

## **A South Dakota Model System for Principal Evaluation**

Submitted by/Developed By:

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### *The Need For A Principal Evaluation System*

Principal effectiveness is now being looked at as a crucial lever in transforming education results. Federal policies, such as *Race to the Top* and *School Improvement Grants* encourage the evaluation of principals to ensure every school has an effective leader. *NCLB waivers* require a measure of principal effectiveness—and South Dakota proposed the development of a principal evaluation system as part of receiving this waiver.

A decade of research has decisively identified the importance of both teacher quality and school leader quality as the key levers for improved student achievement. While teacher quality is the single biggest factor influencing student achievement, strong principals are critical to teacher development and retention. In fact, principals account for 25 percent—and teachers 33 percent—of a school's total impact on student achievement.<sup>1</sup>

This, coupled with converging research on what effective principals know and can do, provided the basis for developing a model principal evaluation system for South Dakota.

### *H.B. 1234—The Impetus for the Principal Evaluation System*

Although overturned in the recent state election, H.B. 1234 required the formation of a working group to develop a principal evaluation system. The legislation required that the working group develop: standards for principals, an evaluation system using multiple measures of performance, serve as the basis for programs to increase principals' professional growth, include a plan of assistance for principals not meeting performance standards and use a four-tiered rating system including distinguished, proficient, basic and unsatisfactory. Appraisals were to occur every other year.

### *Charge to The Principal Evaluation Working Group*

Co-chaired by Rick Melmer, Dean of Education at the University of South Dakota and Fred Aderhold, Lecturer in the Division of Educational Administration at the University of South Dakota, the Principal Evaluation Working Group was given this charge:

1. Adopt a set of administrator competencies that will serve as a foundation for principal evaluation in South Dakota and administrative studies at South Dakota Institutions of Higher Education.
2. Develop a model principal evaluation instrument for statewide implementation beginning with the 2014 – 15 academic year.

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<sup>1</sup> Tim Waters, Robert Marzano, Brian McNulty. *Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement*. (Denver: McREL). 2003; Matthew Clifford, Ellen Behrstock-Sherratt, and Jenni Fetters. *The Ripple Effect: A Synthesis of Research on Principal Influence to Inform Performance Evaluation Design*. (Washington, DC: American Institutes for Research). 2012; The Wallace Foundation. *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*. (Author: New York). January 2012.

## **The Principal Evaluation Working Group Members**

### Principals:

Rob Coverdale, Pierre  
Melinda Jensen, Brookings  
Lisa McNeely, Aberdeen  
Jay Nelson, DeSmet  
Mark Rockafellow, West Central  
Brad Seamer, McCook Central  
Carrie Aaron, Sioux Falls

### Teachers:

Janelle Farris, Rapid City  
Andrew R. Johnson, Hamlin  
Heather Whetham, Meade

### Superintendents:

Deb Johnson, Chamberlain

### School Board Members:

Denise Lutkemeier, Wilmot  
Tom Morris, Dell Rapids

### Parents:

Jane Klug, Spearfish  
Shelly Munson, Tea  
Amy Policky, Rapid City

### Professional Associations

Mary McCorkle, Mobridge-Pollock representing South Dakota Education Association  
Rob Monson, Executive Director of the School Administrators of South Dakota  
Wade Pogany, Executive Director of the Associated School Boards of South Dakota

3. Develop the procedures to guide the evaluation process. This includes information that addresses issues such as observation length and frequency. (Rick and /Fred—at the last meeting there wasn't agreement to define these.)

4. Determine strategies to incorporate levels of performance into the evaluation process.

5. Develop an evaluation training program for Superintendents and Principals.

6. Develop plans to incorporate the evaluation framework into educational administration programs at South Dakota public universities.

### *The Principal Evaluation Working Group*

The principal evaluation working group met four times between June and December, 2012. Over the course of these meetings the working group developed standards and indicators for principals; commissioned the development of rubrics to assess principal competencies using the four performance tiers; identified the various design elements for the evaluation system; and developed criteria for the evaluator training. Appendix A includes the dates, agendas and highlights of these meetings.

Between the third and fourth meetings, the South Dakota Board of Regents sponsored a "listening tour" to get superintendents' and other stakeholders' reactions and feedback on the standards and indicators (as well as input for leader preparation redesign). Based on the listening tour, some changes to the standards and indicators were suggested and adopted by the working group during the fourth meeting. The working group also placed more emphasis on principal's professional growth in the design of the evaluation system.

