

Framework for Leadership Types of Evidence – CTC Directors (06/28/13 – DRAFT)

Please note: The evidence identified here is provided to stimulate conversations that occur between a supervising authority and a CTC Director. The evidence examples should not be viewed as a “checklist” but merely as a resource. The actual evidence gathered should be discussed and agreed upon between the supervising authority and CTC Director.

Domain 1: Strategic/Cultural Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – CTC Directors Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	<p>Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the school’s vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding organizational vision, mission, and strategic goals. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding organizational vision, mission, and strategic goals. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Joint Operating Committee (JOC) meeting agendas. ○ Program Advisory Committee (PAC) meeting agendas. ○ Local Advisory Committee (LAC) meeting agendas. ○ Internal CTC meetings agendas or minutes ○ Other memos /correspondence. • Quarterly and end of year summation reports. • Review of lesson plans to ensure compliance. • Professional Development Plans. 	

	<p>Ib: Uses Data for Informed Decision Making</p>	<p>Collects, analyzes, monitors, and uses data systematically regarding the school's progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>Develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<ul style="list-style-type: none"> • Development and implementation of plans for school improvement and student achievement. • Utilization of formative and summative assessments that impact instruction (Pre-NOCTI and NOCTI scores, etc.). • Utilization of student and school data for instructional planning and decision making. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Placement data. ○ Industry certifications. ○ Enrollments and program offerings. ○ Labor data / market analysis. ○ Discipline. ○ School safety reports. ○ Other tests – local assessments. • Utilization of multiple measures for instructional planning and decision making. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ School Performance Profile data ○ Correlations between teacher ratings and PVAAS) ○ SLO data • Documentation of professional development for staff on assessment tools, data analysis techniques, and utilizing data to drive student achievement. 	
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	<p>Ic: Builds a Collaborative and Empowering Work Environment</p>	<p>Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.</p> <p>Consistently engages in shared decision-making and distributive leadership.</p> <p>Actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<ul style="list-style-type: none"> • Documentation of efforts to establish and promote collaborative workgroups for staff. Such workgroups could involve: <ul style="list-style-type: none"> ○ Professional Learning Communities – PLCs. ○ Occupational Advisory Committees –OACs. ○ School Safety Committees. ○ Wellness Committees. <p>Examples of documentation include, but are not limited to:</p> <ul style="list-style-type: none"> ○ Meeting rosters. ○ Meeting agendas. ○ Meeting minutes. • Schedules demonstrating shared planning time. • Documentation of staff involvement with hiring. • Documentation of student and parent involvement on school wide committees. • Documentation of active membership with Chambers of Commerce, Workforce Investment Boards, and Youth Councils to enhance collaboration with staff, business community, and parents as applicable. <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ○ Cooperative programs. ○ Donations / contributions from business community. 	
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<p>1d: Leads Change Efforts for Continuous Improvement</p>	<p>Implements a change process to ensure continuous school improvement.</p>	<ul style="list-style-type: none"> • Documentation of meeting minutes, agendas, and rosters that support the implementation of key elements of a change process as indicated below: <ul style="list-style-type: none"> ○ Priority challenges to be addressed. ○ Activities planned to address the challenges. ○ A plan and timeline for monitoring the progress. • Changes processes may include, but are not limited to: <ul style="list-style-type: none"> ○ Participation in ISO 9000 Quality Processes and/or Accreditation initiatives. ○ Process development as part of Chapter 339. ○ Participation in the CTC Technical Assistance Program (TAP). ○ Perkins participatory planning committee. 	
<p>1e: Celebrates Accomplishments and Acknowledges Failures</p>	<p>Recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>Utilizes failure as an opportunity to improve school culture and student performance.</p>	<ul style="list-style-type: none"> • List of recognition programs. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Recognitions earned within Career and Technical Student Organizations (CTSOs). ○ Joint Operating Committee (JOC) programs / presentations. ○ Award certificates of achievement and appreciation. ○ Student of the Month programs. ○ Honor roll. ○ Teacher of the Year. ○ Etc. • Creates and Reviews Incident Reports. • Agenda minutes and proposed plan of action to remedy shortcomings. 	

