



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 2: Instructional Leadership

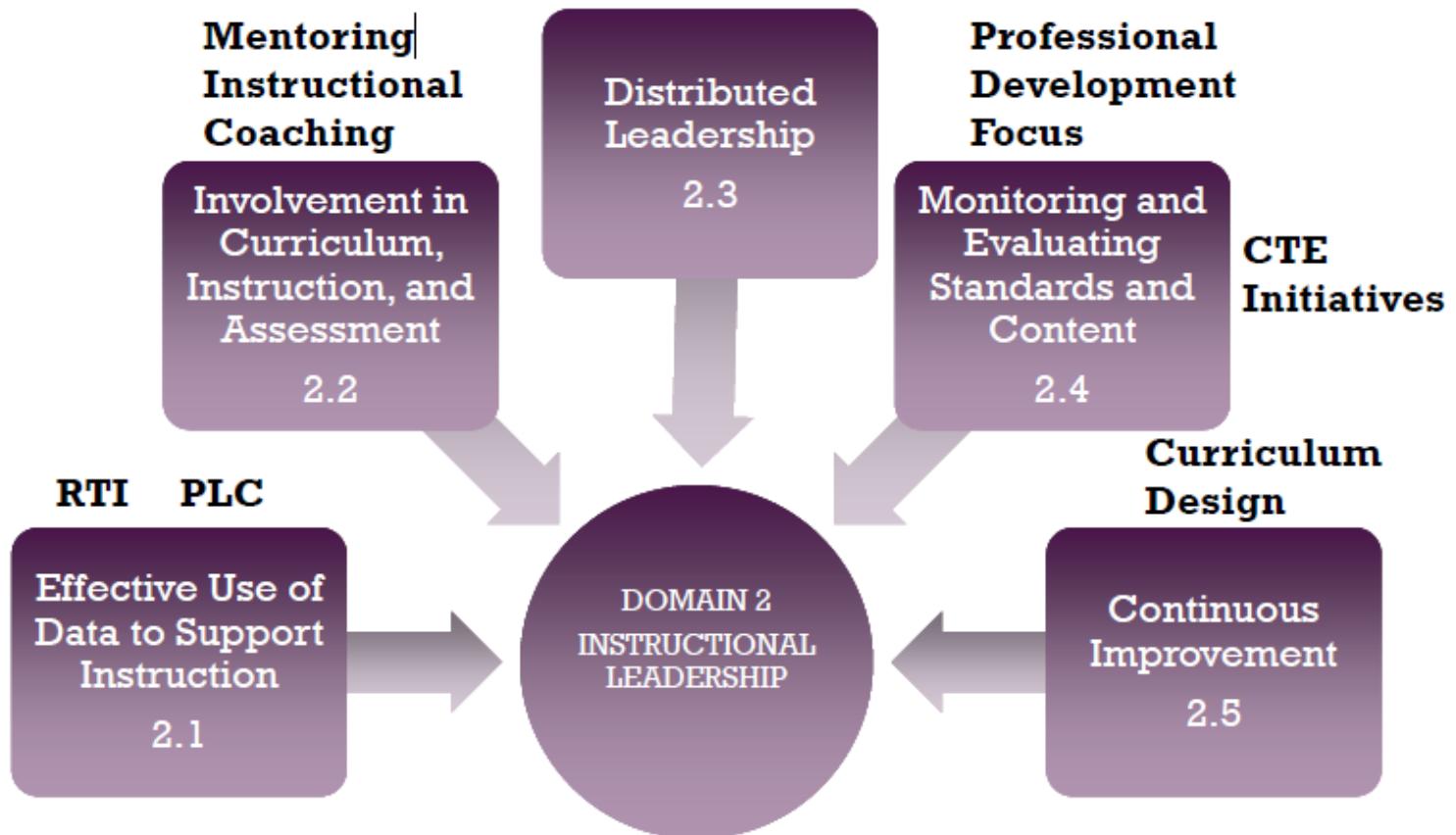
*...the greatest effects on student LEARNING
occur when the TEACHERs become **LEARNers
of their own TEACHing** and...*



