

SOUTH DAKOTA'S PRINCIPAL EFFECTIVENESS MODEL

Using Multiple Measures to Determine and Differentiate Principal Performance

Recommendations of the South Dakota Commission on Teaching and Learning - Principal Effectiveness Subgroup

Brian Aust, Project Manager - Educator Effectiveness

East Dakota Educational Cooperative

brian.aust@edec.org

605.367.4680



CONTENT OVERVIEW

ABOUT

Background, purpose and overview

PRACTICE

Evaluations of professional practice

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THE STAKEHOLDERS: INVESTED IN PRINCIPAL EFFECTIVENESS

Acknowledgements

The 2013-14 Principal Effectiveness Pilot Project builds upon contributions made by state entities, education organizations, school districts, and educators.

- South Dakota Department of Education
- 2012 Principal Evaluation Work Group
- **South Dakota Commission on Teaching and Learning - Principal Effectiveness Subgroup**
- 2013-14 Principal Effectiveness Pilot Schools
- University of South Dakota

THE ASPIRATION: **IMPROVE STUDENT SUCCESS**

PURPOSE: Evaluation and professional growth systems

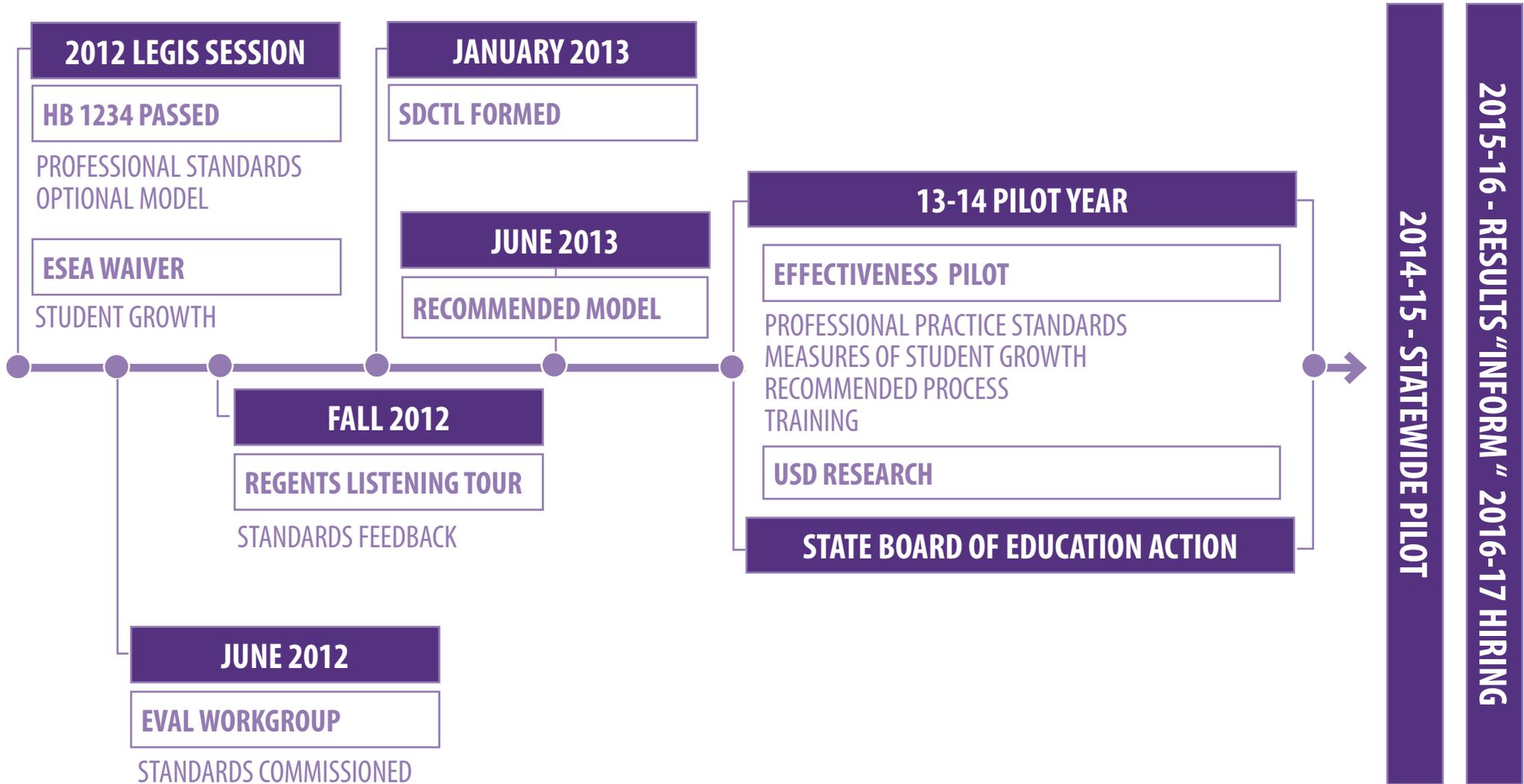
- **Ensure every school has an effective principal**
- **Foster continuous improvement by improving practice and educator effectiveness**
- **Foster professional growth and accountability to enhance skills and knowledge**
- **Provide a record of facts and assessment to inform personnel decisions**



Why are you working to improve principal effectiveness?

Define what is important to your district, school and staff.

THE PATH: EFFECTIVENESS MODEL DEVELOPMENT TIME LINE



THE FLEXIBILITY: REQUIREMENTS VS. RECOMMENDATIONS

“South Dakota school districts have the option to implement an evaluation system that differs from recommendations... provided the district adheres to minimum state and federal requirements.”

- South Dakota Principal Effectiveness Handbook, Pilot Project Draft

THE BOTTOM LINE: STATE AND FEDERAL REQUIREMENTS

Principal Effectiveness Requirements

As a result of the federal ESEA Flexibility Waiver, in 2014-15 all SD school districts must:

1

PROVIDE REGULAR, TIMELY FEEDBACK ON PRINCIPAL PERFORMANCE

Principals must be evaluated regularly, but federal law does not define regularly.

2

BE BASED ON MULTIPLE MEASURES, INCLUDING STUDENT GROWTH

Professional practice relative to principal standards; student growth one "significant factor."