### *Purposes and Goals of the Model Evaluation System*

The design of the evaluation system is undergirded by its purposes and goals. Working group members agreed that the purposes and goals would guide all decisions throughout the design process. The PEWG proposed the following purposes and goals for the principal evaluation system. These are:

1. Foster *continuous improvement* by improving school practices and educators' effectiveness that results in improved student success.

2. Foster principals' *professional growth and accountability* to enhance their skills and knowledge that result in improved student success.
3. Provide a *record of facts and assessment* for personnel decisions to ensure every school in South Dakota has an effective principal.

These purposes guided the design and selection of components of the proposed principal evaluation system. Continuous improvement is at the core of the annual appraisal cycle; professional growth and accountability is embedded in the use of the rubrics, student and school data and other sources of evidence that lead to a principal's professional growth plan. A record of facts and assessment for personnel decisions will help guide the new principal; and, foster growth for more experienced principals. Assignment to performance levels will help principals know what skills they need to develop to move to the next performance level.

#### *Overview of the Framework and Measures for the Model Principal Evaluation System*

The proposed model evaluation system for principals includes assessment and evaluation of:

- ✚ Principals performance on standards and performance indicators using rubrics, observations and artifacts
- ✚ Multiple measures of school and student performance including student achievement and meeting school goals
- ✚ Teacher and other stakeholder surveys on a principal's performance related to the principal standards

The integration and use of these data is supported by an appraisal process conducted every other year that is focused on a principal's self-assessment, goal setting, plan development, a mid-year formative review and an end-of-year summative evaluation. The PEWG recommends that the stakeholder survey be conducted in the "off" year. New principals are to be evaluated annually for the first three years.

The combination and weighting of these measures result in a year-end "summative" appraisal and assignment to one of four performance categories. These performance categories are unsatisfactory, basic, proficient and distinguished. A professional growth plan, based on the evaluation is a critical component of the evaluation system. Each of these is described in more detail below.

#### *Standards, Performance Indicators, Rubrics and Artifacts*

The PEWG created six standards and 22 performance indicators designed to promote the effectiveness of South Dakota principals. The working group reviewed research studies for the behaviors that effective principals demonstrate and national and state standards and indicators were also reviewed. Table 1 identifies the principal standards and performance indicators developed by the working group and informed by the Listening Tour.

**Table 1. South Dakota Draft Principal Standards and Performance Indicators**

SOUTH DAKOTA PRINCIPAL STANDARDS AND INDICATORS  
DRAFT (NOVEMBER 19, 2012)

**Standard 1 – Vision and Goals**

*To promote student success, principals guide the development and implementation of a shared vision, mission and goals for the school .*

An effective principal:

- 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

**Standard 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.*

An effective principal:

- 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 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.

**Standard 3-School Operations and Resources**

*To promote student success, principals efficiently and productively manage operations and resources such as human capital, time and funding.*

An effective principal:

- 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.

#### **Standard 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.*

An effective principal:

- 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 student and adult 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.

#### **Standard 5 – School and Community Relationships**

*To promote student success, principals foster relationships by collaborating, seeking input and communicating with all school and community stakeholders.*

An effective principal:

- 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 and receives 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.

#### **Standard 6 – Ethical and Cultural Leadership**

*To promote student success, principals provide ethical, cultural and skilled leadership.*

An effective principal:

- 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

## Rubrics

Rubrics are currently under development by the Regional Educational Laboratory. Rubrics are an assessment tool to assess the four levels of a principal's performance on each of the standards and indicators. Rubrics make explicit and specific the behaviors and actions present at each level of performance. Rubrics and their descriptors are known in advance and help focus principals on learning and demonstrating the skills and knowledge expected in each of the indicators. Evaluators use rubrics when observing principals and can foster constructive feedback and dialogue between the principal and evaluator about expectations and how to improve practice. See Appendix D. for a draft of a rubric for Standard 2, Instructional Leadership.

## Artifacts

Artifacts are tangible evidence that supports a principal's work. Principals may present a portfolio of artifacts to the evaluator that supports progress on their goals as well as on the indicators. Artifacts may include school vision and mission statements, school improvement plans, staffing plans, teachers' lesson plans, a school budget or parent newsletters. A list of sample artifacts for each standard appears in Table 3 below. Principals may want to include other artifacts as evidence of their effectiveness in meeting the standards and indicators.