Domain 2: Systems Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – CTC Directors Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	<p>Designs transparent systems to equitably manage human and financial resources.</p> <p>Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<ul style="list-style-type: none"> • School budget and expenditure reports. • Cost comparison of use of internal and external resources. • Description of process involving staff in budget development/resource allocation. • Effectiveness of school partnerships with other agencies/organizations. • A list of available resources assigned to strategic goals. • Listing of alternative revenue streams, such as outcomes of Capital Campaigns. • JOC meeting meetings/agendas focused on staffing and resource allocation. 	

	<p>2b: Ensures School Safety</p>	<p>Reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<ul style="list-style-type: none"> • Evidence on the use of safety data sets by school stakeholder groups. • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school safety. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school safety. • Documentation of the implementation of school behavioral and safety policies/ procedures. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Safety drill and reports. ○ Outside speakers dealing with safety issues. ○ Signed affidavits from parents and faculty indicating understanding and acceptance of student/faculty handbook. ○ Written School Safety and Behavioral Policies. ○ Memorandum of Understanding (MOU) with local law enforcement. • Copies of completed safety inspections for equipment, rooms, facilities, etc. • Proper signage is in place. • Evidence of active safety committees (rosters, agendas, minutes, table- top exercises, mock disaster drills, fire drills, lock down drills etc.). 	
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	<p>2c: Complies with Federal, State, and LEA Mandates</p>	<p>Designs protocols and processes in order to comply with federal, state and LEA mandates.</p> <p>Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<ul style="list-style-type: none"> • Documentation of timely compliance with federal, state, and LEA mandates. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Compliance with Chapter 4 and Chapter 339 / Perkins regulations. ○ Completion of audit reports. ○ Completion of items as part of the reaccreditation process. ○ Completion of Annual Financial Report (AFR). ○ Addressing incidents that fall under the Office of Civil Rights (OCR). ○ Compliance with Environmental Protection Agency (EPA) regulations. ○ Special Education / 504 compliance • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding applicable federal, state, and LEA mandates. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding applicable federal, state, and LEA mandates. 	
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	<p>2d: Establishes and Implements Expectations for Students and Staff</p>	<p>Engages students and staff members in developing expectations for learning and improved performance.</p> <p>Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding expectations for students and staff. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding expectations for students and staff (i.e. anti-bullying programs, academic pep rallies, pre-NOCTI expectations, etc.) • Signed affidavits from parents and faculty indicating understanding and acceptance of student/faculty handbook. • Documentation of lesson reviews and the completion of walkthroughs to emphasize technical skill attainment and academic integration. 	
	<p>2e: Communicates Effectively and Strategically</p>	<p>Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p>	<ul style="list-style-type: none"> • Documentation of meeting minutes, agendas, rosters, and handbooks that support the implementation of key elements of a communications process. • Documentation of communication with stakeholders using various media. Examples include, but not limited to: <ul style="list-style-type: none"> ○ Newsletters and updates to stakeholders. ○ Utilization of social media / websites. ○ Promotion of two-way communication with all stakeholders. ○ School call system. ○ Customer, co-op employer, and/or student surveys. ○ Professional Advisory Committee (PAC) and Joint Operating Committee (JOC) meeting agendas. 	<ul style="list-style-type: none"> •

