



South Dakota Principal Effectiveness Model



SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS

DOMAIN 1: Vision and Goals <i>Principals and assistant principals shall demonstrate the ability to guide the development and implementation of a shared vision, mission and, goals for the school.</i> 1.1 Shared Vision for School and Student Success. 1.2 Reviewing and Monitoring for School Improvement	DOMAIN 2: Instructional Leadership <i>Principals and assistant principals shall demonstrate the ability to communicate with staff and review research and data to promote a school culture and instructional program that foster student learning and professional growth for staff.</i> 2.1 Effective use of data to support instruction 2.2 Involvement in Curriculum, Instruction, and Assessment 2.3 Distributive Leadership 2.4 Monitoring and Evaluating Standards and Content 2.5 Continuous Improvement
DOMAIN 3: School Operations and Resources <i>Principals and assistant principals shall demonstrate the ability to efficiently and productively manage school operations and resources.</i> 3.1 Operational Procedures 3.2 Shared Leadership 3.3 High Quality Teachers 3.4 Challenges and Opportunities	DOMAIN 4: School, Student and Staff Safety <i>Principals and assistant principals shall demonstrate the ability to foster a physically, emotionally, and cognitively safe learning environment for students, staff, and community.</i> 4.1 Safe Environment 4.2 Clear and Consistent Expectations 4.3 Student Behavior Management 4.4 Conflict Resolution
DOMAIN 5: School and Community Relationships <i>Principals and assistant principals shall demonstrate the ability to foster relationships by collaborating with parents, staff, and community members.</i> 5.1 Culture of Family/Community Collaboration and Involvement 5.2 Two-way Communication with Internal and External Audiences 5.3 Culture of Dignity, Fairness and Respect 5.4 Active Involvement with the Community	DOMAIN 6: Ethical and Cultural Leadership <i>Principals and assistant principals shall demonstrate the ability to provide ethical, cultural, and skilled leadership.</i> 6.1 Sensitivity to Diversity and Cultural Differences 6.2 Modeling Values, Beliefs, and Attitudes 6.3 South Dakota Code of Ethics

Domain 1: Vision and Goals

<i>Mission</i>	<i>Vision</i>	<i>Values</i>	<i>Goals</i>
WHY? Why do we exist?	WHAT? What must our school become to accomplish our purpose?	HOW? How must we behave to achieve our vision?	HOW WILL WE MARK OUR PROGRESS?
Fundamental Purpose	Compelling Future	Collective Commitment	Targets and Timelines
Clarifies Priorities and Sharpens Focus	Gives Directions	Guides Behavior	Establishes Priorities

Richard Dufour, et al.
Learning by Doing

Domain 1: Vision and Goals

(DUFOUR, ET AL, 2006)

1.1 Shared Vision for School and Student Success



1.1 Shared Vision for School and Student Success

Available at <http://www.solution-tree.com>

Professional Learning Community Administration Survey

This survey is designed to collect information about how effective administration has been at supporting learning community development in this building. For each of the statements below, please indicate (1) the extent to which you agree or disagree with each statement by circling one of the three letters on the left-hand side, and (2) the level of importance of each expectation by circling one of the three numbers on the right-hand side.

D = Disagree, N = Neutral, A = Agree 1 = Very important, 2 = Somewhat important, 3 = Not important

Mission and Vision Setting

One responsibility of administrators in a learning community is to focus efforts on a clear mission/vision.

Our school has a clear mission statement.	D	N	A	1	2	3
Our mission statement was developed collectively.	D	N	A	1	2	3
Our mission statement is frequently referenced by all faculty members in formal and informal meetings.	D	N	A	1	2	3
We have defined vision statements or guiding principles that describe what our mission should look like in action.	D	N	A	1	2	3
Resources—both financial and human—are allocated toward efforts that support our mission.	D	N	A	1	2	3
Hiring decisions are made with our mission in mind.	D	N	A	1	2	3
Scheduling decisions support our mission.	D	N	A	1	2	3
Community partnerships support our mission.	D	N	A	1	2	3
Learning teams have the flexibility/freedom to make decisions when they are aligned with our mission.	D	N	A	1	2	3
Decisions that are not aligned with our mission are questioned by our administration.	D	N	A	1	2	3
We review our mission and vision regularly and revise it when appropriate.	D	N	A	1	2	3

1.1 Shared Vision for School and Student Success Considerations

1. Does our school have a clear mission statement?
2. Was our mission statement developed collectively?
3. Is our mission statement frequently referenced by faculty members in formal and informal meetings?
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?

1.1 Shared Vision for School and Student Success Considerations

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?

1.1 Shared Vision for School and Student Success

BASIC

- Establishes specific and measurable goals and objectives related to student achievement.
- Leads and implement a process for developing a shared vision, strategic goals, and objectives for student achievement that reflect high expectations for students and staff.
- Maintains a focus on the vision and strategic goals throughout the school year.

PROFICIENT

- Insures actions of teachers and leaders are aligned to the school's goals, objectives and strategies.
- Makes decisions consistent with vision of the school as reflected in SIP.
- With stakeholders, creates a vision that inspires action.
- Demonstrates (through strategy development) a general understanding of the research on school and instructional effectiveness.
- Supports a vision that reflects high expectations for learning and teaching.
- Promotes continuous improvement for administrators, staff, and students.