## Sample Artifacts Aligned To South Dakota Principal Standards

Artifacts	I. Vision, Mission and Goals	II. Instructional Leadership	III. Operations/ Resources	IV. Student and Staff Safety	V. School and Community Relationships	VI. Ethical and Cultural Leadership
School vision and mission statements	❖					
School goals	❖					
Progress on school goals	❖	❖				
Stakeholder surveys (parents, teachers, students, community)	❖	❖	❖	❖	❖	❖
School improvement plans	❖	❖				
Minutes of planning sessions	❖	❖	❖	❖	❖	
Progress on school improvement plans	❖	❖	❖	❖	❖	
Formal and informal observations		❖		❖	❖	❖
School/staff meeting agendas	❖	❖	❖	❖	❖	
Goal setting statements	❖	❖				
Student achievement data --formative and summative	❖	❖				
Data notebooks/data retreats		❖				
Teacher action research		❖				
Records of involvement in professional organizations and activities		❖				
Staffing plans			❖			
Teacher lesson plans		❖				
Schedules and meetings of professional learning communities	❖	❖				
Curriculum maps aligned to standards		❖				
Changes in curriculum and instruction based on student data		❖				
Documentation of instructional practices used in the school		❖				
Teachers' professional learning opportunities aligned to teacher standards		❖	❖			
Hiring calendar and process			❖			
School budget			❖			
Teacher turnover rates			❖			
Completed teacher evaluations			❖			
Teacher professional growth plans			❖			
Community partnerships and their outcomes					❖	
Estimated community resources leveraged by the school				❖	❖	
Public services supported by the school			❖	❖	❖	
Parent and student handbooks	❖			❖		
Communication logs and other feedback					❖	
Discipline referrals	❖			❖		
Parent newsletters					❖	
Parent Organization/association rosters					❖	
Family engagement in school-based activities					❖	
School Web-site	❖	❖	❖		❖	
Mentoring/Internship		❖			❖	
Principal professional growth plan		❖	❖	❖	❖	
Media Relations					❖	

Artifacts may relate to additional standards than those identified on the table.

### *360 Degree And Other Stakeholder Surveys*

The PEWG recommended including external stakeholder surveys as part of a principal's appraisal process. There was strong support for including teachers' ratings of principals as well as other groups' ratings such as parents and students.

Surveys that are most aligned to the South Dakota Principal Standards are being identified that districts can choose for their use. Again, the PEWG recommends that surveys be administered in the "off year" and are used as a formative evaluation (not counted in the principal's performance rating). The PEWG recommends the results only be shared with the principal and the principal may or may not choose to share the results with his or her evaluator. Survey data can be used as part of a self-appraisal, goal setting and feedback on progress on the standards and indicators.

### *Multiple Measures of Student and School Performance Used in the Principal Evaluation*

Improving student achievement is at the core of the educational process. In addition to assessing principal's performance on the standards and indicators, the PEWG recommends that a component of the principal's performance be based on results of student achievement and student growth measures.

Measures of student and school performance may include (when and where available):

- Measures of student progress on learning goals set between the principal and evaluator
- Measures of school improvement goals
- Results on the School Performance Index
- Statewide student achievement growth measures where available (including South Dakota D-Step, Dakota Step-A for Special Education, ACCESS for ELL students)
- District determined measures of student learning comparable across grade or subject district wide
- End-of-Course tests
- Graduation Rates/High School Completion
- Advanced Placement Enrollment
- College and Career Ready (% of students attending postsecondary education, ACT math and English scores above 20 in math and 18 in English)
- College Going Rates
- Number and percentage of teachers in each performance tier
- Any other relevant evidence the principals shares with the evaluator

The South Dakota Department of Education will develop more guidance on student achievement and growth measures for potential use by districts in the principal evaluation process. The PEWG recommends the use of both state assessment data and district determined measures with an emphasis on student growth where available.

### *A Bi-Annual Principal Five Step Appraisal Process*

The PEWG proposes a Five-Step Cycle of Continuous Improvement designed to have principals play an active, engaged role in their professional growth and development.<sup>2</sup> The process begins with a self-assessment and concludes with summative evaluation and rating of impact on student learning. It is also a continuous improvement process in which evidence from the summative evaluation and rating of impact on learning become important sources of information for the principal's self-assessment and the school's subsequent goal setting. Figure 1 below shows this continuous improvement cycle.

