



# South Dakota Principal Effectiveness Model



## SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS

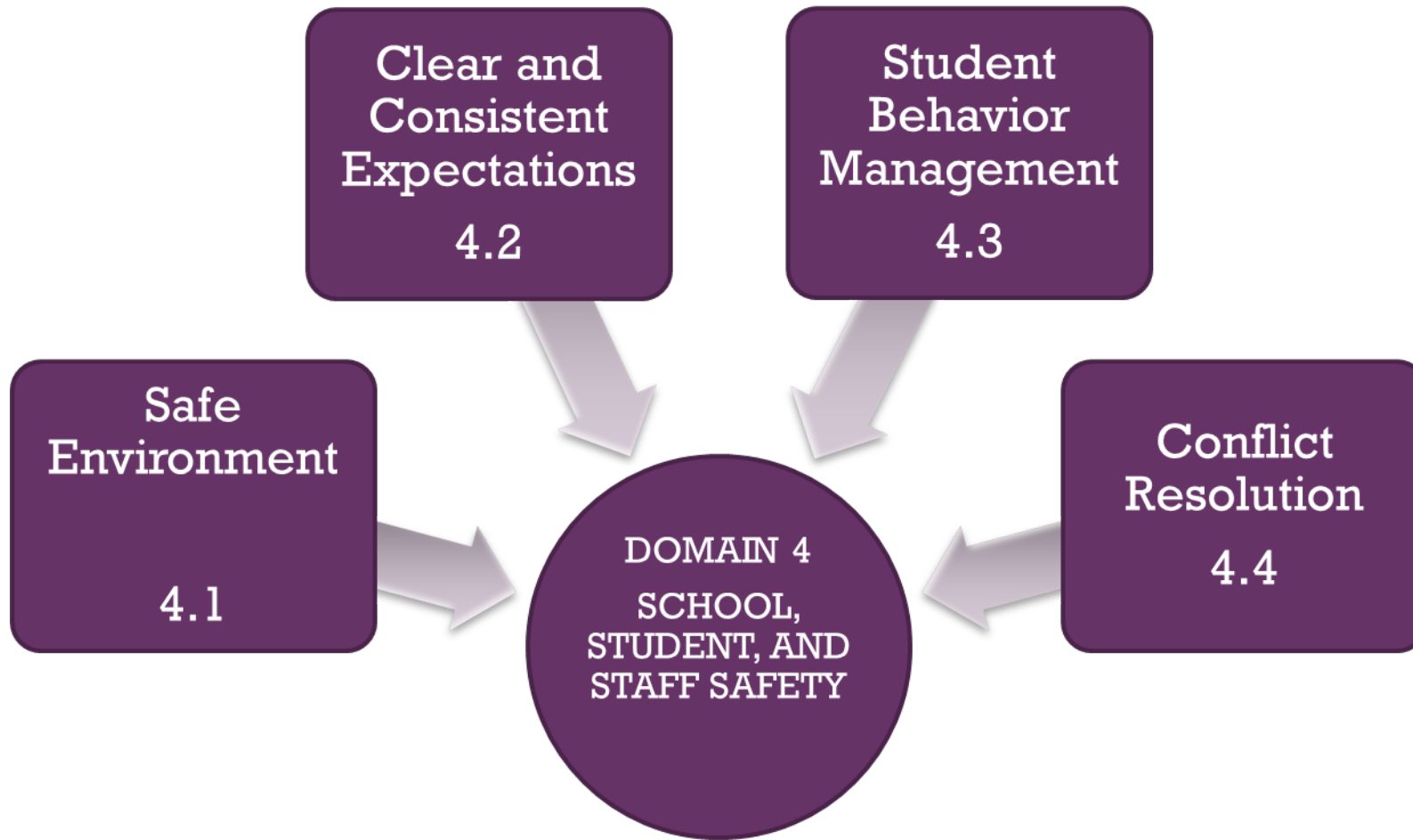
<b>DOMAIN 1: Vision and Goals</b> <i>Principals and assistant principals shall demonstrate the ability to guide the development and implementation of a shared vision, mission and, goals for the school.</i>  1.1 Shared Vision for School and Student Success. 1.2 Reviewing and Monitoring for School Improvement	<b>DOMAIN 2: Instructional Leadership</b> <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
<b>DOMAIN 3: School Operations and Resources</b> <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	<b>DOMAIN 4: School, Student and Staff Safety</b> <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
<b>DOMAIN 5: School and Community Relationships</b> <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	<b>DOMAIN 6: Ethical and Cultural Leadership</b> <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 4: School, Student and Staff Safety



