



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 5: School and Community Relationships

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5.1 Culture of Family/Community Collaborations and Involvement



5.1 Culture of Family/Community Collaborations and Involvement Considerations

1. How do you make families and caregivers feel welcome in your school?
2. How do you appropriately involve families in setting goals and making decisions about the school?
3. If you gather input from families, how do they know their input has been heard and valued?
4. How do you provide opportunities for families to support school success?
5. How do you assess the effectiveness of family/community partnerships?
6. How do you help stakeholders connect the value of education to post-secondary success and community vitality?

5.1 Culture of Family/Community Collaborations and Involvement - Level Comparison and Progression

BASIC

- Helps families feel welcome via an inviting environment and opportunities for involvement.
- Works with families to identify barriers to involvement.
- Works with family reps to provide input to decisions about school goals.
- Acknowledges family/community member contributions.

PROFICIENT

- Creates multiple opportunities for meaningful involvement.
- Works with families/staff to implement strategies to address barriers to involvement.
- Works with families and community to provide input to decisions about school goals and program.
- Acknowledges family/community contributions and ensures family/community members feel values.

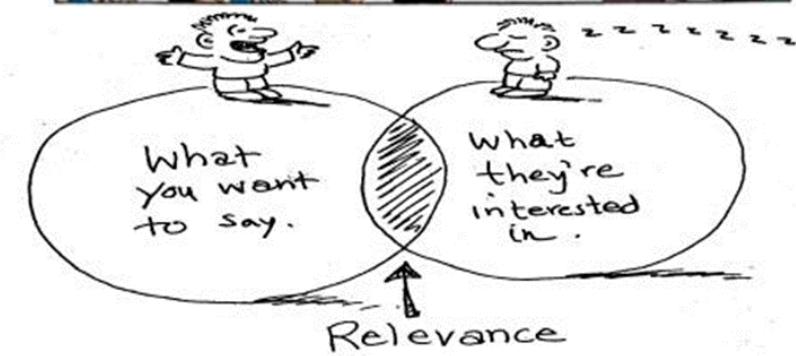
DISTINGUISHED

- Actively monitors family/community involvement and adjusts as needed to create new opportunities for involvement.
- Communicates the value of education to postsecondary success and community vitality and engages families/community members in conveying the same message to others.
- Principal routinely monitors effectiveness of family/community member involvement.
- Engages family/community members in improving effectiveness of partnerships.

5.2 Two-way Communication with Internal and External Audiences

LOS ANGELES TIMES

PEANUTS CLASSICS By Charles M. Schulz



5.2 Two-way Communication with Internal and External Audiences Considerations

1. What are the ways in which you communicate with staff, students, families, and communities?
2. How have you taken into consideration the demographics of your school when communicating with stakeholders?
3. If you are gathering input from stakeholders, how have you used the input in your decision making?
4. Do you communicate with stakeholders about how you have used their input in decision making? If so, how?
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?

5.2 Two-way Communication with Internal and External Audiences - Level Comparison and Progression

BASIC

- Communicates frequently with parents and staff using multiple methods of communication.
- Provides stakeholders with multiple methods to communicate with the school.
- Communicates in a clear and understandable manner.
- Utilizes some of the information provided by stakeholders.