3

DETERMINE AND DIFFERENTIATE PRINCIPAL PERFORMANCE

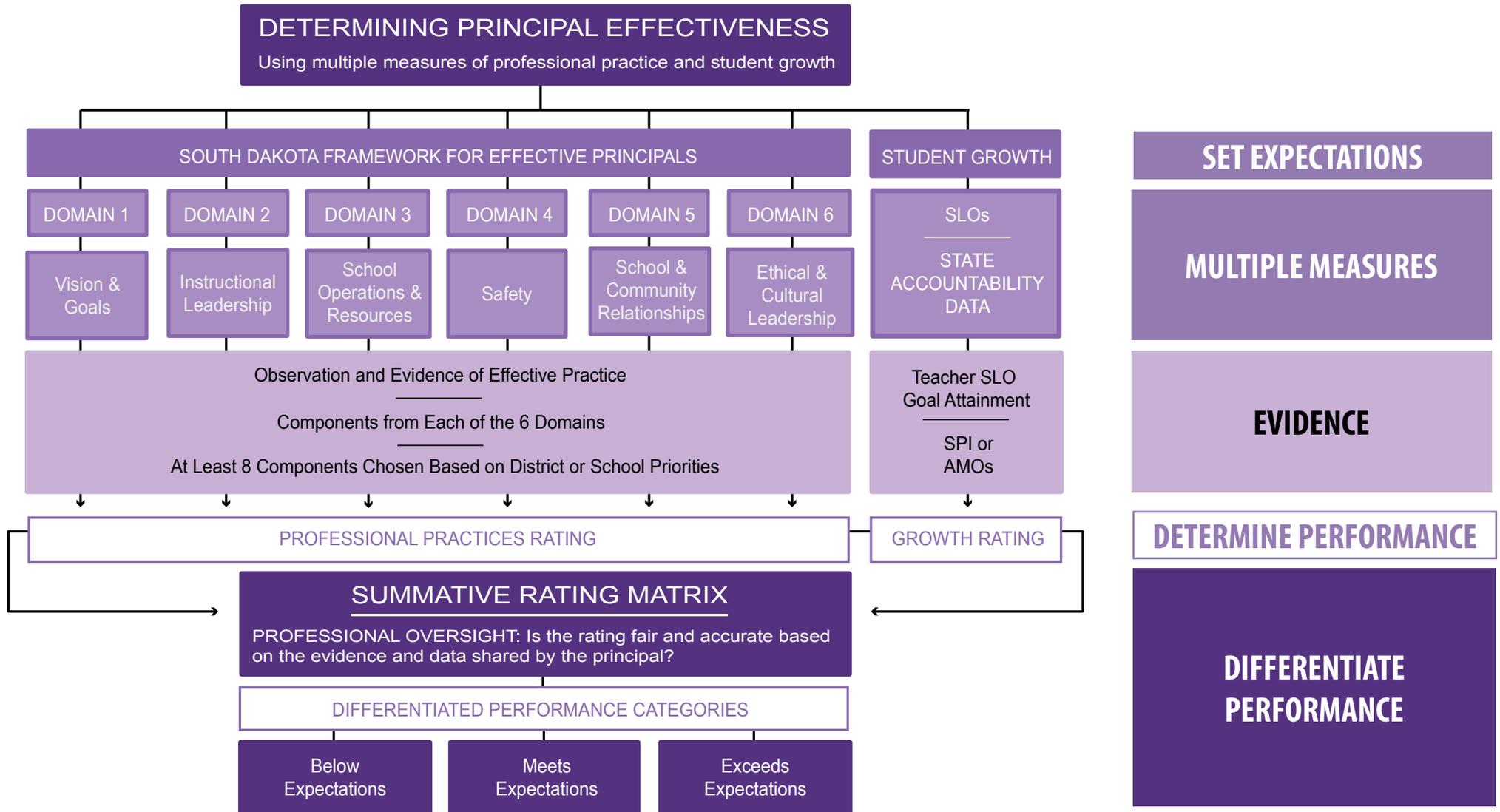
Three performance categories: Below Expectations, Meets Expectations, Exceeds Expectations.

4

GUIDE PROFESSIONAL GROWTH, CONTINUOUS IMPROVEMENT, AND PERSONNEL DECISIONS

Growth plans for all principals, improvement plans for those not meeting expectations.

THE MODEL: RECOMMENDED PRINCIPAL EFFECTIVENESS MODEL



Evaluating Professional Practice

THE FOUNDATION OF SOUTH DAKOTA'S PRINCIPAL EFFECTIVENESS MODEL

Standards-based Performance Assessment

School districts have the freedom to examine and select principal performance standards that serve as the basis for professional practice evaluations.

1

PRINCIPALS EVALUATED RELATIVE TO PERFORMANCE STANDARDS

Local school districts have the responsibility to select performance standards matched to local priorities.



Who will be evaluated?

Only evaluations of principals are reported.



How do we evaluate principals with multiple roles or buildings?

Evaluate for the role and building in which the majority of time is spent.



How do we evaluate superintendents that have principal duties?

Evaluate the individual as a superintendent.

The Framework for Effective Principals

A common language to guide principal professional practice evaluations.

Recommendation: 8 components, including 1 from each domain.

DOMAIN 1 VISION AND GOALS

- 1.1 Shared Vision for Success
- 1.2 School Improvement

DOMAIN 2 INSTRUCTIONAL LEADERSHIP

- 2.1 Use of Data to Support Instruction
- 2.2 Curriculum, Instruction and Assessment
- 2.3 Distributive Leadership
- 2.4 Standards and Content
- 2.5 Continuous Professional Growth

DOMAIN 3 OPERATIONS & RESOURCES

- 3.1 Operational Procedures
- 3.2 Shared Leadership
- 3.3 High Quality Teachers
- 3.4 Challenges and Opportunities

DOMAIN 4 SAFETY

- 4.1 Safe Environment
- 4.2 Clear and Consistent Expectations
- 4.3 Student Behavior Management
- 4.4 Conflict Resolution

DOMAIN 5 RELATIONSHIPS

- 5.1 Culture of Collaboration and Involvement
- 5.2 Two-way Communication
- 5.3 Culture of Dignity, Fairness and Respect
- 5.4 Active Community Involvement

DOMAIN 6 ETHICAL & CULTURAL LEADERSHIP

- 6.1 Diversity and Cultural Differences
- 6.2 Modeling Values, Beliefs and Attitudes
- 6.3 Code of Ethics

Domain 2: Instructional Leadership

The Instructional Leadership domain includes five components.

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

2.1 Use of Data to Support Instruction:

An effective principal promotes, facilitates, and utilizes the effective use of data from multiple sources to inform instruction and evaluates student performance to support effective instruction.

2.2 Involvement in Curriculum, Instruction and Assessment.

An effective principal 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 Distributive Leadership

An effective principal distributes leadership and creates communities of practice within the school to improve teaching and learning.

2.4 Monitoring and Evaluating Standards and Content

An effective principal ensures that the instructional content/curriculum is aligned with state/district content standards and curriculum priorities of the school and district.

2.5 Continuous Improvement

A principal develops a professional growth plan for the purpose of continuous improvement.

Evidence: Observations and Artifacts

Collecting evidence of performance relative to principal performance standards

FORMAL OBSERVATION

Conducted on-site and long enough to observe multiple aspects of principal performance; includes a pre- and post-observation conference.

INFORMAL OBSERVATION

Lasts at least 15 minutes, may or may not be announced, and results in documented feedback to the principal.