*...when students become their **own TEACHERs**.*

John Hattie
– *Visible Learning* (2009, p. 22)

Domain 2: Instructional Leadership



Domain 2: Instructional Leadership

2.1 Effective Use of Data to Support Instruction



2.1 Effective Use of Data to Support Instruction Considerations

1. How do you plan to collect and use data to develop your school improvement plan?
2. What kind of processes, procedures, and protocols do you have in place to analyze school-wide data?
3. How do you ensure time for teachers to analyze and work with data to inform instruction?
4. Do you have a school leadership team, and, if so, how do you engage them in establishing a data driven school improvement plan?
5. How do you engage the leadership team in making plans for the future based on school-wide data?
6. What kind of professional growth do you provide for teachers and how is it connected to school-wide data and data about individual teachers?

2.1 Effective Use of Data to Support Instruction – Level Comparison and Progression

BASIC

- Identifies essential data for data driven school improvement plan.
- Develops processes, protocols to collect, interpret, and use data for instructional decisions.
- Ensures time for teachers to work with data.
- Articulates a clear vision for use of data to improve instruction.

PROFICIENT

- Engages leadership team in implementation of data driven SIP.
- Connects instructional improvement to professional growth plans for school and teachers.
- Provides a systematic approach and supports to foster a data-driven culture.
- Provides targeted professional development based on individual teacher and school-wide data.

DISTINGUISHED

- Engages leadership team in determining outcome of improvement goals and formulating strategies to meet or extend goals for the future.
- Identifies innovative instructional practices and student interventions based on data analysis.
- Encourages teachers to analyze data to identify student misconceptions in order to revise instructional approaches as needed.

2.1 Effective Use of Data to Support Instruction - Sample Artifact Progression

BASIC

- Data notebooks, Power Points or some other kind of organized compilation of essential data.
- Processes/Protocols for collecting, using, and interpreting data.
- Agendas or schedules as evidence of time provided to teachers.
- School Improvement Plan clearly connected to data.