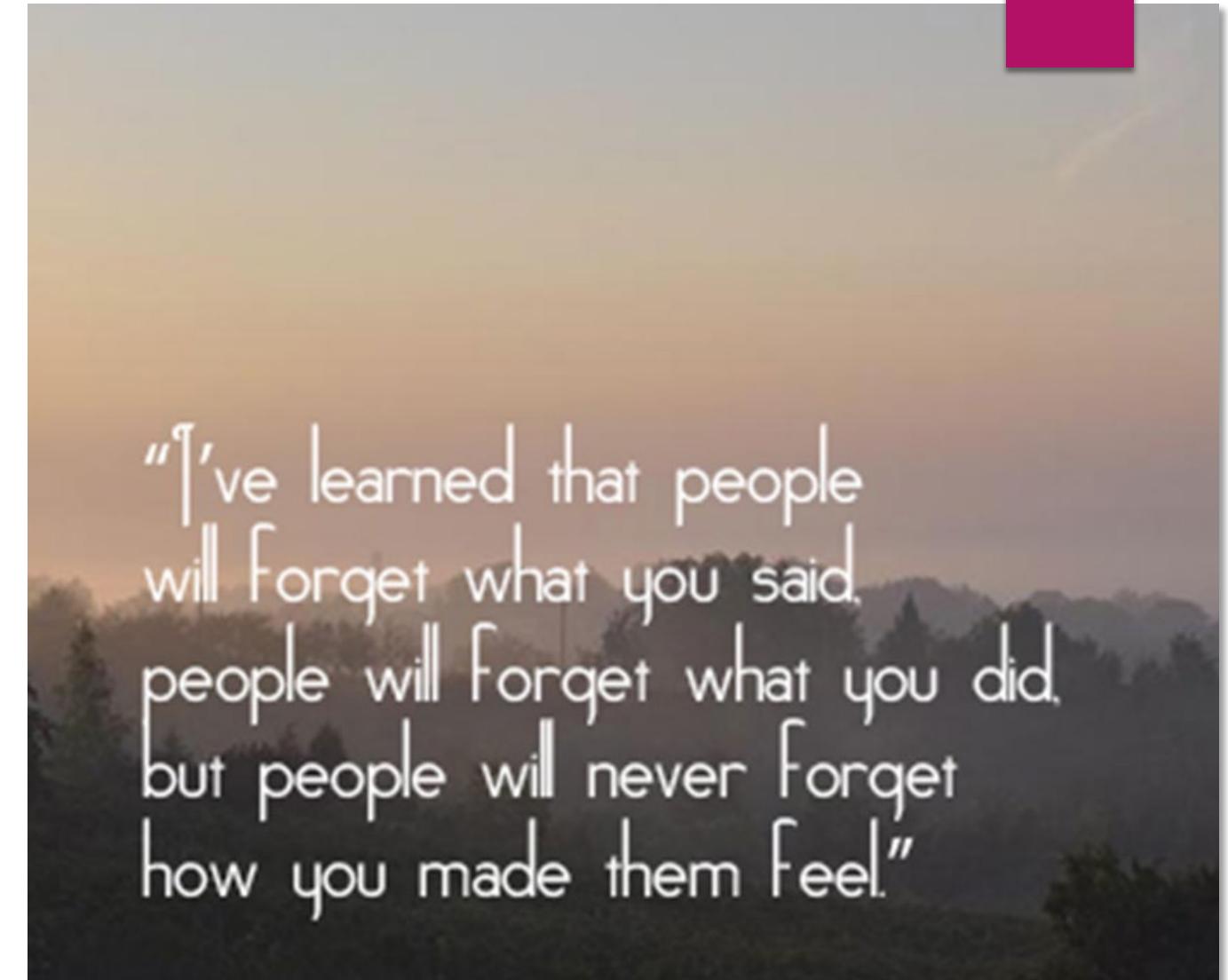
PROFICIENT

- Builds effective two-way communication systems between stakeholders and the school utilizing multiple accessible methods.
- Skillfully and clearly communicates information tailored to the audience.
- Considers all information provided by stakeholders when making decisions.

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- Moves beyond typical communication practices to develop relationships via home visits, technology, and visiting community groups.
- Creates and promotes opportunities for stakeholders to share their experiences and viewpoints, i.e. focus groups, open forums, surveys, etc.
- Tracks the impact of interactions with stakeholders by revising and expanding the scope of communications.
- Monitors and tracks the success of different communication approaches.
- Conveys information about how input was used in making decisions.

5.3 Culture of Dignity, Fairness, and Respect



Maya Angelou

5.3 Culture of Dignity, Fairness, and Respect Considerations

1. How do you develop the capacity of both your staff and students to treat all people equitably and with respect?
2. How have you and your staff engaged in courageous conversations about diversity and culture and how they impact student learning?

5.3 Culture of Dignity, Fairness, and Respect -

Level Comparison and Progression

BASIC

- Occasionally models professionalism.
- Occasionally holds students and colleagues to professional, ethical, and respectful behavioral expectations.
- Actively seeks opportunities to engage in courteous conversations about diversity and culture.