	<p>2f: Manages Conflict Constructively</p>	<p>Consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>Implements and reviews solutions that address discordant issues.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding mediation processes, as well as agreed upon solutions. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding mediation processes, as well as agreed upon solutions. • Establish and enforce processes that address conflict and appeals. • Establish, publish, and enforce anti-bullying policies. • Professional development for staff to effectively address conflict so that resolutions can be achieved prior to administrator involvement. • School climate surveys completed by stakeholders. • Discipline reports: <ul style="list-style-type: none"> ○ Student-to-teacher. ○ Student-to-student discipline issues. ○ Staff-to-staff discipline issues. 	
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	<p>2g: Ensures a High Quality, High Performing Staff:</p>	<p>Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance.</p> <p>Recruits and retains high quality staff that meets the diverse needs of students.</p> <p>Participates with appropriate personnel to select highly qualified staff.</p> <p>Provides processes to support all new personnel.</p> <p>Maintains a high performing staff, which is focused on improving student achievement.</p>	<ul style="list-style-type: none"> • Documentation that staff observations/evaluations were completed with fidelity. • Utilization of multiple measures for instructional planning and decision making. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ School Performance Profile data ○ Correlations between teacher ratings and PVAAS) ○ SLO data • Documentation of a process to identify instructional needs and development of professional plans for teachers. • Staff turnover: <ul style="list-style-type: none"> ○ % of yearly staff turnover. ○ Reasons for staff leaving. ○ Reasons for staff remaining in position. • Staff recruitment: <ul style="list-style-type: none"> ○ List of recruiting activities. ○ #of staff hired as direct result of recruiting activities. ○ Employment history of those recruited. ○ Quality of observations/demonstrations (if required). ○ Length of time in previous position. • Feedback from staff (professional/support) on quality of induction activities. • Documentation that processes are in place to address concerns that affect student achievement. 	
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Domain 3: Leadership for Learning

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – CTC Directors Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	<p>Develops a school improvement plan, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> • Implement a school improvement plan. • Monitor and evaluate progress toward achieving school improvement goals and student outcomes. • Revise school improvement goals and outcomes based on data analysis. 	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school improvement initiatives. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school improvement initiatives. • Develops actions plans based on school and student data. Examples include, but not limited to: <ul style="list-style-type: none"> ○ Documentation of compliance with Chapter 4 and Chapter 339. ○ Response to Instruction and Intervention (RTII), including lessons, discipline, increased instructional time, and teacher preparation. ○ Participation in the CTC Technical Assistance Program (TAP). ○ Perkins Plan • Feedback from stakeholders. • Progress on school performance initiatives. 	

	<p>3b: Aligns Curricula, Instruction, and Assessments</p>	<p>Consistently ensures that the LEA's curricula are implemented with fidelity throughout the school.</p> <p>Aligns curricula with assessments and instructional material.</p> <p>Engages staff in curricula planning and instruction based upon state and local assessments.</p> <p>Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding alignment of curricula, instruction, and assessments. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding alignment of curricula, instruction, and assessments. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Occupational Advisory Committee (OAC) review of curricula (by program). ○ Implementation of Programs of Study (POS). ○ Alignment of curricula with industry credentials. ○ Utilization of industry, labor, employer, and/or co-op feedback to inform curriculum. ○ Alignment of curricula with NOCTI, certification examinations, and/or other industry licensure requirements. ○ Utilization of other assessments, such as the Classroom Diagnostic Tools (CDT) with the Standards Aligned System (SAS). • Documentation of resources, tools, strategies, etc. that address alignment of curricula established within the LEA with instructional and assessment practices within the school. • Implementation of a school-wide curricula model, standardized by program • Documentation of alignment with post-secondary institutions, including the development of articulation agreements. 	
	<p>3c: Implements</p>	<p>Consistently monitors the effectiveness of and timely feedback to professional</p>	<ul style="list-style-type: none"> • Documentation of the completion of professional development for: 	

	High Quality Instruction	<p>staff in the domains of:</p> <ul style="list-style-type: none"> • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities <p>Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<ul style="list-style-type: none"> ○ Teacher effectiveness and evaluation. ○ Inter-rater reliability. • Results of formative assessments and summative evaluations to determine trends/patterns in staff instruction to inform professional development. 	
	3d: Sets High Expectations for All Students	<p>Articulates a belief in high measureable goals for all students and staff.</p> <p>Leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p> <p>Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding high expectations for all students. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding high expectations for all students. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Systematic use of data for instructional planning and decision making. ○ Utilization of Response to Instruction and Intervention (RTII). ○ Utilization of Student Assistance Programs (SAP). ○ Active involvement in IEP meetings. 	
	3e: Maximizes Instructional	Implements processes and schedules in a systematic manner to protect	<ul style="list-style-type: none"> • Documentation of processes that maximize planning time for teachers, while balancing the needs of the 	