OBSERVATIONS: YEARS 1-3

(2) Formal [1 Staff Meeting]
(3) Informal

OBSERVATIONS: YEARS 4+

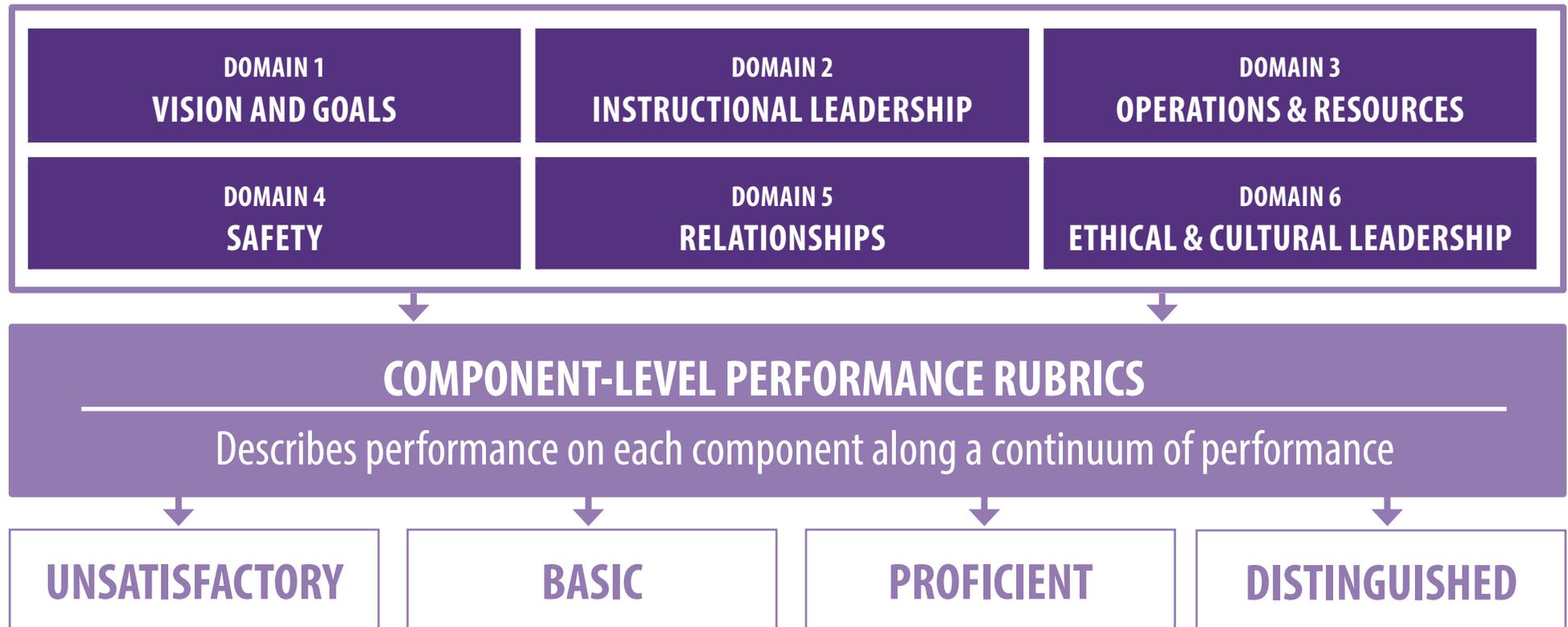
(1) Formal [1 Staff Meeting]
(3) Informal

PRINCIPAL PORTFOLIO

A collection of artifacts - documents, materials, strategies, 360 survey results - that demonstrate performance relative to professional standards.

Rubric-based Performance Assessment

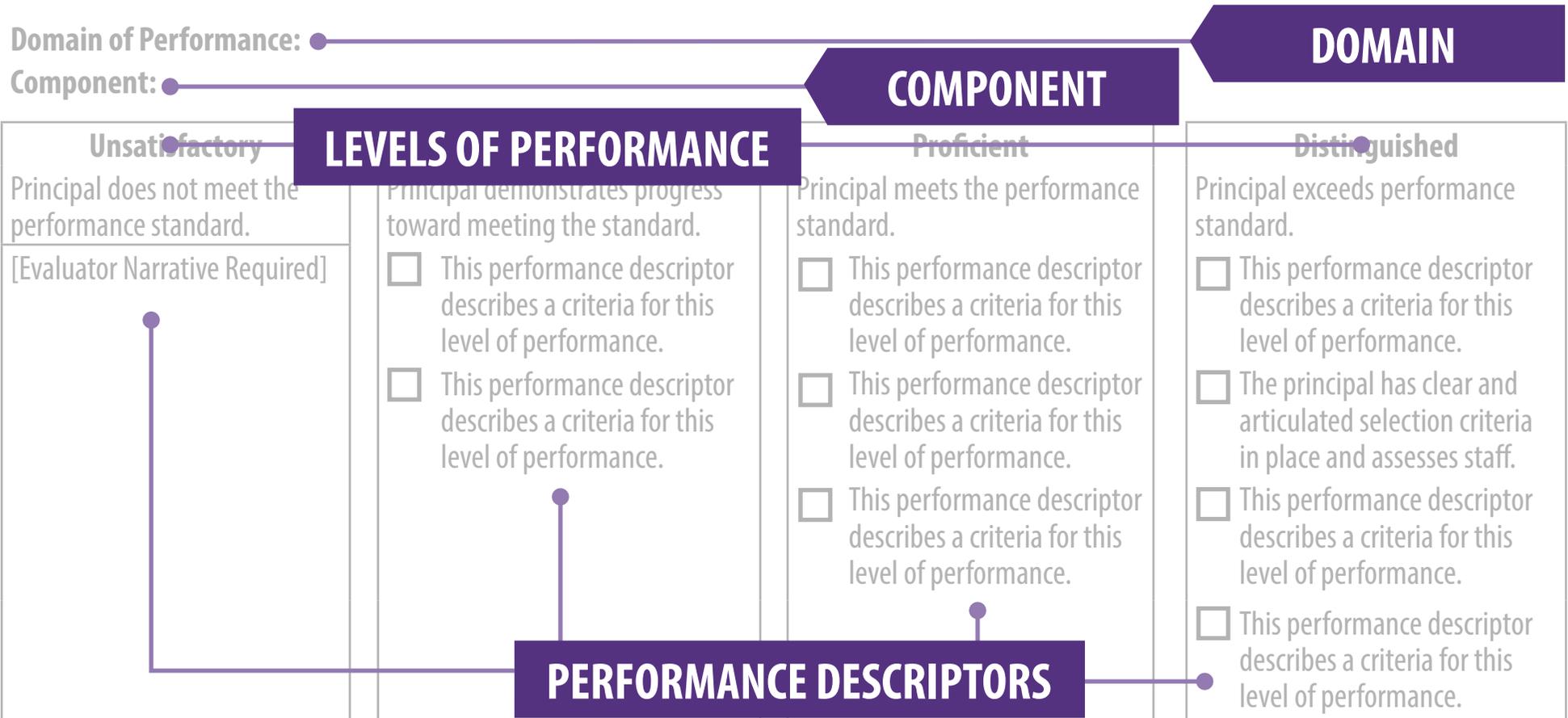
All supporting evidence is evaluated against clear, common rubrics.



@ **FIND IT ONLINE:** Framework for Effective Principals - Rubrics: <http://bit.ly/GVz4MF>

Rubric Construction

Domains, components, levels of performance and performance indicators.