PROFICIENT

- Models professional, ethical, and respectful behavior at all times.
- Expects students and colleagues to display professional, ethical, and respectful behavior at all times.
- Builds the collective capacity of the school and the community by initiating direct conversations about culture and diversity and how they impact learning.

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- Articulates and communicates appropriate behavior to all stakeholders, including parents and community.
- Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times.
- Develops structures, outreach and training to ensure that staff develop the skill set to treat all people equitably and with respect.
- Develops staff capacity to engage in courageous conversations about diversity and culture – and how they impact student learning.

5.4 Active Involvement with the Community



5.4 Active Involvement with the Community Considerations

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?
2. How do you develop and nurture collegial working relationships within the school community?
3. How do you **perceive** yourself as an effective leader within both the internal and external school community?
4. How would **assess and/or evaluate** your role as an effective leader within both the internal and external school community?

5.4 Active Involvement with the Community - Level Comparison and Progression

BASIC

- Actively participates in district meetings, district-wide projects.
- Supports the district mission, vision, and strategic plan.
- Demonstrates timely communication with colleagues.
- Engages some community organizations, community members, and/or businesses in annual school events.

PROFICIENT

- Actively participates in district meetings, district-wide projects.
- Supports the district mission, vision, and strategic plan.
- Demonstrates timely communication with colleagues.
- Proactively volunteers to participate and support district wide projects.
- Establishes ongoing positive relationships with community organizations/members to maximize community contributions to the school.

DISTINGUISHED

- Establishes strategic partnerships with community organizations/members.
- Increases the types and numbers of organizations with whom the school partners.
- Promotes and enhances collegial working relationships through timely communications, mentoring, sharing best practices, and volunteering for projects to support colleagues.
- Is well known and highly regarded by internal and external stakeholders as an effective leader.



Domain 6: Ethical and Cultural Leadership

6.1 Sensitivity to Diversity and Cultural Differences



6.1 Sensitivity to Diversity and Cultural Differences Considerations

1. How have you assessed the needs of the school community related to culture and diversity?
2. What staff development and programs have you developed and/or facilitated to meet those needs?
3. Is the implementation of culturally responsive instruction sporadic, i.e. a unit here and there, or, is there a systemic implementation of culturally responsive instruction?
4. How does culturally responsive instruction fit into the expectation of a guaranteed and viable curriculum?
5. What student and staff behaviors are evident in your school that demonstrate and understanding of and respect for diversity among peers?
6. How do you seek and utilize community resources to strengthen an understanding of and respect for cultural diversity?

6.1 Sensitivity to Diversity and Cultural Differences - Level Comparison and Progression

BASIC

- Understands the diversity of the school community and recognizes diversity as an asset to the school.
- Articulates the need for all school staff and students to develop cultural understanding and competence.
- Utilizes a variety of methods and resources to demonstrate an appreciation and understanding of the community's cultural diversity within the school.
- Demonstrates personal comfort talking about diversity and culture.

PROFICIENT

- Understands and demonstrates an appreciation for and sensitivity to diversity in the school community and recognizes that diversity is an asset to the school.
- Provides professional development for school staff to develop cultural understanding and competence.
- Collaborates with the community to utilize a variety of methods and resources to demonstrate an appreciation and understanding of the community's cultural diversity within the school.
- Monitors school staff cultural competence and fosters the implementation of culturally responsive instruction.

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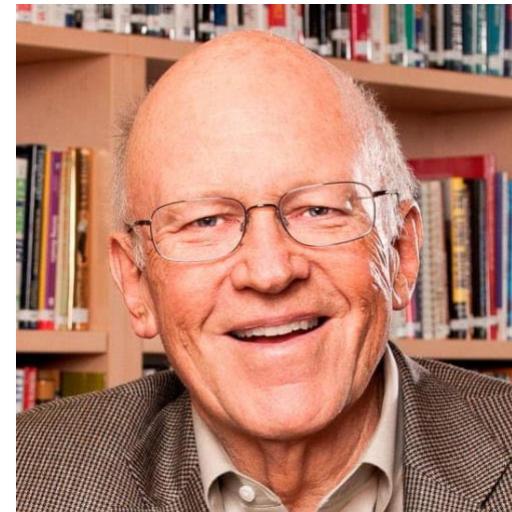
- Within the school, the students accept and respect students who are different than they are and expect their peers to value diversity.
- Secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources.
- Recognizes and integrates the learning opportunities that come from a diverse community.
- Consistently solicits feedback to ensure that all cultural groups feel respected and valued and immediately addresses any area of concern.