	Time	instructional and planning time from interruptions.	<p>school.</p> <ul style="list-style-type: none"> • Documentation of policy/practices that include steps to reduce and/or eliminate the need for announcements throughout the school day. • Document evidence used to maximize student's instructional time in a CTC class. (i.e. Sending school calendar coordination) 	
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Domain 4: Professional and Community Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – CTC Directors Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 4: Professional and Community Leadership	4a: Maximizes Parent and Community Involvement and Outreach	<p>Creates systems and engages parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.</p> <p>Collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<ul style="list-style-type: none"> • Documentation of processes that maximize parent and community engagement. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Parent advisory groups. ○ Business/ Industry advisory groups. ○ Civic organizations. ○ Back to school nights. ○ Open houses. ○ Parent-Teacher conferences. 	
	4b: Shows professionalism	<p>Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).</p> <p>Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>Actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<ul style="list-style-type: none"> • Documentation of actions regarding honesty, integrity, and confidentiality that proactively serves the needs of all students, staff, and community members. Example include, but are not limited to: <ul style="list-style-type: none"> ○ Policies. ○ Administrative guidelines. ○ Student handbook. • Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Example include, but are not limited to: <ul style="list-style-type: none"> ○ Policies. ○ Administrative guidelines. ○ Student handbook. ○ Faculty handbook. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding professionalism and the code of conduct for school behavior. 	
	4c: Supports Professional Growth	Targets professional development toward the improvement of learning experiences, including quality of	<ul style="list-style-type: none"> • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding professional development 	

		<p>classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>Plans and routinely participates in professional development focused on improving instructional programs and practices.</p>	<p>activities.</p> <ul style="list-style-type: none"> • Record of staff involvement (including administrator) in professional organizations and activities. • Results of formative assessments to determine trends/patterns in staff instruction to inform professional development. • Teacher Induction Plans outcomes. • Involvement in PIL programs. 	
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Date: _____
 Leader Self-Assessment
 Evaluator Assessment

Domain 1: Strategic/Cultural Leadership

The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school’s culture that involves students, families, and staff.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><i>1a: Creates an Organizational Vision, Mission, and Strategic Goals:</i></p> <p>The school leader plans strategically and creates an organizational vision, mission, and goals around personalized student success that is aligned to LEA goals.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to develop a school wide vision, mission, or strategic goals.</p> <p>Fails to demonstrate the involvement of staff and stakeholders in a strategic process that leads to the development of the school’s vision, mission, and goals.</p>	<p>Develops school wide vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of student performance, with limited evidence of stakeholder involvement.</p>	<p>Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the school’s vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<p>... and</p> <p>Designs, initiates, and implements collaborative processes to collect and analyze data about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals.</p> <p>Systematically ensures that the school’s vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.</p>

<p><i>Ib: Uses Data for Informed Decision Making:</i></p> <p>The school leader analyzes and uses multiple data sources to drive effective decision-making.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to demonstrate the ability to analyze or use data to drive effective decision-making.</p>	<p>Infrequently uses data and assessments to monitor progress.</p> <p>Exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>Collects, analyzes, monitors, and uses data systematically regarding the school’s progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>Develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>... and</p> <p>Activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes.</p> <p>Listens, evaluates, and considers staff and other stakeholders input regarding recommended activities and initiatives</p>
<p><i>Ic: Builds a Collaborative and Empowering Work Environment:</i></p> <p>The school leader develops a culture of collaboration, distributive leadership, and continuous improvement conducive to student learning and professional growth. The school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to demonstrate the involvement of staff and stakeholders in discussions and decisions regarding school issues.</p>	<p>Frequently makes unilateral decisions (uses distributive leadership infrequently).</p> <p>Inconsistently includes parents, families, and the larger school community in the decision-making processes.</p> <p>Articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.</p>	<p>Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.</p> <p>Consistently engages in shared decision-making and distributive leadership.</p> <p>Actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<p>... and</p> <p>Empowers staff and other stakeholders to assume responsibility for making decisions regarding the school culture and student achievement.</p> <p>Establishes an environment where staff and other stakeholders:</p> <ul style="list-style-type: none"> • Select and implement effective improvement strategies. • Assess and monitor progress towards achieving the vision, mission, and strategic goals. <p>Lead planning and monitoring efforts.</p>