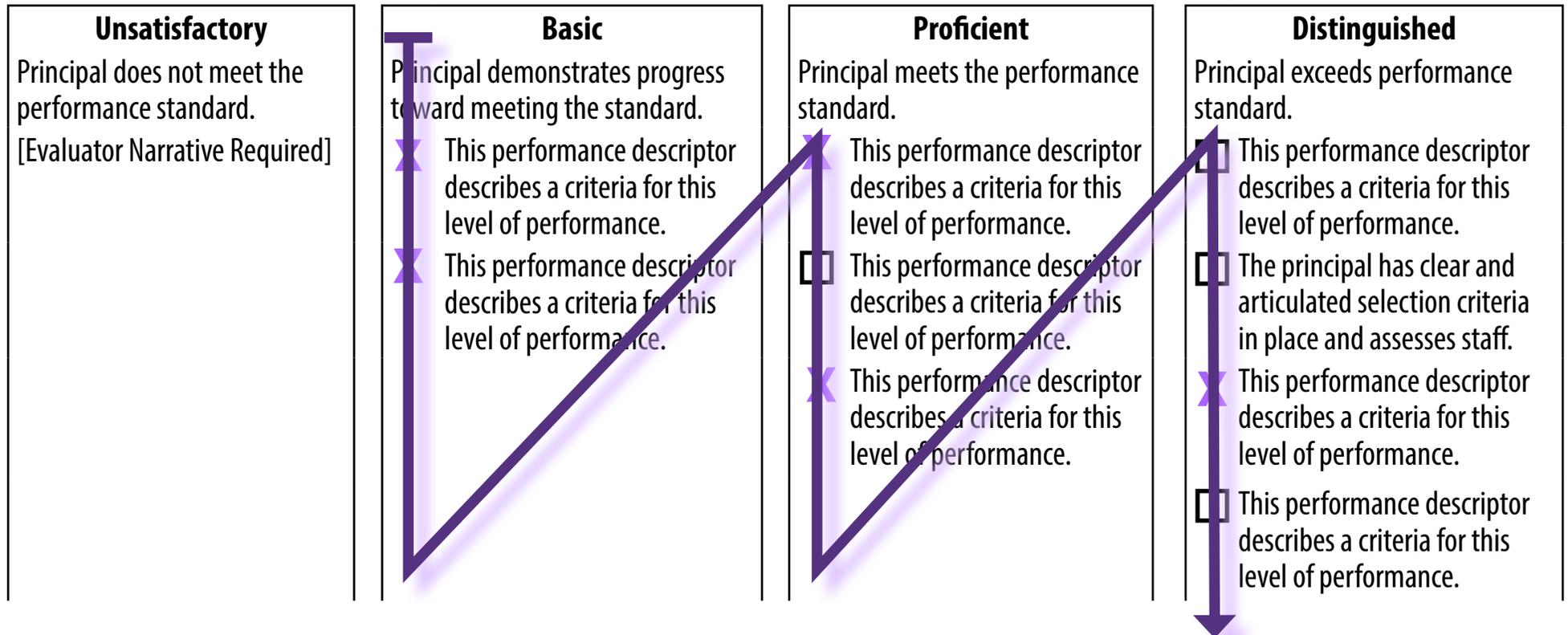


Rubric-based Scoring

A consistent scoring method that is both cumulative and additive

Domain of Performance:

Component:



COMPONENT SCORE: PROFICIENT

*Performance on this component is scored as **Proficient** because a majority of indicators in the “Proficient” level of performance were demonstrated, and because a majority of indicators in the “Basic” level of performance were also demonstrated.*

Unsatisfactory

Principal does not meet the performance standard.
[Evaluator Narrative Required]

Basic

Principal demonstrates progress toward meeting the standard.

- This performance descriptor describes a criteria for this level of performance.
- This performance descriptor describes a criteria for this level of performance.

Proficient

Principal meets the performance standard.

- This performance descriptor describes a criteria for this level of performance.
- This performance descriptor describes a criteria for this level of performance.
- This performance descriptor describes a criteria for this level of performance.

Distinguished

Principal exceeds performance standard.

- This performance descriptor describes a criteria for this level of performance.
- The principal has clear and articulated selection criteria in place and assesses staff.
- This performance descriptor describes a criteria for this level of performance.
- This performance descriptor describes a criteria for this level of performance.

The Professional Practice Rating

A holistic view of performance that emphasizes instructional leadership.

1

ASSIGN POINT VALUES TO COMPONENT-LEVEL PERFORMANCE

Distinguished = 4; Proficient = 3; Basic = 2; Unsatisfactory = 1

2

DETERMINE DOMAIN-LEVEL PERFORMANCE RATINGS

Use component-level values to determine and assign a point value to domain-level ratings.

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

COMPONENT	LEVELS OF PERFORMANCE				POINTS
	Unsatisfactory (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)	
2.1 Use of Data to Support Instruction:			X		3
2.2 Involvement in Curriculum, Instruction and Assessment				X	4
2.3 Distributive Leadership		X			2
2.4 Monitoring and Evaluating Standards and Content			X		3
2.5 Continuous Improvement			X		3
TOTAL POINTS					15

5-7 Points = Unsatisfactory; 8-12 Points = Basic
 13-17 Points = Proficient; 18-20 Points = Distinguished

DOMAIN 2 PERFORMANCE
PROFICIENT

The Professional Practice Rating

A holistic view of performance that emphasizes instructional leadership

1

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Distinguished = 4; Proficient = 3; Basic = 2; Unsatisfactory = 1

2

DETERMINE DOMAIN-LEVEL PERFORMANCE RATINGS

Use component-level values to determine and assign a point value to domain-level ratings.

3

APPLY WEIGHTS AND ADD POINTS FOR ALL DOMAINS EVALUATED

$(D1 \times 10\%) + (D2 \times 30\%) + (D3 \times 10\%) + (D4 \times 20\%) + (D5 \times 20\%) + (D6 \times 10\%)$

Weighting Domain-Level Performance

Recommended domain-level weighting places an emphasis on instructional leadership.

<p>DOMAIN 1 VISION AND GOALS</p> <p>10%</p>	<p>DOMAIN 2 INSTRUCTIONAL LEADERSHIP</p> <p>30%</p>	<p>DOMAIN 3 OPERATIONS & RESOURCES</p> <p>10%</p>
<p>DOMAIN 4 SAFETY</p> <p>20%</p>	<p>DOMAIN 5 RELATIONSHIPS</p> <p>20%</p>	<p>DOMAIN 6 ETHICAL & CULTURAL LEADERSHIP</p> <p>10%</p>

The Professional Practice Rating

A holistic view of performance that emphasizes instructional leadership

1

ASSIGN POINT VALUES TO COMPONENT-LEVEL PERFORMANCE

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4

ASSIGN THE OVERALL PROFESSIONAL PRACTICE RATING

1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00
Unsatisfactory	Basic	Proficient	Distinguished

DETERMINING THE PROFESSIONAL PRACTICE RATING

DOMAIN	LEVELS OF PERFORMANCE				WEIGHT	POINTS
	Unsatisfactory (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)		
1. Vision and Goals				4	10%	0.4
2. Instructional Leadership			3		30%	0.9
3. Operations & Resources		2			10%	0.2
4. Safety		2			20%	0.4
5. Relationships			3		20%	0.6
6. Ethical & Cultural Leadership			3		10%	0.3

TOTAL POINTS

2.8

5-7 Points = Unsatisfactory; 8-12 Points = Basic
13-17 Points = Proficient; 18-20 Points = Distinguished

PROFESSIONAL PRACTICE RATING
PROFICIENT

Awareness & Evaluator Training

Upcoming training opportunities related to principal professional practice evaluations.

Awareness Webinars

Principal Effectiveness Model (Nov.)

Professional Practice Standards (Dec.)

Evaluator Training

USD Course (Spring Semester 2014)

Evaluating Student Growth

INCORPORATING QUANTITATIVE MEASURES OF STUDENT LEARNING



FIND IT ONLINE: Download the SLO Guidebook at: <http://bit.ly/1bJ4XVz>

Minimum Requirements: Student Growth

Beginning in the 2014-15 school year, South Dakota school districts must adopt policies and procedures that conform to minimum requirements.

1

INCLUDE STUDENT GROWTH AS A “SIGNIFICANT FACTOR” IN DETERMINING EFFECTIVENESS

Student growth: A change in achievement between two or more points in time.

2

PRINCIPALS: STATE ACCOUNTABILITY DATA MUST BE USED AS ONE MEASURE

State accountability data - SPI or AMOs - must be used to evaluate principal impact on student growth

Minimum Requirements: Student Growth

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1

INCLUDE STUDENT GROWTH AS A “SIGNIFICANT FACTOR” IN DETERMINING EFFECTIVENESS

Student growth: A change in achievement between two or more points in time.

2

2013-14 PILOT YEAR

PILOT SCHOOLS AND DISTRICTS WILL NOT BE REQUIRED TO USE STATE-MANDATED ASSESSMENTS OR STATE ACCOUNTABILITY DATA AS A MEASURE OF EDUCATOR IMPACT ON STUDENT GROWTH. THE REQUIREMENT TO USE STATE ACCOUNTABILITY DATA WILL APPLY FOR 2014-15.