# Domain 4: School, Student and Staff Safety





## Domain 4: School, Student and Staff Safety

## 4.1 Safe Environment



# 4.1 Safe Environment Considerations

1. Do you have a school-wide crisis plan? If so, with whom did you work to develop the plan, i.e. law enforcement, teacher leader team, emergency management, etc.?
2. If your school is a separate building from the district office, have you coordinated with the district office so that district office personnel have your plans readily available?
3. If, during a crisis in the building and for whatever reasons, the building level leaders were unable to communicate with the district level administration or any other outside agency, i.e. law enforcement, what kind of plans do both the district and school have in place for who will take the lead and work with law enforcement? Typically, in a significant crisis, law enforcement takes over but will still need a lead from the district for communication purposes. In most districts, the superintendent would assume that role but who will do so in the absence of the superintendent?
4. In the event of a crisis within your building, do local law enforcement agencies have blueprints or layouts of your building? Have you invited local law enforcement to your building so that they are familiar with the building?
5. **Crisis plans should not be shared with the public;** however, have you developed a communication strategy/plan and made families aware of the communication plan so that they know what to expect and how to respond if a crisis occurs, i.e. through local media, a common cell phone text message from the district, email, a streaming message on website, synervoice (calling system), social media, calling trees, etc.? When families understand that there is a clear communication plan in place, they will much more easily accept that you can not share the actual crisis plans.

# 4.1 Safe Environment - Level Comparison and Progression

## BASIC

- Establishes routines and policies that promote safety and intermittently supervises implementation.
- Fosters emotionally safe environments by ensuring respect among staff and students and respect for cultural diversity.
- Addresses safety issues openly, immediately, and constructively.

## PROFICIENT

- Establishes routines and policies that promote safety and routinely supervises implementation.
- Fosters emotionally safe environments with respect for cultural diversity and divergent opinions.
- Supports development and implementation of a plan to insure an emotionally safe environment.
- Addresses safety issues openly, immediately, and constructively.

## DISTINGUISHED

- With stakeholders, establishes and continuously monitors safety processes/procedures for their effectiveness.
- Makes emotional and intellectual safety a top priority and ensures a culture in which staff and students take responsibility for their own behavior and help others.
- Ensures a school culture in which all stakeholders are trained and empowered to take responsibility for their own behavior and help others.



# 4.1 Safe Environment – Sample Artifact Progression

## BASIC

- Safety policies/procedures
- Data from discipline tracker or other records that show how principal has responded to issues dealing with mutual respect
- Data reflecting implementation of safety policies/procedures, i.e. fire drills, lockdown drills, etc.

## PROFICIENT

- Safety policies/procedures
- Logs, data, reports showing routine monitoring
- Plans, systems or curricula that support social and emotional safety, i.e. PBIS, district policies, training opportunities, etc.

## DISTINGUISHED

- Safety policies/procedures
- Logs, data, reports showing continuous monitoring and review, i.e. PBIS or a like program fully implemented
- Agendas with names of stakeholder participants
- Plans, systems or curricula that support social and emotional safety, i.e. PBIS, district policies, training opportunities, etc.
- Evidence of training for community members



## 4.2 Clear and Consistent Expectations



## 4.2 Clear and Consistent Expectations Considerations

1. Do you have a clear set of behavioral expectations that are aligned both vertically and horizontally K-12? Do they progress in an age-appropriate manner?
2. How are you communicating codes of conduct/behavioral expectations to students and families, i.e. handbooks, websites, etc.?
3. Do you look at data related to trends in violations of codes of conduct?
4. If your data shows trends in violations of codes of conduct, how are you responding?
5. How do you involve students and staff in the development of behavioral expectations?

## 4.2 Clear and Consistent Expectations - Level Comparison and Progression

### BASIC

- Distributes written communications about behavioral expectations for staff and students.
- Enforces codes of conduct swiftly and fairly.

### PROFICIENT

- Communicates behavioral expectations in multiple forms to all stakeholders.
- Informs all stakeholders of their responsibilities to behavioral expectations.
- Consistently enforces codes of conduct for students/adults and hold adults accountable for consistent enforcement of student expectations.