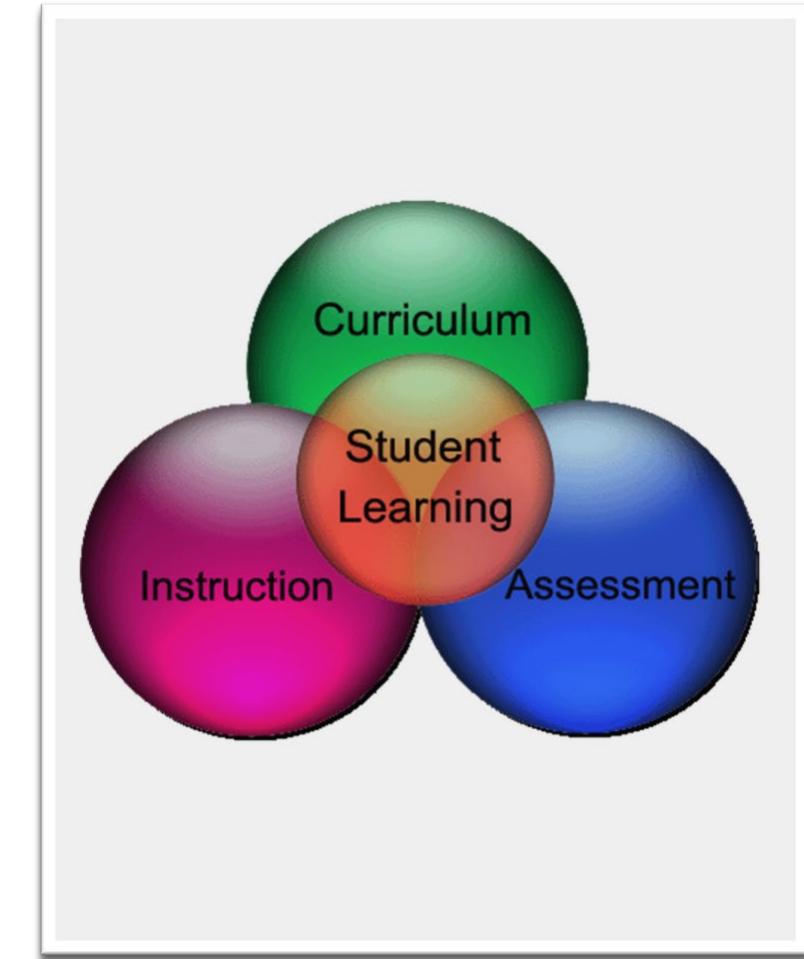
PROFICIENT

- Data notebooks, Power Points or some other kind of organized compilation of essential data.
- Processes/Protocols for collecting using and interpreting data.
- Agendas or schedules as evidence of time provided to teachers.
- School Improvement Plan clearly connected to data.
- Professional development plan based on teacher and school wide data

DISTINGUISHED

- Data notebooks, Power Points or some other kind of organized compilation of essential data.
- Processes/Protocols for collecting using and interpreting data.
- Agendas or schedules as evidence of time provided to teachers.
- School Improvement Plan clearly connected to data with plans to meet or extend the goals for the future.
- Professional development plan based on teacher and school wide data.
- Evidence of how teachers us data to revise instructional strategies based on student misconceptions, i.e. observations, grade/subject level data meetings, lesson plans, etc.

2.2 Involvement in Curriculum, Instruction, and Assessment



2.2 Involvement in CIA Considerations

1. Do you and your leadership team develop a comprehensive School Improvement Plan?
2. How do you involve teachers in the development of rigorous and measurable goals for student achievement? i.e. SLO's, grade level and/or content area goals?
3. How would you involve students in the development of rigorous and measurable goals for student achievement? You might consider looking at the Danielson Rubrics. At the Distinguished Level, the rubrics suggest student involvement in goal setting for their own learning.
4. How do you align individual teacher/student learning goals with the broader school wide improvement goals? For example, do all SLO's align with the school wide goals for student achievement?
5. What kind of professional growth have you developed or made available for your teachers?
6. How is your professional growth plan aligned with the School Improvement Plan and the goals for student learning?

2.2 Involvement in CIA - Level Comparison and Progression

BASIC

- (With teachers and students), establishes rigorous measurable goals for every student.
- Is actively involved in helping teachers implement research-based instruction.
- Provides planning time and PD on CIA implementation.
- Develops master schedule to include time for teacher planning and professional development.

PROFICIENT

- Systematically monitors progress of student learning using both formative and common assessments.
- Monitors and evaluates fidelity of implementation through protocols for collecting, analyzing and reporting data.
- Develops and executes a specific and targeted plan for CIA professional development informed by multiple sources of data.

DISTINGUISHED

- Leverages leadership team to analyze multiple data sources for CIA priorities.
- Adds value to district by exemplifying professional growth, collaborating with colleagues, and sharing work that yields high measures of teacher and student productivity.
- Establishes tools such as data walls, notebooks, or easily generated data reports to track student progress.

2.2 Involvement in CIA - Sample Artifact Progression

BASIC

- Documentation of rigorous measurable goals, i.e. SIP, SLO process.
- Documentation of teacher and student involvement in the goal setting process, i.e. agendas or observation of process by evaluator, SLO process, data retreat/chats.
- Examples of formative feedback to teachers, i.e. Frontline and/or written samples.
- Master schedule with plan time.
- Schedule of professional development aligned with goals.

