

## **Principal Effectiveness-Progress Monitoring and Discussion Guide**

### **DOMAIN 5: School and Community Relations**

*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: Culture of Family/Community Collaboration and Involvement	<ol style="list-style-type: none"> <li>1. Do you have a strategic plan for developing partnerships with community organizations, community members, and businesses? If so, how do you evaluate the success of the plan?</li> <li>2. How do you develop and nurture collegial working relationships within the school community?</li> <li>3. How do you perceive yourself as an effective leader within both the internal and external school community?</li> <li>4. How would assess and/or evaluate your role as an effective leader within both the internal and external school community?</li> </ol>	Example: List of community partnerships	Example: Evidence of partnership in action within a classroom and/or school at large, i.e. donated materials, classroom mentorships, etc.	Example: Students participating in mentorships and internships within and without the four walls of the classroom
Component 2: Two-way Communication with Internal and External Audiences	<ol style="list-style-type: none"> <li>1. What are the ways in which you communicate with staff, students, families, and communities?</li> <li>2. How have you taken into consideration the demographics of your school when communicating with stakeholders?</li> <li>3. If you are gathering input from stakeholders, how have you used the input in your decision making?</li> <li>4. Do you communicate with stakeholders about how you have used their input in decision making? If so, how?</li> <li>5. Have you considered the role of students as stakeholders? If so, how? The Danielson Model frequently addresses students becoming leaders of their own learning. How do you involve students in decision making and leadership in the school at large?</li> </ol>	Example: Samples of range of communication types	Example: Communication samples relevant to school demographic and specialized needs	Example: Ability to articulate, share, and/or model at an appropriate developmental level the expectations of teacher.

Component 3: Culture of Dignity, Fairness, and Respect	<ol style="list-style-type: none"> <li>1. How do you develop the capacity of both your staff and students to treat all people equitably and with respect?</li> <li>2. How have you and your staff engaged in courageous conversations about diversity and culture and how they impact student learning?</li> </ol>	Example: Implementation of a program such as PBIS or Peer Mentoring	Example: Implementation of activities, processes and procedures, and programs that teach classroom teaching dignity, fairness, respect	Example: Level of student involvement in programs that teach dignity, fairness, respect
Component 4: Active Involvement with the Community	<ol style="list-style-type: none"> <li>1. Do you have a strategic plan for developing partnerships with community organizations, community members, and businesses? If so, how do you evaluate the success of the plan?</li> <li>2. How do you develop and nurture collegial working relationships within the school community?</li> <li>3. How do you perceive yourself as an effective leader within both the internal and external school community?</li> <li>4. How would assess and/or evaluate your role as an effective leader within both the internal and external school community?</li> </ol>	Example: Survey assessing staff/ community perceptions	Example: Teacher interactions at whole staff meetings/grade level/content area meetings reflecting leadership of the principal, i.e. Do teachers treat one another with respect when challenging issues are being discussed?	Example: Student interactions reflecting leadership of principal, i.e. How do students treat each other and adults in the school?

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