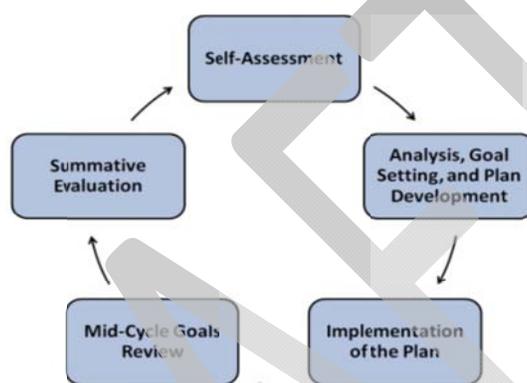


Figure 1. Steps in the Principal Appraisal Process

The bi- annual principal evaluation cycle includes the following:

**Step 1: Self-Assessment.** In consultation with the school's leadership team, the principal conducts a self-assessment using the performance standards and rubric, data about student learning, past progress on school goals (when available), the prior year's evaluation and rating (when available), and other relevant evidence. Based on that assessment, the principal identifies goals to propose to the superintendent/evaluator. Goals can focus on professional practice, student learning, and school improvement.

**Step 2: Analysis, Goal Setting, and Plan Development.** The principal meets individually with the superintendent to discuss the results of the self-assessment, including the proposed goals. The principal and superintendent develop the principal's plan. The plan can include the goals, key strategies, benchmarks of progress, and timelines. It also outlines the evidence that will be used to complete the evaluation process that ultimately determines the principal's performance ratings on each standard, as well as the rating of educator impact on student learning.

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<sup>2</sup> This cycle of improvement is from the Massachusetts Model Evaluation Process for Principals and [permission needs to be sought for its use here.](#)

**Step 3: Plan Implementation and Collection of Evidence.** The principal implements the plan. Both the principal and superintendent collect the evidence described in the plan and other relevant data, including feedback from students and staff. Unannounced observation of a principal’s practice should be an essential category of evidence to be used.

**Step 4: Mid-Cycle Goals Review.** At mid-cycle, the principal synthesizes information obtained to date in order to prepare the Mid-Cycle Goals Progress Report, an assessment of progress on the goals detailed in the Educator Plan. The principal and superintendent review the evidence. The superintendent completes a Mid-Cycle Formative Assessment Report and shares it with the principal.

**Step 5: End-of-Cycle Summative Evaluation.** The principal prepares the End-of-Cycle Progress Report, an assessment of progress on the goals, performance on each of the standards, and impact on student learning. The principal and superintendent review the report and other relevant evidence, and the superintendent completes the End-of-Cycle Summative Evaluation Report and shares it with the principal.

At the end of the continuous improvement cycle the summative evaluation becomes the basis for the next plan—including goals, self-appraisal, and professional growth plan. Stakeholder surveys are administered in the off years of the evaluation cycle.

Superintendents/evaluators can determine when the cycle starts. For example, many may want their principals to start the self-assessment process in the summer so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to set goals in the spring, so they may want Step 1 of the cycle to begin in the late winter.

Below is a timeline for a typical cycle:

Late Spring/Summer	Cycle Step 1: Principal’s Self-Assessment
Summer	Cycle Step 2: Analysis, Goal Setting, and Educator Plan Development
Throughout the School Year	Cycle Step 3: Plan Implementation and Collection of Evidence
Mid-Year	Cycle Step 4: Mid-Cycle Goals Review
Late Spring/Summer	Cycle Step 5: End-of-Cycle Summative Evaluation

*Weighting, Aggregating and Assigning Principals to Performance Levels*

The PEWG recommends that principals be placed into one category of a four-tiered rating system:

- Distinguished
- Proficient
- Basic; and
- Unsatisfactory

The PEWG recommends the weighting of standards. These are:

Standard	Weight
Standard 1. Vision, Mission and Goals	10
Standard 2. Instructional Leadership	30
Standard 3. School Operations and Resources	10
Standard 4. School, Student and Staff Safety	20
Standard 5. School and Community Relationships	20
Standard 6. Ethical and Culturally Proficient Leadership	10
TOTAL	100%

#### *Plan of Assistance*

Principals that receive an unsatisfactory level of performance will be put on a plan of assistance. (TBD)

#### *Work to Be Continued*

- Identifying student achievement and growth measures
- Identifying how to aggregate the data into a single score and performance rating
- Developing an evaluator training model and implementation plan with special preferences for an online format
- Developing peer support systems for professional growth
- Rethinking leader preparation program redesign based on principal standards (in progress)
- Revising the model data collection forms selected from other states to fit the South Dakota model evaluation system and context
- Recommend not reporting evaluation results to the Department of Education
- Establish pilot projects to implement the principal evaluation model and make recommendations for revision
- Evaluate principals in multiple roles at the highest primary position
- Develop an evaluation tool to be used with multiple role positions
- Develop forms for the evaluation tool and plan of assistance
- Develop 360 evaluation tool based on the South Dakota Principal Standards and Indicators

