students in learning <b>3d.</b> Using assessment in instruction	Principals and teachers facilitate and utilize data from multiple measures to establish high learning expectations, inform instruction, and evaluate student performance to support effective instruction. 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.
<b>2.3</b> Distributed leadership	<b>4d.</b> Participating in a professional community <b>4e.</b> Growing and developing professionally	Principals facilitate a professional development plan that provides opportunities for teachers to work collaboratively and to assume leadership positions among their peers and students.

PRINCIPAL EFFECTIVENESS	TEACHER EFFECTIVENESS	
<p><b>Domain 2: Instructional Leadership</b></p>	<p><b>Domain 1: Planning and Preparation</b>  <b>Domain 2: The Classroom Environment</b>  <b>Domain 3: Instruction</b>  <b>Domain 4: Professional Responsibilities</b></p>	<p><b>Rationale</b></p>
<p><b>2.4</b> Monitoring and evaluating standards and content</p>	<p><b>1a.</b> Demonstrating knowledge of content and pedagogy  <b>1b.</b> Demonstrating knowledge of students  <b>1e.</b> Designing coherent instruction  <b>1f.</b> Designing student assessments  <b>2b.</b> Establishing a culture for learning  <b>3c.</b> Engaging students in learning  <b>3d.</b> Using assessment in instruction</p>	<p>Principals work with teachers to ensure the alignment of the intended curriculum with the implemented curriculum. Using both data and curriculum awareness, principals work with teachers to establish high learning expectations for all students. 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.</p>
<p><b>2.5</b> Continuous improvement</p>	<p><b>1a.</b> Demonstrating knowledge of content and pedagogy  <b>1d.</b> Demonstrating knowledge of resources  <b>3c.</b> Engaging students in learning  <b>4a.</b> Reflecting on teaching  <b>4d.</b> Participating in a professional community  <b>4e.</b> Growing and developing professionally</p>	<p>Principals should monitor and assess teachers' mastery of both content and pedagogy and provide opportunities for professional growth that are aligned to content standards and curriculum priorities of the school, the district, and the state. Principals assume a leadership role in maximizing resources for increased student achievement. Based upon reliable data, the principal develops a professional growth plan for staff for the purpose of continuous improvement. They also encourage and provide opportunities for teachers to engage in reflective conversations about both teaching and learning.</p>

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<b>Domain 3: School Operations and Resources</b>	<b>Domain 1: Planning and preparation</b> <b>Domain 2: The Classroom Environment</b> <b>Domain 3: Instruction</b> <b>Domain 4: Professional Responsibilities</b>	<b>Rationale</b>
3.1 Operational procedures	1d. Demonstrating knowledge of resources	Principals assume a leadership role in maximizing resources for increased student achievement.
3.2 Shared leadership	1d. Demonstrating knowledge of resources 4d. Participating in a professional community 4f. Showing professionalism	Both teacher and principal develop a shared understanding of resources both within and without the school community and work collaboratively to maximize resources for increased student achievement. Principals facilitate a professional development plan that provides opportunities for teachers to work collaboratively and to assume leadership positions among their peers and students
3.3 High quality teachers	2b. Establishing a culture for learning 3a. Communicating with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness 4a. Reflecting on teaching 4b. Maintaining accurate records	The principals selects, places, supervises, coaches, and evaluates staff to ensure high quality instruction and student success.
3.4 Challenges and opportunities	1d. Demonstrating knowledge of resources 2e. Organizing physical space	Principals work with teachers to ensure that the physical environment is safe and optimal for student learning.

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<b>Domain 4: School, Student, &amp; Staff Safety</b>	<b>Domain 2: The Classroom Environment</b>	
4.1 Safe environment	2a. Creating and environment of respect and rapport 2d. Managing student behavior 2e. Organizing physical space	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.
4.2 Clear and consistent expectations 4.3 Student behavior management	2d. Managing student behavior 2c. Managing classroom procedures 2d. Managing student behavior	Principals 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.
4.4 Conflict resolution	2a. Creating an environment of respect and rapport	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>Domain 5: School &amp; Community Relationships</b>	<b>Domain 2: The Classroom Environment</b> <b>Domain 4: Professional Responsibilities</b>	
5.1 Culture of family/community collaboration and involvement 5.2 Two-way communication with internal and external audiences	4c. Communicating with families	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.
5.3 Culture of dignity, fairness, and respect	2a. Creating an environment of respect and rapport	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>Domain 6: Ethical and Cultural Leadership</b>	<b>Domain 1: Planning and Preparation</b> <b>Domain 4: Professional Responsibilities</b>	
6.1 Sensitivity to diversity and cultural differences 6.2 Modeling values, beliefs, and attitudes 6.3. South Dakota Code of Ethics	1b. Demonstrating knowledge of students 4f. Showing professionalism	Principals work with teachers to develop an understanding of their students as learners. Principals have a responsibility to establish, model and enforce clear expectations regarding professional behavior.