### DISTINGUISHED

- Links behavioral expectations to mission/vision.
- Examines trends in violations of code of conduct and develop initiatives that lead to reduction of violations.
- Involves staff and students in developing additional expectations when new issues emerge, i.e. cell phone use, etc.



## 4.2 Clear and Consistent Expectations - Sample Artifact Progression

### BASIC

- Sample written communications
- Dated data from discipline tracker, logs, or method by which principal monitors discipline

### PROFICIENT

- Examples of written, verbal, and electronic means by which principal has communicated behavioral expectations and responsibilities to such to all stakeholders
- Dated data from discipline tracker, logs, or other method by which principal consistently holds adults and students accountable to behavioral expectations

### DISTINGUISHED

- Evidence that shows principal has linked messaging about behavioral expectations to vision/mission, i.e. mission/vision consistently referenced in communications about behavioral expectations
- Data evidence that shows how principal is examining trends and how he/she is linking new initiatives or updated communications to those trends, i.e. sharing trends with stakeholders when implementing a new communication, initiative, or policy related to behavioral expectations.
- Evidence that shows stakeholder involvement in developing expectations around new issues, i.e. agendas, surveys, etc.

## 4.3 Student Behavior Management



# Cafeteria

*I am a safe, on task, accountable, and respectful role model.*

<b>S</b> Safe	Stay seated. Raise your hand to leave your seat.	
<b>O</b> On Task	Eat and clean up after yourself.	
<b>A</b> Accountable	Talk as a small group. Voice Level (2)	
<b>R</b> Respectful	Keep hands, feet, and food to yourself.	

**PBIS Expectations** 

**Voice Levels**

<b>0</b> Voice Level 0 Silence	<b>1</b> Voice Level 1 Whisper	<b>2</b> Voice Level 2 Small Group	<b>3</b> Voice Level 3 Large Group/ Outdoors
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## 4.3 Student Behavior Management Considerations

1. How have you and your staff worked together to create and enforce common protocols/expectations for both classrooms and common areas?
2. Do those protocols align with the behavioral expectations/codes of conduct referenced in Domain 4.2?
3. How are you monitoring the effectiveness of your behavioral plans and the common protocols you have developed?
4. Are you seeking input from students and parents related to the effectiveness of behavioral plans and common protocols?
5. Have you considered the implementation of a program such as PBIS (Positive Behavioral Intervention Strategies)? <https://doe.sd.gov/sped/pbis.aspx>



## 4.3 Student Behavior Management - Level Comparison and Progression

### BASIC

- Expects teachers and staff to establish rules for student behavior in all areas but allows each teacher to have his/her own rules, protocols, and standards.
- Occasionally monitors to ensure that the common expectations are consistently enforced and effective.
- Provides positive reinforcement to students for meeting behavioral expectations.

### PROFICIENT

- Establishes and implements common expectations for behaviors and routine in common areas.
- Works with teachers to establish some common classroom expectations and protocols for student behavior.
- Routinely monitors to ensure that common expectations are consistently enforced and effective.

### DISTINGUISHED

- Works with teachers to create 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.
- Routinely monitors to ensure that common expectations in the classroom are consistently enforced and effective.
- Collects feedback from students and parents on the effectiveness of the “single school culture” and adjusts, as needed using the input of all stakeholders.

## 4.3 Student Behavior Management - Sample Artifact Progression

### BASIC

- Copies of rules staff have established for their areas
- Log or other evidence of monitoring
- Examples of how positive reinforcement is provided

### PROFICIENT

- Student handbook, policies, or other documents detailing behavioral expectations in common areas and classrooms
- Log or other evidence of routine monitoring of common behavioral expectations in all areas
- Evidence from discipline tracker
- Student handbooks, websites, policy manual
- Agendas reflecting collaborative development of behavioral expectations in all areas

### DISTINGUISHED

- Student handbook, documents reflecting collaborative development of a single school culture, i.e. any training and work done with PBIS or a like school wide behavioral model
- Log or other evidence of routine monitoring of common behavioral expectations in all areas
- Evidence from discipline tracker
- Evidence from website, trainings, letters home, handbooks, meeting agendas that confirm parents/other stakeholders have been given opportunities for input and evidence of how that input was used to adjust behavioral expectations

## 4.4 Conflict Resolution





## 4.4 Conflict Resolution Considerations

1. Have you participated in and/or provided training for staff in conflict resolution?
2. How have you and your staff worked with students so that they are able to self-manage and appropriately resolve conflicts without adult intervention (when appropriate)?
3. Have you developed some processes/procedures by which conflicts are resolved starting at the lowest level?