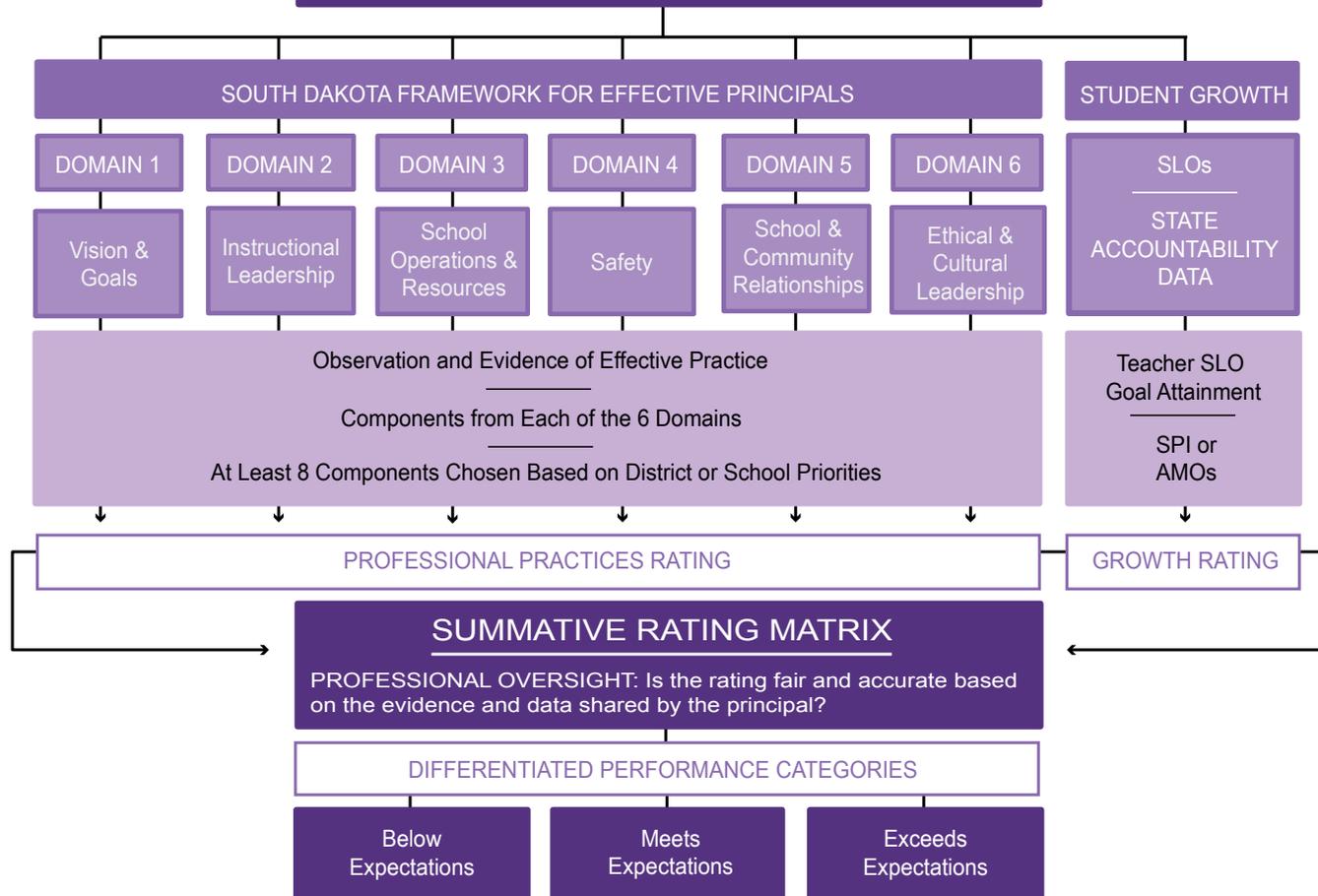


Who will be evaluated?

Only principal evaluations will be reported.