<p><i>Id: Leads Change Efforts for Continuous Improvement:</i></p> <p>The school leader systematically guides staff through the change process to positively impact the culture and performance of the school.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to identify the importance of the change process with no provision for positively impacting the culture and performance of the school.</p>	<p>Articulates the importance of the change process; however, when change occurs, it is only through random processes.</p>	<p>Implements a change process to ensure continuous school improvement.</p>	<p>... and</p> <p>Drives major initiatives that help students become college and career ready.</p> <p>Systematically examines the status quo, identifies beneficial changes, and leads the change process to successful completion.</p>
<p><i>Ie: Celebrates Accomplishments and Acknowledges Failures:</i></p> <p>The school leader utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>Inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>Recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>Utilizes failure as an opportunity to improve school culture and student performance.</p>	<p>... and</p> <p>Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school.</p>

Domain 2: Systems Leadership

The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school leader must efficiently, effectively, and safely manage the building to foster staff accountability and student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p>2a: Leverages Human and Financial Resources:</p> <p>The school leader establishes systems for marshaling all available resources to better serve students, staff, and the school.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.</p>	<p>Utilizes systems for allocating human and financial resources that are not transparent.</p>	<p>Designs transparent systems to equitably manage human and financial resources.</p> <p>Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<p>... and</p> <p>Integrates school, LEA, and community resources to maximize the efficiency of school operations.</p> <p>Uses data and feedback to assess the success of funding and program decisions.</p>
<p>2b: Ensures School Safety:</p> <p>The school leader ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to develop and implement a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.</p>	<p>Lacks a process for reviewing/revising the school safety plan.</p> <p>Lacks a process to collect data on the effectiveness of the school safety plan that includes prevention, intervention, crisis response, and recovery.</p>	<p>Reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<p>... and</p> <p>Incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.</p>

<p>2c: <i>Complies with Federal, State, and LEA Mandates:</i></p> <p>The school leader designs protocols and processes in order to comply with federal, state and LEA mandates.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner.</p>	<p>Inconsistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and/or complete manner.</p>	<p>Designs protocols and processes in order to comply with federal, state and LEA mandates.</p> <p>Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<p>...and</p> <p>Presents federal, state and LEA mandates so that such mandates are viewed as an opportunity for improvement within the school.</p> <p>Identifies opportunities for improvement to develop programs derived from the mandates.</p> <p>Implements related programs supported by the school community.</p>
<p>2d: <i>Establishes and Implements Expectations for Students and Staff:</i></p> <p>The school leader establishes and implements clear expectations, structures, rules, and procedures for students and staff.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to establish clear expectations, structures, rules, and procedures for students and staff.</p>	<p>Utilizes only school rules and procedures required by LEA administration and/or school policy.</p> <p>Inconsistently communicates and enforces expectations, rules, and procedures for students and staff.</p>	<p>Engages students and staff members in developing expectations for learning and improved performance.</p> <p>Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p>	<p>... and</p> <p>Empowers staff to monitor their own performance and exceed school-wide expectations.</p> <p>Encourages students to monitor their performance and strive to exceed expectations set by their teachers, parents and themselves.</p>

<p>2e: Communicates Effectively and Strategically:</p> <p>The school leader strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to develop a coherent plan to effectively communicate with all staff and stakeholders.</p>	<p>Defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.</p>	<p>Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholder</p>	<p>... and</p> <p>Ensures that staff and stakeholders are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</p>
<p>2f: Manages Conflict Constructively:</p> <p>The leader effectively and efficiently manages the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to develop and implement conflict management processes to manage the complexity of human interactions and relationships.</p>	<p>Inconsistently implements processes to resolve problems and/or areas of conflict within the school.</p> <p>Interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.</p>	<p>Consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>Implements and reviews solutions that address discordant issues.</p>	<p>... and</p> <p>Provides conflict management and relationship building training for students, staff, and other stakeholders.</p> <p>Empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school climate.</p> <p>Encourages staff and students to accept responsibility for their own actions by adhering to operational norms.</p>