- Finish rubric development

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## Appendices

- Appendix A. PEWG Meeting Agendas and Highlights (TBD)
- Appendix B. Evaluation Tracking Form
- Appendix C. Principal Goal Setting and Self Reflection
- Appendix D. Principal Rubrics
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- Appendix F. Mid-Cycle Formative Evaluation
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Appendix D

# Rubric for Standard 2.

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Instructional Leadership

Draft

11/20/2012

## **Standard 2 – Instructional Leadership**

Instructional leadership requires deeper involvement in the core business of schooling, which is teaching and learning. Principals as instructional leaders are required to ensure students receive the best instruction from their teachers to learn and apply the knowledge and skills articulated in the approved curriculum – one informed by state content standards and district learning priorities. An effective instructional leader possesses knowledge and uses skills to make a positive impact on curriculum design, instructional practice and assessment development and use.

The following elements globally define instructional leadership:

### **Effective use of data to support instruction**

2.1 Promotes and facilitates the effective use of data from multiple sources to inform instruction and evaluate student performance to support effective instruction.

### **Involvement in Curriculum, Instruction and Assessment**

2.2 Leads and supports staff in acquiring, planning and implementing research-based instructional strategies that advance the school's vision and goals and meet the diverse needs of all students.

### **Monitoring and Evaluating Standards and Content**

2.3 Ensures instructional content is aligned with state/district content standards and curriculum priorities of the school and district.

## **Standard 2 – Instructional Leadership**

### **Effective use of data to support instruction**

2.1 Promotes and facilitates the effective use of data from multiple sources to inform instruction and evaluate student performance to support effective instruction.

Effective principals establish a strong culture of data use to ensure that data-driven decisions are made systematically and appropriately in the best interest of improving student achievement. A structured approach that is adhered to provides the best opportunity to increase the quality of instruction while reducing the variability in instructional practice between teachers. A well-established school culture relies on data to emphasize collaboration across and within grade levels and subject areas to diagnose problems and refine educational practices. Several factors (e.g., leadership, planning, implementation, efficacy and attitude) play a role in the development of a strong purposeful educational community committed to improving instruction through the use of multiple data sources. The Principal provides guidance on using data to support the school's vision, with the ultimate goal of developing the capacity to use data to inform professional growth and improvement within the instructional staff and the school as a whole. The Principal is required to provide the necessary resources and support to optimize data analysis, interpretation and use.

## Standard 2 – Instructional Leadership

To ensure 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.

Element 2.1 – Effective use of data to support instruction. The school leader promotes and facilitates the effective use of data from multiple sources to inform instruction and evaluate student performance to support effective instruction.			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
Principal does not meet the performance standard. <b>Evaluator narrative is required.</b>	Principal does not meet the performance standard but is demonstrating progress toward meeting standard.	Principal meets performance standard.	Principal exceeds performance standard.
Narrative:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the essential data that will form the foundation for the schools data-driven instructional improvement plan.</li> <li><input type="checkbox"/> Develops processes and protocols to collect, interpret and use data to inform instructional decisions.</li> <li><input type="checkbox"/> Ensure time is provided for teachers to analyze and interpret data to inform instructional decisions.</li> <li><input type="checkbox"/> Articulates a clear vision for the use of school-wide data to improve instructional quality.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engages a school leadership team in the refinement and implementation of a data-driven instructional improvement plan.</li> <li><input type="checkbox"/> Connects instructional improvement data to professional growth plans of teachers and the professional development plan of the school.</li> <li><input type="checkbox"/> Provide systematic approach and the necessary supports that foster a data-driven culture within the school.</li> <li><input type="checkbox"/> Provide targeted and specific professional development based on individual teacher and school wide data</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engages a school leadership team in determining the outcome of the established instructional improvement goals and formulates strategies designed to meet or extend the goals in the future</li> <li><input type="checkbox"/> Identify emerging innovative instructional practices and student interventions based on the analysis of instructional improvement data for future use.</li> </ul>

## Glossary of terms for element 2.1

Term	Definition
<b>Essential data</b>	Data that is determined to be non-negotiable for determining instructional improvement. Some example may include but not limited to; teacher evaluation, student formative and summative assessment, state standardized test scores.
<b>School Leadership Team</b>	Individuals that represent the school, under the leadership of the principal, to analyze data and strategically plan improvement efforts. The size and makeup of this team is determined by context and capacity in which the team will serve.
<b>Data-driven decision making</b>	Teachers, principals, and administrators systematically collecting and analyzing various types of data, including demographic, administrative, process, perceptual, and achievement data, to guide a range of decisions to help improve the success of students and schools.