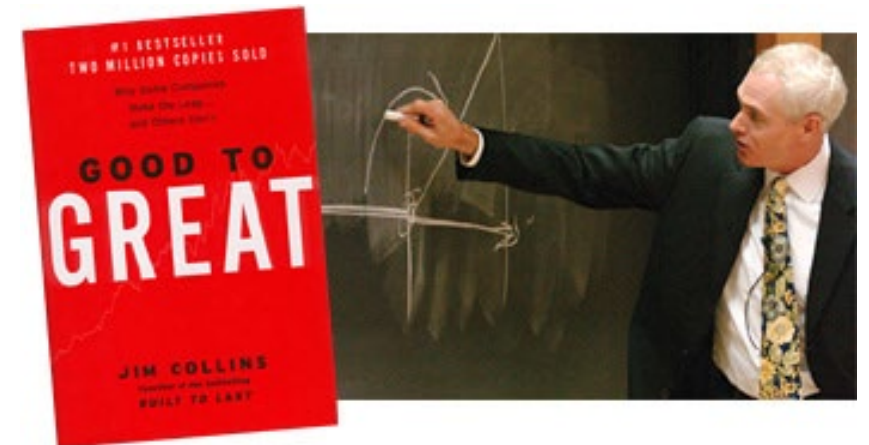
DISTINGUISHED

- Involves stakeholders in a comprehensive diagnosis of school's strengths and weaknesses using appropriate data and leads a collaborative process to develop annual goals.
- Insures a visible vision ingrained in the culture of the organization and routinely used a reference point for decision making
- Insures that strategies in the SIP cite specific research that shows high effect sizes and influence on student achievement.
- Uses strategic guidelines for decision making to avoid time wasted on unproductive arguments.
- Ensures that the school's identity (vision, mission, goals, objectives, strategies) actually drives decisions and informs the culture of the school.

1.2 Reviewing and Monitoring for School Improvement

“Leadership is about vision. But Leadership is equally about creating a climate where the truth is heard and the brutal facts confronted.”

-Jim Collins in *Good to Great*



1.2 Reviewing and Monitoring for School Improvement Resources, Strategies, Protocols, and Procedures

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work* (pp. 19-57). Bloomington, IN: Solution Tree Press.

Graham, P., & Ferriter, W. (2010). *Building a Professional Learning Community at Work, A Guide to the First Year*. Bloomington, IN: Solution Tree Press.

Guskey, Thomas. (2009). *The Principal as Assessment Leader*.

Peery, Angela. (2011). *The Data Teams Experience, A Guide for Effective Meetings* (pp. 1-8, 53-59). Englewood, Colorado: The Leadership and Learning Center.

Schmoker, Mike. (2001). *The Results Fieldbook, Practical Strategies from Dramatically Improved Schools*. (pp. 30-43). Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, Mike. (2006). *Results Now*. (pp. 103-124). Alexandria, VA: Association for Supervision and Curriculum Development.

1.2 Reviewing and Monitoring for School Improvement Considerations

An External View:

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?

Adapted from Brandt, R., 2003.

1.2 Reviewing and Monitoring for School Improvement Considerations

An Internal View:

1. Does the organization collect and chart/display student achievement data (in a manner that protects and respects student confidentiality)?
2. Does the organization analyze the data and prioritize needs based upon the data?
3. Does the organization set, review, and revise incremental SMART goals? (specific, measurable, achievable, relevant, timely)
4. 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?
5. 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?

Adapted from Perry, 2011

1.2 Reviewing and Monitoring for School Improvement

BASIC

- Collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning goals in the SIP.
- Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process.

PROFICIENT

- 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.
- Collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning.
- Utilizes data to modify organizational practices and procedures for any goal in which sufficient progress has not been made.

DISTINGUISHED

- Using data, initiates changes to strategies to improve performance, school culture, and other conditions related to school success.
- Collects and analyzes data monthly with the school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning and school goals.
- Collects data to examine fidelity to strategies in the school improvement plan.
- Communicates school-wide goals and actions frequently with all appropriate stakeholders.

Domain 1

Sample

Artifact List

- School vision and mission statements
- School goals
- Progress on school goals
- Stakeholder surveys (parents, teachers, students, community)
- School improvement plans
- Minutes/Agendas of planning sessions
- Progress on school improvement plans
- School/Staff meeting agendas
- Goal setting statements
- SLO's
- Data notebooks/Data retreats
- Staffing plans
- Schedules/Agendas of PLC's
- Changes in curriculum and instruction based upon data

Domain 1 Sample Artifact List

- Documentation of instructional practices used in the school
- Teachers' professional learning opportunities aligned to mission/vision/goals
- Hiring processes/procedures aligned to mission/vision
- School budget aligned to mission/vision
- Teacher professional growth plans aligned to mission/vision/goals
- Community partnerships aligned to mission/vision
- Parent and student handbooks
- Parent newsletters clearly articulating the mission/vision
- Family engagement in school-based activities aligned to mission/vision
- School web-site
- Principal professional growth plan aligned to mission/vision

PE to TE Crosswalk

Principal and Teacher Framework Comparison		
PRINCIPAL EFFECTIVENESS	TEACHER EFFECTIVENESS	
Domain 1: Vision and Goals	Domain 1: Planning and Preparation	Rationale
1.1 Shared vision for school and student success	1c. 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.

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)
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Component 1: Shared Vision for School and Student Success	1.Does our school have a clear mission statement?	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
	2.Was our mission statement developed collectively?			
	3.Is our mission statement frequently referenced by faculty members in formal and informal meetings?			

***Learning Forward:
Innovation Configuration
Maps for Standards of
Professional Learning:
School-Based Roles
(2012).***



Principal Effectiveness Tools

[HTTPS://DOE.SD.GOV/EFFECTIVENESS/PRINCIPAL.ASPX](https://doe.sd.gov/effectiveness/principal.aspx)

Other Sources

Brandt, R. (2003). *Data teams success stories, volume 1*. Englewood, CO: Lead and Learn Press.

Collins, J. (2001). *Good to Great: Why some companies make the leap...and others don't*. New York: Harper Collins.