SOUTH DAKOTA PRINCIPAL EVALUATION CROSSWALK

Each school district must, at a minimum, utilize the state minimum evaluation requirements when evaluating principals in the district.

<u>Minimum Requirements</u>

- **Base Principal/Assistant Principal evaluations on the South Dakota Framework for Effective Principals**
  - The SD Framework for Effective Principals are the set of standards used to evaluate the professional practices of South Dakota public principals and assistant principals.

- **Use results to guide professional growth**

- **Provide clear, timely and useful feedback, including feedback that identifies needs and guides professional development**

- **Evaluate the performance of each principal and assistant principal at least once per year for the principal's or assistant principal's first four years of employment with the district and at least every other year thereafter.**

- **Principal and assistant principal evaluations shall be performed by the district superintendent or another supervisor of the principal or assistant principal assigned by the superintendent to perform the evaluation.**

SOUTH DAKOTA PRINCIPAL EVALUATION
CROSSWALK REQUEST FORM

District Name:

Superintendent Name:

Phone Number:

Email Address:

If you choose to request flexibility, please select the area(s) for which you would like flexibility:

_____**1)** Request flexibility to use a model of professional practice other than the South Dakota Framework for Effective Principals. (Complete pages 2-9)

_____ District-wide
_____ School level (identify schools)

_____   _____
Superintendent   **Date Submitted**

_____   _____
Approved by School Board President   **Date Approved**

These forms are due no later than January 31st prior to the school year they will be in effect. They should be sent to:

> **Hope Paulson**
> **South Dakota Department of Education**
> **800 Governors Drive**
> **Pierre, SD 57501**

SOUTH DAKOTA PRINCIPAL EVALUATION
CROSSWALK REQUEST FOR PROFESSIONAL PRACTICE RATING

What model of professional practice will be used to evaluate principals?

Briefly describe the research base for this model:

Has the district provided training on this model to principals? If yes, describe the type of training and when it has occurred. If no, will you provide training during the upcoming school year?

The minimum requirements for principal evaluation state that at least one component from each of the six domains of the South Dakota Framework for Effective Principals are used to measure a principal. How will you ensure each of the domains is included in the professional practice rating?

Please attach additional documentation including a rubric, evaluation tool, etc., reflecting the model for professional practice.

Using the form on the following 6 pages, identify how the professional practice model can be cross-walked to the South Dakota Framework for Effective Principals.

South Dakota Framework for Effective Principals	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 1 - Vision and Goals			
To promote student success, principals guide the development and implementation of a shared vision, mission and goals for the school.			
1.1 Develops and implements goals, objectives, and strategies to achieve the shared vision for school and student success.			
1.2 Reviews and monitors the school's vision, mission, goals and school improvement plans to ensure high expectations for student learning and continuous school improvement.			

South Dakota Framework for Effective Principals	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 2 - Instructional Leadership			
To promote student success, principals engage with teachers, research and data to promote a school culture and instructional program that fosters student learning and staff professional growth.			
2.1 Promotes, facilitates and utilizes the effective use of data from multiple measures to inform instruction and evaluate student performance to support effective instruction.			
2.2 Leads and supports staff in acquiring, planning and implementing research-based instructional strategies and technologies that advance the school's vision and goals and meet the diverse needs of all students.			
2.3 Distributes leadership and creates communities of practice within the school to improve teaching and learning.			
2.4 Ensures that the instructional content/curriculum is aligned with the state/district content standards and curriculum priorities of the school and district.			
2.5 Develops a professional growth plan for the purpose of continuous improvement.			

South Dakota Framework for Effective Principals	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 3 - School Operations and Resources			
To promote student success, principals efficiently and productively manage operations and resources such as human capital, time and funding.			
3.1 Manages and budgets all resources and operational procedures to provide an efficient, effective and well-maintained learning environment that maximizes learning opportunities for all students.			
3.2 Develops the capacity for shared leadership maximizing both ownership and accountability.			
3.3 Recruits, selects, places, supervises, coaches and evaluates staff to ensure high quality instruction and student success.			
3.4 Resolves potential challenges and maximizes opportunities within existing school operations and resources to ensure high levels of student and adult learning.			

South Dakota Framework for Effective Principals	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 4 - School, Student and Staff Safety			
To promote student success, principals create a physically, emotionally, cognitively, and culturally safe learning environment for students and staff.			
4.1 Creates a safe school environment that addresses the physical, emotional and cognitive needs of the school community by openly addressing and resolving potential safety issues.			
4.2 Establishes and communicates clear and consistent expectations of staff and student conduct.			
4.3 Utilizes fair, effective, and supportive practices in establishing student behavior management.			
4.4 Uses effective conflict resolution skills to resolve challenges in a timely manner.			

South Dakota Framework for Effective Principals	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 5 – School and Community Relationships			
To promote student success, principals foster relationships by collaborating, seeking input and communicating with all school and community stakeholders.			
5.1 Supports and promotes a culture of family and community collaboration and involvement to engage stakeholders in school goals and programs.			
5.2 Communicates, receives and utilizes for decision making, information about the school with internal and external audiences through a variety of methods.			
5.3 Establishes and supports a school culture, climate and environment that treats all individuals with dignity, fairness, and respect.			
5.4 Exhibits high visibility and active involvement within the school and community.			

South Dakota Framework for Effective Principals	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 6 – Ethical and Cultural Leadership			
To promote student success, principals provide ethical, cultural and skilled leadership.			
6.1 Models appreciation for and sensitivity to diversity and cultural differences.			
6.2 Models values, beliefs, and attitudes that inspire others to higher levels of performance.			
6.3 Models the South Dakota Code of Ethics for Professional Administrators.			

Please attach additional document, forms, or other information you would like to share.