## Standard 2 – Instructional Leadership

**Element 2.2 – Involvement in Curriculum, Instruction and Assessment.** *The School Leader leads and supports staff in acquiring, planning and implementing research-based instructional strategies that advance the school's vision and goals and meet the diverse needs of all students*

Effective principals are actively involved in the design, development and implementation of the intended curriculum, instructional strategies and the development and use of student assessments. They demonstrate the most current knowledge of best practices instruction and are able effect the schools ability to deliver high-quality instruction. They engage staff in developing knowledge and skills about student learning, curriculum design, instructional delivery, assessment development and analysis to accomplish high levels of student achievement. Principals ensure high expectations for student and staff through a clear vision.

Effective principals encourage teachers and provide systematic support that fosters the use of research-based methods to develop and deliver multiple instructional approaches to meet individual learning needs of students. Systems of data collection are implemented that provide teachers with quality constructive feedback on their instruction and action is taken to make adjustments when necessary and appropriate.

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## Standard 2 – Instructional Leadership

To ensure 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.

**Element 2.2 – Involvement in Curriculum, Instruction and Assessment.** *The School Leader leads and supports staff in acquiring, planning and implementing research-based instructional strategies that advance the school's vision and goals and meet the diverse needs of all students.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance standard. <b>Evaluator narrative is required.</b></i>	<i>Principal does not meet the performance standard but is demonstrating progress toward meeting standard.</i>	<i>Principal meets performance standard.</i>	<i>Principal exceeds state standard.</i>
Narrative:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes rigorous but measurable goals for improving the learning of every student.</li> <li><input type="checkbox"/> Actively involved in the implementation of a research-based instructional model.</li> <li><input type="checkbox"/> Utilizes existing structures within the school to provide planning time and professional development on the implementation of best-practice curriculum design, instruction, and assessment development (CIA).</li> <li><input type="checkbox"/> Develops a master schedule that includes appropriate time for teacher planning and professional development.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically monitors the progress of student learning using data, including; formative and common assessments.</li> <li><input type="checkbox"/> Monitors and evaluates the fidelity of implementing research-based instructional strategies through clearly defined protocols for collecting, analyzing and reporting data.</li> <li><input type="checkbox"/> Develops and executes a specific and targeted plan for CIA professional development for instructional staff informed by teacher evaluation, student achievement and other applicable data sources.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Leverages the schools leadership team to analyze multiple data sources to refine ongoing CIA improvement priorities.</li> <li><input type="checkbox"/> Adds value to the district by exemplifying continued professional growth and collaborating with colleagues by sharing work that yields high measures of teacher and student productivity.</li> </ul>

Glossary of terms for element 2.2

Term	Definition
<b>Instructional Model</b>	Is an approach to instruction that typically incorporates frameworks, components or domains that define the overarching process to deliver educational content.
<b>CIA</b>	Refers to Curriculum, Instruction and Assessment.
<b>Research-based instructional strategies</b>	Instructional approaches that are proved to have high yield outcomes for improving student performance. Typically the strategies are detailed in a specific or modified instructional model.
<b>Master schedule</b>	The course work offered to students to ensure they receive the required and supplementary coursework necessary to be college and career ready.
<b>Common assessments</b>	Student assessments administered in a routine, consistent manner in school by grade level or content area.
<b>Formative assessment</b>	The process intended to provide feedback to teachers and students at regular intervals during the course of instruction. The purpose of formative assessment is to influence the teaching and learning process so as to close the gap between current learning and a desired goal.
<b>Summative assessment</b>	The process that establishes what students have and have not accomplished at the culmination of a specific unit of instruction that is aligned with implemented curriculum.

## Standard 2 – Instructional Leadership

**Element 2.3 – Monitoring and Evaluating Standards and Content.** *Ensures instructional content is aligned with state/district content standards and curriculum priorities of the school and district.*

One significant factor that influences student achievement is the implementation of a “guaranteed and viable curriculum”, (Dean, Stone, Hubbell, 2012)<sup>3</sup>. A guaranteed and viable curriculum is primarily a combination of two main factors; “opportunity to learn” and “time” (Marzano, 2000a)<sup>4</sup>. Research points to the fact that “opportunity to learn” (guaranteed) and the time needed (viable) as essential and contributes to improving student achievement.