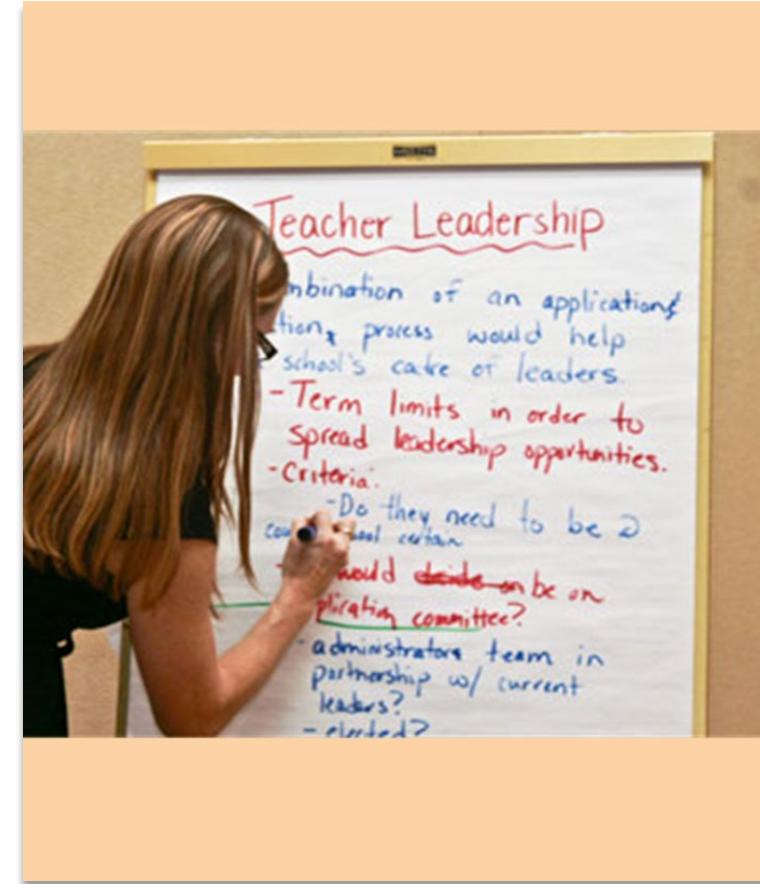
PROFICIENT

- Data notebooks, logs, agendas reflecting systematic monitoring of student growth through common and/or formative assessments.
- Protocols for collecting, analyzing, and reporting data, i.e. PLC structure.
- School improvement plan reflecting a specific and targeted plan for CIA professional development.

DISTINGUISHED

- Agendas reflecting involvement of leadership team in analyzing multiple data sources for CIA priorities.
- Evidence of participation in professional growth opportunities, and collaboration with colleagues, i.e. PLC, grade level team meeting, etc.
- Data notebooks, data walls, Google docs, etc. as tools to track student progress.

2.3 Distributive Leadership



2.3 Distributive Leadership Considerations

1. What kind of leadership opportunities do you provide for staff?
2. Do you facilitate or make accessible to your staff mentoring programs that promote leadership?
3. When you delegate leadership tasks to staff, do you give them the authority to successfully complete the task?
4. How do you monitor progress and completion of delegated tasks?
5. How do you recognize and/or celebrate staff members who seek out leadership responsibilities?
6. How do you work with staff in fashion that develops their ability to manage tasks and responsibilities?
7. How are you tying the leadership discussion with the Danielson Model, particularly Domain 4: Professional Responsibilities?

2.3 Distributive Leadership - Level Comparison and Progression



BASIC

- Provides opportunities to mentor all emerging leaders.
- Promotes leadership and growth through the creation of and assignment to leadership positions.
- Consistently seeks out staff for increased responsibilities based upon experience, qualifications, and/or performance.
- Monitors progress for completion and success.



PROFICIENT

- Provides opportunities to mentor some emerging leaders.
- Provides moderate support and encouragement of leadership by assignment of staff to existing leadership positions.
- Occasionally seeks out staff for increased responsibilities based upon experience, qualifications, and/or performance.
- Monitors completion of delegated tasks but not progress towards completion.



DISTINGUISHED

- Systematically provides opportunities for emerging leaders to distinguish themselves and gives them the authority to complete the task.
- Recognizes and celebrates emerging leaders.
- Encourages and supports staff to seek out responsibilities.
- Monitors and supports staff in a fashion that develops their ability to manage tasks and responsibilities.