DETERMINING PRINCIPAL EFFECTIVENESS

Using multiple measures of professional practice and student growth



SET EXPECTATIONS

MULTIPLE MEASURES

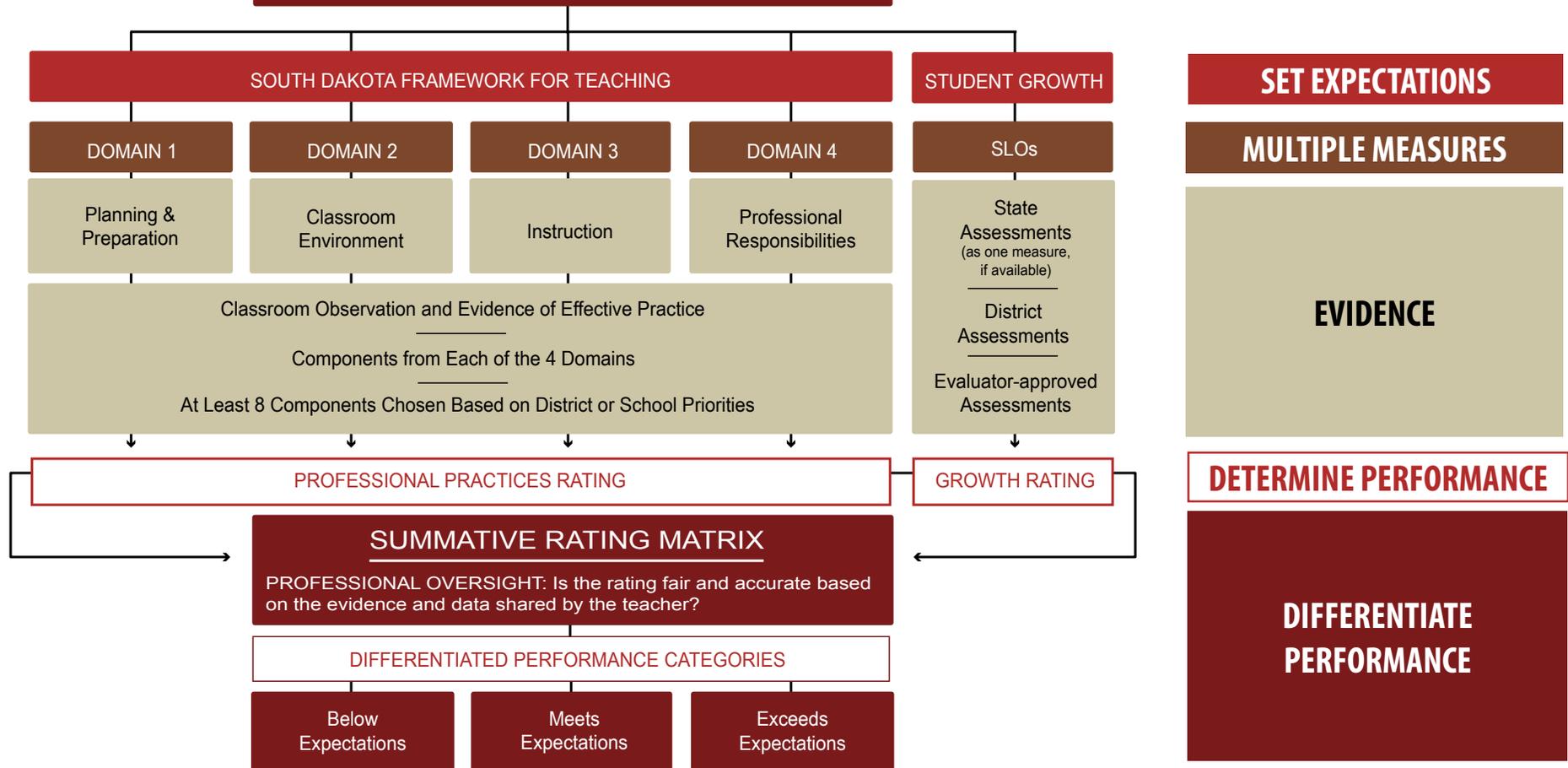
EVIDENCE

DETERMINE PERFORMANCE

DIFFERENTIATE PERFORMANCE

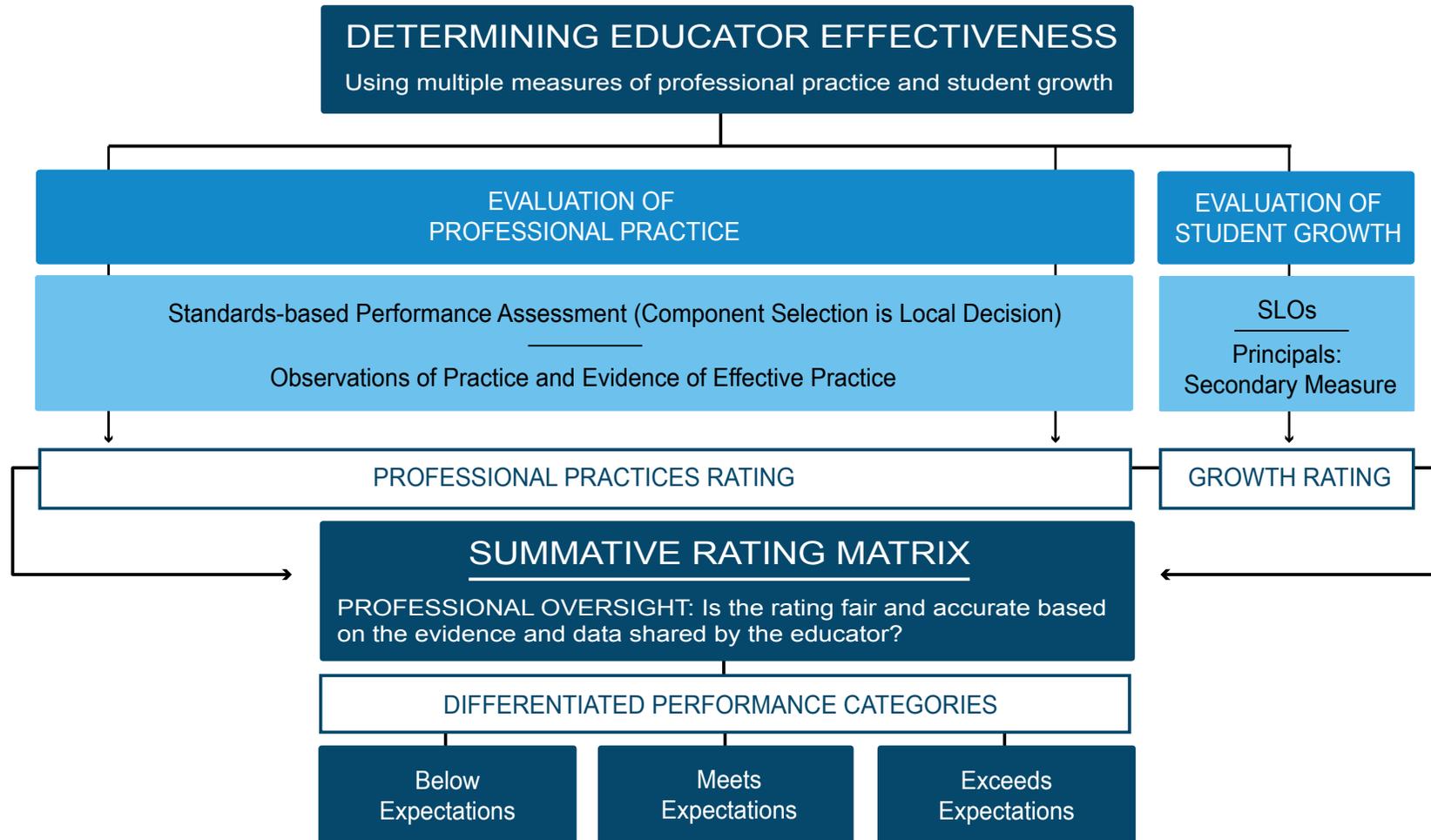
DETERMINING TEACHER EFFECTIVENESS

Using multiple measures of professional practice and student learning



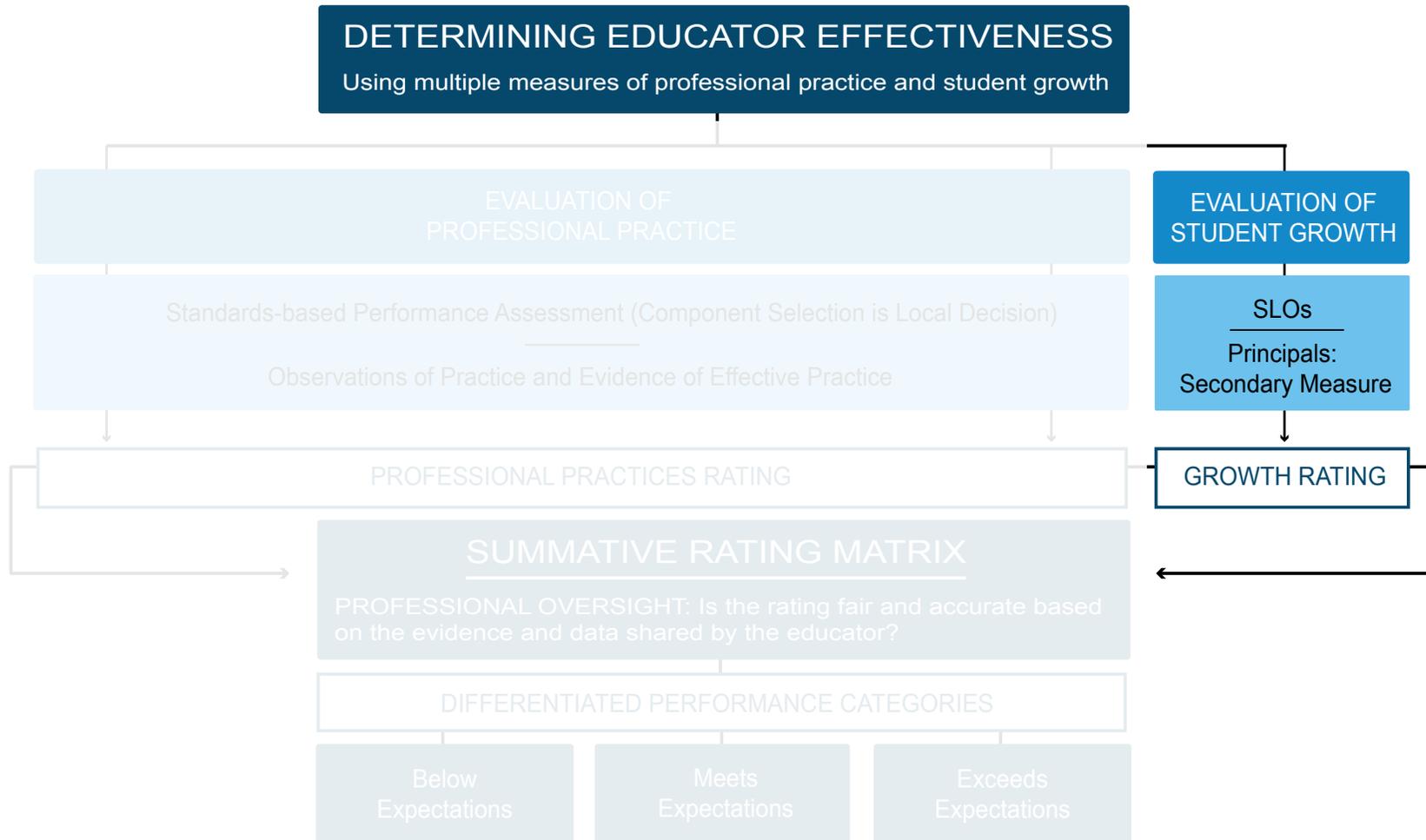
A Common Effectiveness Model Design

Effectiveness determined by evaluations of professional practice and student growth.



