

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">1. Does our school have a clear mission statement?2. Was our mission statement developed collectively?3. Do faculty members in formal and informal meetings frequently reference our mission statement?4. Have we defined vision statements or guiding principles that describe what our mission should look like in action?5. Do we allocate both human and financial resources toward efforts that support our mission?6. Do we make hiring decisions that support our mission?7. Do our grade level/content level, and/or learning teams have the flexibility/freedom to make decisions when they are aligned with our mission?8. 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?9. Do community partnerships support our mission?10. Do we regularly review our mission and vision?	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

Component 2: Reviewing and Monitoring for School Improvement	<ol style="list-style-type: none"> 1. Are there demanding, shared goals which are publicly stated and embraced by all the educators in the building? 2. Can people articulate the changes they are trying to make and gauge where they are in the process? 3. Does the organization gather, process, and act on information in order to continuously strive to meet its goals? 4. Does the organization regularly share information with relevant external sources, such as other schools, community groups, and parent organizations? 5. Does the organization collect and chart/display student achievement data (in a manner that protects and respects student confidentiality)? 6. Does the organization analyze the data and prioritize needs based upon the data? 7. Does the organization set, review, and revise incremental SMART goals? (specific, measurable, achievable, relevant, and timely) 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? 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? 	Example: Sharing of mission/vision/goals with PTA or other like parent group	Example: Ability of teachers to connect short term SMART goals to more comprehensive school goals	Example: Ability of students to articulate their own learning goals/targets
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