This component of instructional leadership requires that principals frequently examine the alignment of the intended curriculum (state content standards) with the implemented curriculum (district/school). The central goal of alignment is to ensure that all students have access to the knowledge and skills required to graduation from high school and be college and/or career ready.

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<sup>3</sup> Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed.). Alexandria, VA: ASCD).

<sup>4</sup> Marzano, R. J. (2000a). *A new era of school reform: Going where the research takes us*. Aurora, CO: Mid-continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED454255)

**Element 2.3 – Monitoring and Evaluating Standards and Content.** *Ensures instructional content is aligned with state/district content standards and curriculum priorities of the school and district.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<p><i>Principal does not meet the performance standard. <b>Evaluator narrative is required.</b></i></p>	<p><i>Principal does not meet the performance standard but is demonstrating progress toward meeting standard.</i></p>	<p><i>Principal meets performance standard.</i></p>	<p><i>Principal exceeds state standard.</i></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures alignment of the implemented curriculum (school) to the intended curriculum (state/district content standards).</li> <li><input type="checkbox"/> Ensures that teachers have the necessary time to cover the content of the intended curriculum.</li> <li><input type="checkbox"/> Has a clearly defined instructional model that is consistently applied by all instructional staff to deliver the implemented curriculum.</li> <li><input type="checkbox"/> Implements systems that minimize or eliminate interruptions or distractions from instructional time.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically monitors the implemented curriculum (school) to ensure alignment with the intended curriculum (state/district content standards) and teachers are on schedule to cover the intended curriculum.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with the schools leadership team to analyze data from the experienced curriculum (student learning) the intended curriculum to make necessary adjustments to the implemented curriculum.</li> </ul>

## Glossary of terms for element 2.3

Term	Definition
<b>Curriculum Standards</b>	Statements that define what all students need to know, understand and be able to do. Standards form the framework of the curriculum by stating the most important big ideas, concepts, and skills.
<b>Curriculum</b>	Lessons as well as courses or whole-year frameworks in a subject.
<b>Intended Curriculum</b>	The objectives and content of what is to be taught – the curriculum which is planned and expressed through curriculum frameworks and other formal documents and which may have legislative authority.
<b>Implemented Curriculum</b>	The objective and content that is actually put in place for students in schools which are typically local interpretations of what is required in formal curriculum documents
<b>Experienced Curriculum</b>	The formal learning that is actually experienced by students – What they know and are able to do.
<b>Instructional Model</b>	Is an approach to instruction that typically incorporates frameworks, components or domains that define the overarching process to deliver educational content.
<b>Instructional Strategies</b>	The actual deliver of content using research-based methodology based on the context of the course or age group of the student.

## Rubric Construction

<b>Standard 2 – Instructional Leadership</b>				
<i>To ensure 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.</i>				
<b>Element 2.2 – Involvement in Curriculum, Instruction and Assessment.</b> <i>The School Leader leads and supports staff in acquiring, planning and implementing research-based instructional strategies that advance the school's vision and goals and meet the diverse needs of all students.</i>				
<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Unsatisfactory/Not Evident</b>	
<i>Principal does not meet the performance standard but is demonstrating progress toward meeting standard.</i>	<i>Principal meets performance standard.</i>	<i>Principal exceeds state standard.</i>	<i>Principal does not meet the performance standard. Evaluator narrative is required.</i>	
<input type="checkbox"/> Establishes rigorous but measurable goals for improving the learning of every student.	<i>and...</i> <input type="checkbox"/> Systematically monitors the progress of student learning using data, including; formative and common assessments.	<i>and...</i> <input type="checkbox"/> Leverages the schools leadership team to analyze multiple data sources to refine ongoing CIA improvement priorities.	Narrative:	

## Categorical Performance Ratings

Basic	Principal does not meet the performance standard but is demonstrating progress toward meeting standard.
Proficient	Principal meets performance standard.
Distinguished	Principal exceeds performance standard.
Unsatisfactory/Not Evident	Principal does not meet the performance standard. Evaluator narrative is required. <b>Note:</b> <i>Rather than use a number of specific descriptors that attempt to describe the gaps in skills and knowledge (unsatisfactory performance) of an educational leader, the rubrics articulate what leaders should know and be able to do. The knowledge and skills are based on the expectations outlined in each performance standard. If a leader does not meet the “Basic” level of performance, described in Scoring the Rubric, the evaluator must provide a narrative (succinct and specific) as to the knowledge and skill required to be at a “Basic” level of performance.</i>

## Scoring the Rubric

The rubrics are scores in a cumulative and additive fashion. This type of scoring accomplishes two purposes.