SLOs: Primary Measure for Principals

Both effectiveness models are linked through SLO implementation.



What Are Student Learning Objectives?

An SLO is a teacher-driven goal or set of goals that establish expectations for student academic growth during a specified a period of time.

SLOs ASK EDUCATORS TO ANSWER 4 MAIN QUESTIONS



What do I want my students to be able to know and do?

Setting priorities for learning; aligned to standards and appropriate school goals.



Where are my students starting?

Data-driven establishment of student starting points by which growth is measured.



How will growth be measured?

Select an available assessment, or develop one.



What can I expect my students to achieve?

Setting rigorous, achievable student growth goals that are backed by rationale.

SLOs Document Instructional Strategies

An SLO is a written document that formalizes the practices of aligning instruction to student needs and establishing rigorous, realistic expectations for student learning.

1

THE STUDENT POPULATION

Defines the number of students addressed, includes all students (less agreed upon accommodations).

2

LEARNING CONTENT

Includes the specific standard(s) being addressed, aligned to school priorities when appropriate

3

ASSESSMENT USED TO MEASURE GROWTH

What assessment will be used? The most common state, district or teacher-developed assessments.

4

INTERVAL OF INSTRUCTION

The instructional period - a school year, semester, quarter - in which the content will be taught.

SLOs Document Instructional Strategies

An SLO is a written document that formalizes the practices of aligning instruction to student needs and establishing rigorous, realistic expectations for student learning.

5

STUDENT BASELINES

Students understanding of the learning content at the beginning of the instructional period.

6

GROWTH GOAL STATEMENT

Identifies the expected student growth during the instructional period

7

RATIONALE

Ties all elements together in a statement supporting student progress growth.



How does your district currently use assessment data to set goals?

Student Learning Objectives is a new term, but the concepts may be familiar.

Benefits of SLO Implementation

The recommendation use SLOs to measure educator impact on student growth was influenced by four key benefits.

REFLECT BEST PRACTICE

SLOs formalize teaching best practices - setting goals for students, using data to drive instruction - while promoting reflection and professional dialogue.

COLLABORATIVE

Teachers or teams of teachers take ownership in establishing SLOs, and the process encourages support and ongoing communication with principals.

FLEXIBLE

All teachers participate in a common goal-setting process that empowers educators to develop goals that are relevant and authentic.

FOCUSED

SLOs ask educators to determine student needs and align the SLO to the most important learning that needs to occur.

**REFLECT BEST
PRACTICE**

SD Framework For Principals

Components linked to SLOs

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

- 2.1 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

- 3.3 High Quality Teachers

SPI or AMOs: Secondary Measure of Growth

Principals and superintendents agree upon a school-level growth goal measured by either Annual Measurable Objectives or the School Performance Index.

AMOs

Annual Measurable Objectives are unique, school level and school district goals focused on narrowing achievement gaps.

SPI

The School Performance Index is a 100-point index that assesses individual school performance based upon multiple indicators.



Will the new Smarter Balanced Assessments impact AMOs?

Yes. AMOs will be established based on new assessment results.



Which indicators are included in the SPI?

The state plans to use only three student measures.

Principals: Student Growth Rating

A rating of Low, Expected or High that is calculated by combining and weighting results from the primary measure (SLOs) and secondary measure (AMOs or SPI).

SLOs
75%

Scoring a principal's SLO measure is based on the percentage of teachers meeting student growth goals documented in SLOs.

AMOs or SPI
25%

Scoring a principal's AMO or SPI measure is based on the extent to which the goals established with the superintendent have been met.

2013-14 PILOT YEAR

PILOT SCHOOLS AND DISTRICTS WILL NOT BE REQUIRED TO USE STATE-MANDATED ASSESSMENTS OR STATE ACCOUNTABILITY DATA AS A MEASURE OF EDUCATOR IMPACT ON STUDENT GROWTH. THE REQUIREMENT TO USE STATE ACCOUNTABILITY DATA WILL APPLY IN 2014-15.

Principals: Scoring the SLO Measure

As the primary measure, 75% of a principal's student growth rating based on the percentage of teachers meeting student growth goals documented in SLOs.

LOW GROWTH

Less than 80% of teachers earn expected growth

EXPECTED GROWTH

80-90% of teachers earn expected growth

HIGH GROWTH

91-100% of teachers earn expected growth

Teachers: Student Growth Rating

A teacher's student growth rating is determined by the percentage of goal attainment and is classified into one of three performance categories.

LOW GROWTH

Less than 65% goal attainment

EXPECTED GROWTH

Between 65% and 85% goal attainment

HIGH GROWTH

Between 86% and 100% goal attainment

Teachers: Student Growth Rating

A teacher's student growth rating is determined by the percentage of goal attainment and is classified into one of three performance categories.

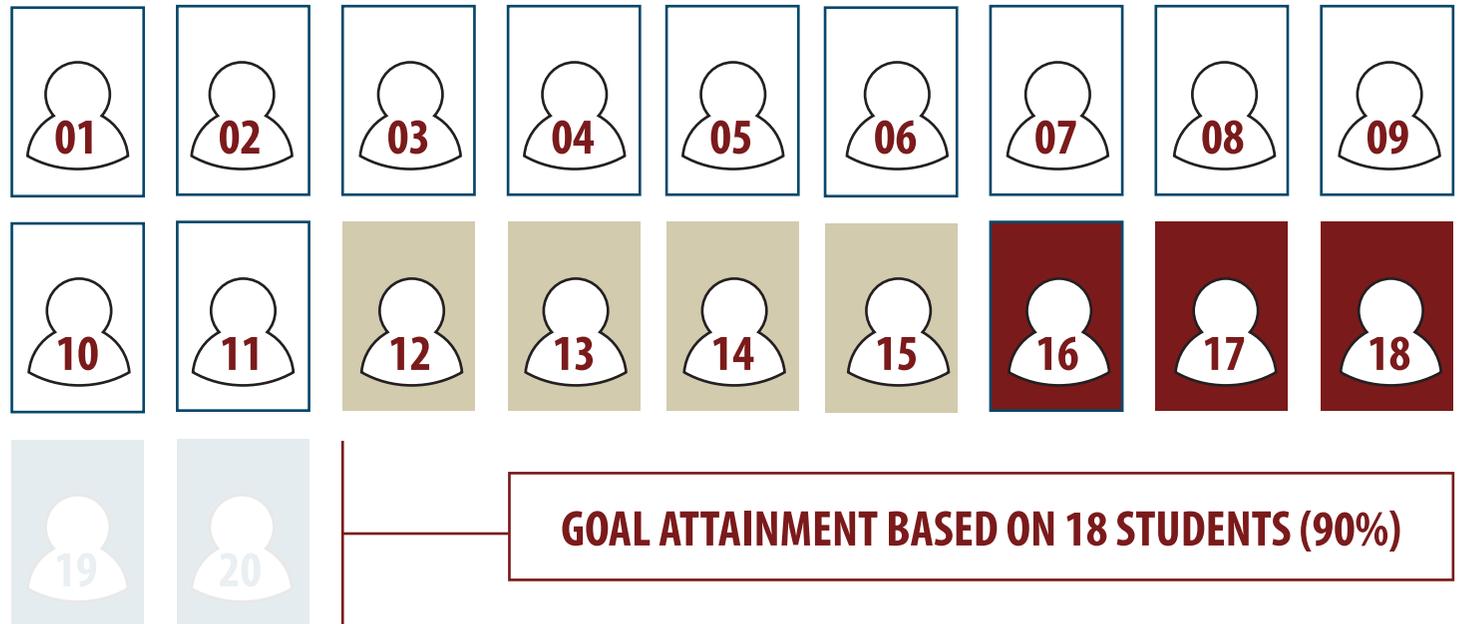
A VERY BASIC EXAMPLE

An elementary teacher's SLO sets an expectation that 90% of a 20-student class will master the learning content.

