

## Principal Effectiveness-Progress Monitoring and Discussion Guide

### DOMAIN 1: Vision and Goals

*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)
Component 1: Shared Vision for School and Student Success	<ol style="list-style-type: none"> <li>Does our school have a clear mission statement?</li> <li>Was our mission statement developed collectively?</li> <li>Do faculty members in formal and informal meetings frequently reference our mission statement?</li> <li>Have we defined vision statements or guiding principles that describe what our mission should look like in action?</li> <li>Do we allocate both human and financial resources toward efforts that support our mission?</li> <li>Do we make hiring decisions that support our mission?</li> <li>Do our grade level/content level, and/or learning teams have the flexibility/freedom to make decisions when they are aligned with our mission?</li> <li>When faced with decisions that are not aligned with our mission, do we as administrators question the decisions even when the question might be unpopular with our staff?</li> <li>Do community partnerships support our mission?</li> <li>Do we regularly review our mission and vision?</li> </ol>	Example: Teacher interview questions reflecting the mission statement	Example: Lesson fidelity to the mission and agreed upon strategies	Example: Ability to articulate mission statement or articulate connection of mission to current learning

<p>Component 2: Reviewing and Monitoring for School Improvement</p>	<ol style="list-style-type: none"> <li>1. Are there demanding, shared goals which are publicly stated and embraced by all the educators in the building?</li> <li>2. Can people articulate the changes they are trying to make and gauge where they are in the process?</li> <li>3. Does the organization gather, process, and act on information in order to continuously strive to meet its goals?</li> <li>4. Does the organization regularly share information with relevant external sources, such as other schools, community groups, and parent organizations?</li> <li>5. Does the organization collect and chart/display student achievement data (in a manner that protects and respects student confidentiality)?</li> <li>6. Does the organization analyze the data and prioritize needs based upon the data?</li> <li>7. Does the organization set, review, and revise incremental SMART goals? (specific, measurable, achievable, relevant, and timely)</li> <li>8. Does the leadership team/data team/grade level team select common instructional strategies to be employed to address the learning challenges discovered after an analysis of the data?</li> <li>9. Do the various internal teams determine results indicators, i.e. When this strategy is implemented, what evidence can we expect to see as evidence of its effectiveness?</li> </ol>	<p>Example: Sharing of mission/vision/goals with PTA or other like parent group</p>	<p>Example: Ability of teachers to connect short term SMART goals to more comprehensive school goals</p>	<p>Example: Ability of students to articulate their own learning goals/targets</p>
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