2.3 Distributive Leadership - Sample Artifact Progression



BASIC



PROFICIENT



DISTINGUISHED

- List of teacher leadership roles or delegated tasks within the school.
- Evidence of monitoring of completion of delegated tasks, i.e. agendas and/or other work products, logs, meeting with teams.
- Evidence of how principal mentors teacher leaders, i.e. formative feedback samples, agendas of trainings, logs of mentoring time with teacher leaders.
- Evidence through Danielson: Domain 4, i.e. evaluations.
- Evidence that all emerging leaders have leadership and growth opportunities, i.e. a systematic and ongoing plan developed and led by a teacher team.
- Evidence of monitoring of progress and completion of delegated tasks, i.e.. agendas and/or other work products, logs, meeting with teams.
- Evidence of how principal mentors teacher leaders, i.e. formative feedback samples, agendas of trainings, logs of mentoring time with teacher leaders.
- Evidence through Danielson: Domain 4, i.e. evaluations.
- A systematic process in which emerging leaders are recognized and given the authority to lead, i.e. mentoring and/or leadership program.
- A systematic process for recognition and celebration of emerging leaders.
- Training that develops the ability of staff to manage tasks and responsibilities.
- Evidence of Danielson: Domain 4.

2.3 Distributive Leadership Opportunities

1. Teachers as mentors-both local and state
2. Teachers as literacy or math leaders
3. Support of teachers as members on committees both local, state, and national, i.e. curriculum, instructional council, hiring, etc.
4. Department chairpersons; grade level leaders
5. District and school level leadership teams, i.e. PBIS teams, data teams, PLC teams, or BLT
6. Internship opportunities
7. Participation in programs both internal and external that support aspiring leaders
8. Support and encouragement of teachers seeking National Certification

2.4 Monitoring and Evaluating Standards and Content



2.4 Monitoring and Evaluating Standards and Content Considerations

1. How do you monitor and ensure the alignment of the implemented curriculum with the intended curriculum?
2. How do you ensure adequate instructional time to cover the content of the intended curriculum at the appropriate depth, i.e. scheduling, mitigation of interruptions, etc.?
3. Have you worked with staff or provided staff with appropriate supports to develop pacing guides?
4. The PE rubric (2.4) uses the term **experienced curriculum**. What does that mean? How do you and your leadership team analyze data from the experienced curriculum? How do you connect the **experienced curriculum** to **the implemented curriculum** to the **intended curriculum**? What are you and your leadership team able to learn from making those connections?
5. How will you connect and use the teacher evaluation process (Danielson model) to the monitoring and evaluating of standards and content?
6. How do you work with teachers to ensure teaching is at the appropriate depth?

2.4 Monitoring and Evaluating Standards and Content - Level Comparison and Progression

BASIC

- Ensures alignment of the implemented curriculum with the intended curriculum.
- Ensures that teachers have time to cover content at the appropriate depth.
- Implements systems that eliminate or minimize interruptions or distractions from instructional time.

PROFICIENT

- Systematically monitors the implemented curriculum to ensure alignment with intended curriculum.
- Systematically monitors whether teachers are on schedule to teach intended curriculum and at the appropriate depth.
- Ensures teachers are aware of appropriate pacing needed to address all standards.

DISTINGUISHED

- Collaborates with school leadership team to analyze data from the experienced curriculum to make adjustments so that the implemented curriculum aligns with the intended curriculum.
- Collaborates with teachers to review alignment to ensure appropriate depth of teaching.

2.4 Monitoring and Evaluating Standards and Content - Sample Artifact Progression



- Both formative and summative classroom observations as evidence of monitoring alignment between intended curriculum and implemented curriculum.
- Pacing guides as evidence that teachers have time to cover intended curriculum.
- Schedules as evidence of maximizing instructional time and mitigating interruptions.

- Schedules and logs of regular formative/summative classroom observations as evidence of monitoring alignment between intended curriculum and implemented curriculum.
- Evidence through regularly scheduled observations, grade level/content area meetings, etc. that teachers are on schedule to teach intended curriculum and at the appropriate depth.
- Pacing guides provided to teachers and/or developed by teachers.

- Data (formative and/or summative) from the experienced curriculum as evidence of alignment between intended curriculum and implemented curriculum, i.e. data from SLO's, district assessments, ongoing formative assessments, etc.
- Evidence of collaboration with teachers, both individually and collectively to ensure depth of teaching, i.e. formative observations, grade level/content level meetings to look at data and discuss strategies.