LOW GROWTH

EXPECTED GROWTH

HIGH GROWTH



Principals: Scoring the AMO or SPI Measure

As the secondary measure, 25% of a principal's student growth rating based on whether the SPI or AMO goal was met.

LOW GROWTH

A school did not meet the SPI or AMO goal.

EXPECTED GROWTH

A school met the SPI or AMO goal.

HIGH GROWTH

A school significantly exceeded the SPI or AMO goal.

2014-15 SCHOOL YEAR

A secondary measure of a principal's impact on student growth - based upon either SPI or AMO data - will be added for the 2014-15 school year.

Principals: Student Growth Rating

A rating of Low, Expected or High that is calculated by combining and weighting results from the primary measure (SLOs) and secondary measure (AMOs or SPI).

SLOs
75%

Scoring a principal's SLO measure is based on the percentage of teachers meeting student growth goals documented in SLOs.

AMOs or SPI
25%

Scoring a principal's AMO or SPI measure is based on the extent to which the goals established with the superintendent have been met.

Principals: Student Growth Rating

A rating of Low, Expected or High that is calculated by combining and weighting results from the primary measure (SLOs) and secondary measure (AMOs or SPI).

DETERMINING THE STUDENT GROWTH RATING					
MEASURE	LEVELS OF PERFORMANCE			WEIGHT	POINTS
	LOW (1 Point)	EXPECTED (2 Points)	HIGH (3 Points)		
1. Student Learning Objectives			X	75%	2.25
2. AMOs or SPI		X		25%	0.5
TOTAL POINTS					2.75
1-1.49 Points = Low; 1.5-2.49 Points = Expected 2.5-3 Points = High					STUDENT GROWTH RATING HIGH

SLOs
75%

AMOs or SPI
25%

SLO Guidance and Training

Additional guidance and training is planned to support implementation of SLOs.

Guidance

SLO Guidebook (2013-14)

SLO Handbook (2014-15)

Training

Effectiveness Awareness (Oct - Dec)

Training for Principals (March-April)

In-District Training (TBD)

SLO Guidance and Training

Additional guidance and training is planned to support implementation of SLOs.

Guidance

Principal Effectiveness

Common Core and State Standards

SD STARS

Training

South Dakota Assessment Portal

SMART Goal Framework

Multi-Tiered Systems of Support (MTSS)



How can we establish connections between initiatives?

Educator effectiveness is the single most important factor in student learning.

Summative Principal Effectiveness Ratings

COMBINING PROFESSIONAL PRACTICE AND STUDENT GROWTH INTO ONE RATING

Principal Effectiveness Rating Requirements

The ESEA Waiver requires South Dakota to report data on principal effectiveness beginning in the 2014-15 school year.

1

MUST DIFFERENTIATE PERFORMANCE IN 3 CATEGORIES

Below Expectations, Meets Expectations, Exceeds Expectations

2

MUST BE REPORTED TO THE STATE

Likely using the Personnel Record Form database.

Summative Rating Matrix

Used as a guide, with opportunities to exercise professional judgement

KEY CONCEPTS

NOT FORMULA
BASED

PRIORITIZES
PRACTICE

GROWTH
SIGNIFICANT

PROFESSIONAL
JUDGMENT

SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	↑	↑	↑	↑
	EXPECTED	↑	↑	↑	↑
	LOW	↓	↓	↓	↓

KEY CONCEPTS

NOT FORMULA
BASED

PRIORITIZES
PRACTICE

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SIGNIFICANT

PROFESSIONAL
JUDGMENT

SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	←			→
	EXPECTED	←			→
	LOW	←			→

KEY CONCEPTS

NOT FORMULA
BASED

PRIORITIZES
PRACTICE

GROWTH
SIGNIFICANT

PROFESSIONAL
JUDGMENT

SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH				
	EXPECTED				
	LOW				

SUMMATIVE PRINCIPAL EFFECTIVENESS RATING CATEGORIES

BELOW
EXPECTATIONS

MEETS
EXPECTATIONS

EXCEEDS
EXPECTATIONS

KEY CONCEPTS

NOT FORMULA
BASED

PRIORITIZES
PRACTICE

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SIGNIFICANT

PROFESSIONAL
JUDGMENT

SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH			●	
	EXPECTED			●	
	LOW			●	

SUMMATIVE PRINCIPAL EFFECTIVENESS RATING CATEGORIES

BELOW
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MEETS
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KEY CONCEPTS

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JUDGMENT

SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH				
	EXPECTED	●	●	●	●
	LOW				

SUMMATIVE PRINCIPAL EFFECTIVENESS RATING CATEGORIES

BELOW
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KEY CONCEPTS

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SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH				
	EXPECTED		●		
	LOW		●		

SUMMATIVE PRINCIPAL EFFECTIVENESS RATING CATEGORIES

BELOW
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KEY CONCEPTS

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SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH				
	EXPECTED				
	LOW				

JUDGMENT



RATING SUBJECT
TO REVIEW

SUMMATIVE SCORING MATRIX

		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH				
	EXPECTED				
	LOW				

SUMMATIVE PRINCIPAL EFFECTIVENESS RATING CATEGORIES

BELOW EXPECTATIONS

MEETS EXPECTATIONS

EXCEEDS EXPECTATIONS

JUDGMENT



RATING SUBJECT TO REVIEW

Principal Effectiveness Pilot Project

A research-backed effort to assess the Principal Effectiveness Model

Research effort led by USD

An assessment of the principal effectiveness model, what works and what doesn't.

1

ASSESS: THE SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS

Surveys and focus groups answer: "Are these standards relevant and high-quality?"

2

ASSESS: STUDENT LEARNING OBJECTIVES AS A MEASURE OF STUDENT GROWTH

Surveys and focus groups answer: "Are SLOs practical, how did you implement them?"

3

IDENTIFY: EVALUATION BEST PRACTICES

Surveys and focus groups answer: "What worked, what didn't work?"

4

INFORM: CHANGES PRIOR TO STATEWIDE IMPLEMENTATION

Results used to make changes and identify additional support to guide statewide implementation

Pilot Schools and Districts

Twelve (12) school districts have one or more school participating in the research effort.

DIFFERENT SCHOOL SIZES

Elementary, Middle and High Schools that are part of small, mid-size and large districts

GEOGRAPHIC LOCATION

At least three will be located West river.

SCHOOL ADMINISTRATION STRUCTURES

At least one will have a combined superintendent-principal

ALSO PARTICIPATING IN THE TEACHER EFFECTIVENESS PILOT

Nine (9) of the 12 participants are also piloting the Teacher Effectiveness Model.

State Support for Pilots

School districts receive guidance, tools, training and coaching

STIPENDS TO ATTEND TRAINING EVENTS

Two training events, 4 total training days. All administrators paid.

ONGOING COACHING, TRAINING AND SUPPORT

Two coaching days for each district with a school involved in the pilot.



South Dakota Principal Effectiveness Handbook
<http://doe.sd.gov/oatq/pep.aspx>



Contact: East Dakota Educational Cooperative
Brian Aust
Project Manager - Educator Effectiveness
brian.aust@edec.org
605.367.7680



Contact: South Dakota Department of Education
Carla Leingang
Administrator - Office of Certification and Teacher Quality
carla.leingang@state.sd.us
605.773.4638