## 4.4 Conflict Resolution - Level Comparison and Progression

### BASIC

- Helps resolve disputes quickly and constructively.
- Fairly facilitates conflict resolution and takes time to listen to all points of view.
- Serves as a model and ensures students and staff are taught how to resolve conflicts in constructive ways.

### PROFICIENT

- Helps resolve disputes quickly and efficiently and seeks to understand the root cause of conflicts.
- Fairly facilitates conflict resolution and takes time to listen to all points of view.
- Helps disputing individual understand each other's position.
- Helps disputing individuals understand and accept the best option for resolution.

### DISTINGUISHED

- Quickly, constructively, and effectively deals with issues and analyzes conflicts to identify root cause.
- Ensures that all who facilitate conflict resolution are fair.
- Helps disputing individual understand each other's position.
- Helps disputing individuals understand and accept the best option for resolution.
- Works with staff to teach students self management for productive conflict resolution without adult intervention.
- Works with school staff and students to prevent anticipated conflicts from occurring.

## 4.4 Conflict Resolution - Sample Artifact Progression

### BASIC

- Data that shows how frequently a single dispute reoccurs, i.e. in discipline tracker or other means by which principal tracks conflict resolution
- Surveys of staff and other stakeholders showing perceptions of fairness related to conflict resolution
- Agendas or other evidence of training of staff and students in conflict resolution

### PROFICIENT

- Data that shows how frequently a single dispute reoccurs, i.e. in discipline tracker or other means by which principal tracks conflict resolution
- Surveys of staff and other stakeholders showing perceptions of fairness related to conflict resolution
- A documented process that shows individuals understood and accepted the best option for resolution, i.e. a form that disputing individual complete and sign upon resolution of a conflict or documentation in discipline tracker

### DISTINGUISHED

- Data that shows how frequently a single dispute reoccurs, i.e. in discipline tracker or other means by which principal tracks conflict resolution
- Surveys of staff and other stakeholders showing perceptions of fairness related to conflict resolution
- A documented process that shows individuals understood and accepted the best option for resolution, i.e. a form that disputing individual complete and sign upon resolution of a conflict
- Implementation of programs that teach staff and students how to resolve conflicts
- Implementation of policies/procedures and/or programs that teach staff and students how to appropriately respond in situations that could escalate to the conflict level



# Domain 4 Sample Artifact List

- Advanced education accreditation
- Title I plans
- Stakeholder surveys (parents, teachers, students, community)
- Minutes of planning sessions
- Progress/data on school improvement plans
- Formative reviews
- School, staff meeting agendas
- Community resources leveraged by the school
- Public services supported by the school
- Parent and student handbooks

# Domain 4 Sample Artifact List

- Classroom rules and expectations
- District and/or school wide discipline matrix
- PBIS/MTSS plans, data, and documentation
- Data from discipline tracker
- FAMILY FRIENDLY WALK THROUGH  
[https://sdsfec.org/k12/offering-your-school-a-family-friendly-walk-through/Crisis\\_plans](https://sdsfec.org/k12/offering-your-school-a-family-friendly-walk-through/Crisis_plans)
- Safe and drug free school data

# PE to TE Crosswalk

PRINCIPAL EFFECTIVENESS	TEACHER EFFECTIVENESS	
<b>Domain 4: School, Student, &amp; Staff Safety</b>	<b>Domain 2: The Classroom Environment</b>	
<b>4.1</b> Safe environment	<b>2a.</b> Creating and environment of respect and rapport <b>2d.</b> Managing student behavior <b>2e.</b> 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.
<b>4.2</b> Clear and consistent expectations  <b>4.3</b> Student behavior management	<b>2d.</b> Managing student behavior <b>2c.</b> Managing classroom procedures <b>2d.</b> 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.
<b>4.4</b> Conflict resolution	<b>2a.</b> 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.



# Principal Effectiveness Tools

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