6.2 Modeling Values, Beliefs, and Attitudes

6.3 South Dakota Code of Ethics

“The first principle of ethical power is Purpose. By purpose, I do not mean your objective or intention-something toward which you are always striving. Purpose is something bigger. It is the picture you have of yourself-the kind of person you want to be or the kind of life you want to lead.”

Ken Blanchard



REMARKABLE PEOPLE

KEN
BLANCHARD

Leadership Expert and Best-Selling
Author of *The One-Minute Manager*

6.2 Modeling Values, Beliefs, and Attitudes -

Level Comparison and Progression

BASIC

- Serves as a role model who exemplifies high expectations for performance and other values articulated in the school mission and vision.
- Is supportive, kind, and open.
- Verbalizes a belief in students and tries to inspire students to work hard and learn.

PROFICIENT

- Serves as a role model who exemplifies high expectations for performance, lifelong learning, and other values and beliefs that the school articulates within its mission, vision, culture, values, and expectations.
- Is supportive, kind, and open and shows optimism for the future.
- Is a passionate advocate for the school.
- Symbolizes a belief in students through statements and actions and inspires students to work hard and learn.

DISTINGUISHED

- Is widely viewed as an effective role model and inspiration to students.
- Is a passionate advocate for learning and continuous improvement and for education as the pathway to success.
- Inspires teachers and students to achieve their personal best.

6.3 South Dakota Code of Ethics - Level Comparison and Progression



- The principal is aware of and consistently follows all the provisions of the South Dakota Code of Ethics for Professional Administrators and Teachers.
- The principal holds all teachers accountable for following the provisions of the South Dakota Code of Ethics for Teachers.
- The principal collects feedback on the extent to which he/she is viewed as aligning practices with the provisions of the South Dakota Code of Ethics for Professional Administrators and The South Dakota Code of Ethics for Teachers and makes corrections as needed.

Domain 5-6 Sample Artifact List

- Stakeholder surveys
- Formative reviews
- Minutes of planning sessions
- Progress on school improvement plan
- School/staff meeting agendas
- Curriculum maps aligned to domains
- Documentation of instructional practices used in the school
- Community partnerships and their outcomes
- Teacher professional growth plans

Domain 5-6 Sample Artifact List

- Estimated community resources leveraged by the school
- Public services supported by the school
- Communication logs and other feedback
- Parent newsletters
- Parent organization/association rosters
- Family engagement in school-based activities
- School web-site
- Mentoring/Internship
- Principal professional growth plan
- Media Relations

PE to TE Crosswalk

Domain 5: School & Community Relationships	Domain 2: The Classroom Environment Domain 4: Professional Responsibilities	
5.1 Culture of family/community collaboration and involvement 5.2 Two-way communication with internal and external audiences	4c. Communicating with families	Principals and teachers support and promote a culture of family and community involvement to engage stakeholders in school goals and programs and the on-going progress of individual students.
5.3 Culture of dignity, fairness, and respect	2a. 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.
Domain 6: Ethical and Cultural Leadership	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	
6.1 Sensitivity to diversity and cultural differences 6.2 Modeling values, beliefs, and attitudes 6.3. South Dakota Code of Ethics	1b. Demonstrating knowledge of students 4f. Showing professionalism	Principals work with teachers to develop an understanding of their students as learners. Principals have a responsibility to establish, model and enforce clear expectations regarding professional behavior.

A woman with blonde hair, wearing a grey zip-up hoodie, is laughing heartily while holding a clipboard. She is in the foreground, with other people visible in the background, suggesting a professional or educational setting.

Principal Effectiveness Tools

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