1. Provides consistency in scoring among evaluators, and
2. Identify specific areas of improvement for the development of professional growth goals.

For a principal to receive a rating on a rubric they must have the majority of the boxes checked in that categorical rating and the majority of the boxes checked in the previous categorical ratings.

Element 2.2 – Involvement in Curriculum, Instruction and Assessment. <i>The School Leader leads and supports staff in acquiring, planning and implementing research-based instructional strategies that advance the school's vision and goals and meet the diverse needs of all students.</i>			
Basic	Proficient	Distinguished	Unsatisfactory/Not Evident
<i>Principal does not meet the performance standard but is demonstrating progress toward meeting standard.</i>	<i>Principal meets performance standard.</i>	<i>Principal exceeds state standard.</i>	<i>Principal does not meet the performance standard. Evaluator narrative is required.</i>
<ul style="list-style-type: none"> <li>✓ Establishes rigorous but measurable goals for improving the learning of every student.</li> <li>✓ Actively involved in the implementation of a research-based instructional model.</li> <li>✓ Utilizes existing structures within the school to provide planning time and professional development on the implementation of best-practice curriculum design, instruction, and assessment development (CIA).</li> <li>✓ Develops a master schedule that includes appropriate time for teacher planning and professional development.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li>✓ Systematically monitors the progress of student learning using data, including; formative and common assessments.</li> <li>☐ <b>Monitors and evaluates the fidelity of implementing research-based instructional strategies through clearly defined protocols for collecting, analyzing and reporting data.</b></li> <li>✓ Develops and executes a specific and targeted plan for CIA professional development for instructional staff informed by teacher evaluation, student achievement and other applicable data sources.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li>☐ Leverages the schools leadership team to analyze multiple data sources to refine ongoing CIA improvement priorities.</li> <li>☐ Adds value to the district by exemplifying continued professional growth and collaborating with colleagues by sharing work that yields high measures of teacher and student productivity.</li> </ul>	Narrative:

## Appendix J.

### Glossary

**Aggregation** – the combining of multiple measures into a single score.

**Artifacts** – are a wide variety of tangible evidence that is intended to lend support to a principal's effectiveness and subsequent rating.

**Continuous improvement** – a process that includes steps such planning, implementing, evaluating and improving over time leading to better processes and outcomes.

**Formative** – includes measures and a process that is intended to give quality feedback to principals on progress toward their goals and informs subsequent growth plans. No consequences are associated with these measures or process.

**Indicators** – are observable and measurable statements about what leaders do to ensure effective teaching and successful learning by every student.

**Multiple Measures** – require a number of different measures to judge both student and principal performance on their standards or expectations.

**Performance levels/categories** – are labels for levels of principal effectiveness based on rubrics, multiple measures and supporting artifacts. In South Dakota these levels are unsatisfactory, basic, proficient and distinguished.

**PEWG** – is the acronym for the Principal Evaluation Working Group

**Professional Development Plan** – is the individualized plan for principal professional development based on prior performance. Each plan consists of professional development goals and clear action steps for how each goal will be met.

**Rubrics** – are a set of descriptions or criteria used to score or rate principal's performance on standards and indicators. Good rubrics consist of a measurement scale (e.g., four-point), a set of clear criteria, and performance descriptions for each criterion at each point on the scale.

**School Improvement Plan** – is a course of action developed by the principal, working collaboratively with a school team. They review past performance, set goals and develop a plan to meet those school goals.

**Stakeholders** – are different role groups with an interest in the success of the education system. A stakeholder could be a parent, teacher, student, school board member, community leader, business representative, etc.

**Standards** – are statements of what an effective principal should know and be able to do. Good standards are based on research of what effective principals do in schools that have raised student achievement.

**Summative** – an end-of-cycle or end-of-the-year evaluation that is based on multiple measures, standards and performance criteria that usually results in a judgment (such as being assigned a rating) being made about the principal.

**Surveys** – are questionnaires about the principal’s performance given to various stakeholder groups. In this case, questions on how well a principal meets standards or other expectations can be asked of their teachers, principals, students and/or community members. Stakeholder feedback is designed to give principals informal feedback on how they are perceived by different stakeholder groups. A “360” survey is given to all stakeholders who surround the principal.

**Weighting** – occurs when different numerical emphases are placed on different measures. For example, a weight of 20% would count twice as much as a weight of 10% when calculating a score.

DRAFT