

Minnesota Principal Performance Measures and Indicators

Performance Measure #1: Develops, Advocates for, and Enacts a Shared Vision for High Student Achievement Supported by a Culture of High Expectations and Family Engagement

- A. Develops and enacts a shared vision for high achievement and postsecondary success for all students.
- B. Identifies school-wide priorities, establishes rigorous, measureable and aligned goals for student learning, and implements a strategic plan to achieve those goals.
- C. Builds a sense of community where all students and adults are valued and fosters a shared commitment to high expectations for student and adult behaviors aligned to the vision.
- D. Develops cultural competence in the school community and promotes responsiveness to both the resources and the biases connected to race, culture and diversity.
- E. Engages families and communities in the academic success of students.

Performance Measure #2: Provides Instructional Leadership for High Student Academic Performance

- A. Ensures implementation of curricula and assessments aligned to college and career readiness standards.
- B. Supports teachers in implementing high-quality, effective classroom instructional strategies to meet diverse student learning needs, increase intellectual challenge, and drive increases in student achievement.
- C. Tracks and analyzes multiple forms of qualitative and quantitative student data to drive instructional and intervention strategies and to monitor the effectiveness of those strategies.
- D. Provides coherent systems of academic and social supports and services to meet the range of learning needs of each student.

Performance Measure #3: Develops and Maintains a High-Quality, Effective Staff

- A. Implements a cohesive approach to recruiting, selecting, assigning, and retaining effective staff.
- B. Facilitates high-quality professional learning for teachers and other staff.
- C. Increases teacher and staff effectiveness through high-quality observations, actionable feedback, coaching, and evaluation.
- D. Selects, develops and supports a high-performing instructional leadership team with a diverse skill set.

Performance Measure #4: Demonstrates Ethical Personal Leadership through Relationship Building, Effective Communication, and Self-Reflection

- A. Models appropriate personal, professional, and ethical behavior that is respectful and fair.
- B. Maintains a relentless focus on student learning and demonstrates resiliency in the face of challenge.
- C. Constructively manages and adapts to change and employs problem-solving strategies with the ultimate goal of improving student achievement.
- D. Demonstrates strong communication, facilitation and interpersonal skills for multiple audiences.
- E. Models self-awareness, reflection and ongoing learning.

Performance Measure #5: Strategically Manages and Monitors School Systems and Operations

- A. Organizes and manages resources (e.g., time, money, technology) in alignment with school priorities and goals.
- B. Maintains a safe, secure and respectful learning environment for all students and adults.
- C. Ensures the school is in compliance with local, state, and federal laws, standards, regulations, and district initiatives.

Principal/School Leadership Support



No cost for any school leader across Minnesota

Our Focus

Our work focuses on Instructional Leadership Practices (ILPs), which have the greatest potential to impact student achievement:

1. Developing a **shared mission, vision and goals**
2. Developing an Instructional Leadership Team and fostering **teacher leadership**
3. Recognizing, respecting and employing each student's strengths, diversity, and culture as assets for teaching and learning (**cultural responsiveness** and attentiveness to equity)
4. Providing meaningful and effective **instructional feedback** to teachers
5. **Leading through change** effectively for continuous improvement
6. Developing an aligned system of **curriculum, instruction, and assessment**
7. Building a trusting and positive learning **culture**



Our Vision and Mission

Vision:

Each and every student benefits from culturally responsive leaders who meaningfully partner with communities, disrupt and redress inequities, and transform teaching and learning.

Mission:

We facilitate learning through exploration, inquiry and self-reflection that develop the capacity of school leaders to take meaningful action based on their learning.

Who We Are

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What We Do

Coaching/Mentoring

- One school leader
- Specific, personalized action and coaching plans
- Regularly scheduled, ongoing sessions

Networks/Cohorts

- Small group of school leaders
- Specific, customized facilitation plan
- Regularly scheduled, ongoing sessions

Large-Scale Learning

Any number of school leaders

- Building foundational knowledge on leadership topics
- Grounded in evidence-based resources

On-Site or Virtual!

For Principals

The development and support of school leaders by the Principal Support Team is focused around seven leadership areas of practice. Each practice area has a link (see the left navigation menu links) that includes resources and tools to aid a school leader as the building's instructional leader.

The Instructional Leadership Practices (ILPs) are research-based and have the greatest potential to impact student achievement. They are connected to state and national principal standards, and each includes a continuum of performance that enables a leader to progressively grow their skills.

1. **Mission and Vision:** Developing a shared mission, vision and goals
2. **Teacher Leadership:** Developing an Instructional Leadership Team / fostering teacher leadership
3. **Cultural Responsiveness:** Recognizing, respecting and employing each student's strengths, diversity, and culture as assets for teaching and learning (cultural responsiveness and attentiveness to equity)
4. **Instructional Feedback:** Providing meaningful and effective instructional feedback to teachers
5. **Change Leadership:** Leading through change effectively for continuous improvement
6. **Curriculum, Instruction, and Assessment:** Developing an aligned system
7. **Culture:** Building a trusting and positive learning culture

For more information about our statewide support for school and district leaders, see the Principal Leadership Support Team flyer or find a team member in your area using our Principal Support Contact Look-up tool.

To receive updates every other month about upcoming professional development and other opportunities for support, please sign up for the Principal Leadership Support Newsletter.

Additional Resources for School Leaders

- The School Principal as Leader: Guiding Schools to Better Teaching and Learning is a Wallace Perspective that summarizes a decade of foundation research and work in school leadership that identifies what effective school principals do. The report concludes that principals who are effective leaders practice five key actions particularly well.
- See our Culturally Responsive Leadership webpage for more information and resources regarding culturally responsive leadership practices and updated statute language for principal development and evaluation.

Source

website: education.mn.gov/mde/dse/prer/res/