2.5 Continuous Improvement

#5 CONTINUOUS IMPROVEMENT



2.5 Continuous Improvement Considerations

1. For this component, please refer to the consideration slides for the previous four components.
2. Do you have a professional growth plan?
3. How do you use data to plan for professional development?
4. How do you access and provide training for research based instructional strategies?

2.5 Continuous Improvement- Level Comparison and Progression

BASIC

- Analyzes data and uses results for professional growth plans.
- Draws on research of improvement strategies in the development of professional growth plan.
- Ensures staff has access to research-based PD opportunities to enhance both instructional and leadership skills.

PROFICIENT

- Uses multiple sets of data in the collaborative development of professional growth plans.
- Applies effective and continuous improvement strategies in the implementation of professional growth plans.
- Encourages and supports staff participation in professional development opportunities.

DISTINGUISHED

- Includes both short-term and long-term goals and objectives in the professional growth plan.
- Provides models of effective practice as part of the professional growth plan.

2.5 Continuous Improvement- Sample Artifact Progression

BASIC

- Evidence that professional growth plans/needs are related to school data, i.e. coaching programs focused on specific literacy and/or math needs or mentoring programs related to graduation rate data.
- Evidence of research as basis for professional growth plan.
- Professional development plan that includes opportunities to enhance both leadership and instructional skills.

PROFICIENT

- Evidence that professional growth plan is based on multiple sets of data, i.e. coaching programs focused on specific literacy and/or math needs; mentoring programs related to graduation rate data; PBIS training related to discipline data.
- Communications/Actions that encourage and support staff participation in professional development opportunities, i.e. Memos, intentional scheduling of PD, engagement of teachers in individual self-reflection about professional growth (Danielson 4.d and 4.e).

DISTINGUISHED

- Evidence of short-term and long-term goals and objectives in the professional growth plan.
- Models of effective practice as part of the professional growth plan, i.e. mentoring programs, PBIS, internships, other research-based literacy programs, CTE based programs, etc.

Domain 2 Sample Artifact List

- Progress on school goals and school improvement plans
- Stakeholder surveys
- School improvement plans
- Minutes of planning sessions
- Formative reviews/feedback
- School/staff meeting agendas
- Goal setting statements
- Student Learning Objectives (SLOs)
- Data notebooks/data retreats/data walls
- Teacher action research
- Records of involvement in professional organizations and activities

Domain 2 Sample Artifact List

- Teacher lesson plans
- Schedules and meetings of professional learning communities
- Curriculum maps aligned to domains
- Changes in curriculum and instruction based on student data
- Documentation of instructional practices used in the school
- Teachers' professional learning opportunities
- School web site
- Mentoring/Internships
- Principal professional growth plan

PE to TE Crosswalk

PRINCIPAL EFFECTIVENESS	TEACHER EFFECTIVENESS	
Domain 2: Instructional Leadership	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	Rationale
2.1 Effective use of data to support instruction	1b. Demonstrating knowledge of students 1e. Designing coherent instruction 1f. Designing student assessments 2b. Establishing a culture for learning 3c. Engaging students in learning 3d. Using assessment in instruction 4a. 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.
2.2 Involvement in curriculum, instruction, and assessment	1f. Designing student assessments 3c. Engaging students in learning 3d. 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.
2.3 Distributed leadership	4d. Participating in a professional community 4e. 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.

PE to TE Crosswalk

PRINCIPAL EFFECTIVENESS	TEACHER EFFECTIVENESS	Rationale
Domain 2: Instructional Leadership	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	
2.4 Monitoring and evaluating standards and content	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students 1e. Designing coherent instruction 1f. Designing student assessments 2b. Establishing a culture for learning 3c. Engaging students in learning 3d. Using assessment in instruction	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.
2.5 Continuous improvement	1a. Demonstrating knowledge of content and pedagogy 1d. Demonstrating knowledge of resources 3c. Engaging students in learning 4a. Reflecting on teaching 4d. Participating in a professional community 4e. Growing and developing professionally	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.



Principal Effectiveness Tools

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