<p>2g: Ensures a High Quality, High Performing Staff:</p> <p>The school leader establishes, supports and effectively manages processes and systems which ensure a high quality, high performing staff.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to maintain a high performing staff which is focused on improving student achievement.</p> <p>Fails to address ineffective teaching and staff performance.</p> <p>Fails to provide induction support to all new staff.</p> <p>Fails to select and retain highly qualified personnel.</p>	<p>Inconsistently supervises and evaluates staff.</p> <p>Provides limited support to all new personnel.</p> <p>Inconsistently selects and retains highly qualified personnel.</p>	<p>Supervises and evaluates all staff in a fair and equitable manner following District procedures and uses the results to improve performance.</p> <p>Recruits and retains high quality staff that meets the diverse needs of students.</p> <p>Participates with appropriate personnel to select highly qualified staff.</p> <p>Provides induction processes to support all new personnel.</p> <p>Maintains a high performing staff which is focused on improving student achievement.</p>	<p>Proactively recommends decisions regarding hiring, transfers, retention and dismissal.</p> <p>Proactively recognizes quality teaching and establishes it as an example of expected performance.</p> <p>Ties human resources decisions to achieving the vision and goals of the school.</p> <p>Proactively creates additional induction opportunities to support all new personnel.</p>
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Domain 3: Leadership for Learning

The school leader assures a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><i>3a: Leads School Improvement Initiatives:</i></p> <p>The school leader develops, implements, monitors, and evaluates a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to develop a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.</p>	<p>Develops a school improvement plan; however, the plan lacks clear and consistent processes and systems to improve student achievement.</p>	<p>Develops a school improvement plan, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> • Implement a school improvement plan. • Monitor and evaluate progress toward achieving school improvement goals and student outcomes. • Revise school improvement goals and outcomes based on data analysis 	<p>... and</p> <p>Incorporates principles of continuous improvement into a school improvement plan, which positively impacts the school’s culture and exceeds expectations of student achievement.</p>

Framework for Leadership – 04/22/13 Draft

<p>3b: Aligns Curricula, Instruction, and Assessments:</p> <p>The school leader ensures that the adopted curricula, instructional practices, and associated assessments are implemented within a Standards Aligned System. Data are used to drive refinements to the system.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to monitor that the LEA’s curricula are being implemented.</p> <p>Fails to engage staff in curricula planning and instruction.</p>	<p>Inconsistently monitors that the LEA’s curricula are implemented with fidelity throughout the school.</p> <p>Inconsistently engages staff in curricula planning and instruction.</p>	<p>Consistently ensures that the LEA’s curricula are implemented with fidelity throughout the school.</p> <p>Aligns curricula with assessments and instructional material.</p> <p>Engages staff in curricula planning and instruction based upon state and local assessments.</p> <p>Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.</p>	<p>... and</p> <p>Engages staff to assess curricula for strengths and weaknesses.</p> <p>Reports data and recommendations to curriculum committee for refinement of the LEA’s curricula.</p>
<p>3c: Implements High Quality Instruction:</p> <p>The school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to monitor the effectiveness of professional staff in the domains of:</p> <ul style="list-style-type: none"> • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities. 	<p>Inconsistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities. <p>Lacks participation in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.</p>	<p>Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities <p>Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<p>...and</p> <p>Collaboratively works with staff members to:</p> <ul style="list-style-type: none"> • Identify professional development needs based upon observation data. • Plan short and long term professional development activities to address identified needs based upon observation data. • Monitor performance following professional development to ensure the application of lessons learned.

<p>3d: Sets High Expectations for All Students:</p> <p>The school leader holds all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to hold all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>Inconsistently holds all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>Articulates a belief in high measureable goals for all students and staff.</p> <p>Leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p> <p>Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.</p>	<p>... and</p> <p>Models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students.</p>
<p>3e: Maximizes Instructional Time:</p> <p>The school leader creates processes which protect teachers from disruption of instructional and preparation time.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to protect teachers from disruption of instructional and preparation time.</p>	<p>Sporadically permits interruptions to instructional and planning time.</p>	<p>Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.</p>	<p>... and</p> <p>Structures the school schedule to increase opportunities for teachers to have collaborative planning time.</p> <p>Systematically monitors the effect of the master schedule on collaborative planning and student achievement.</p>

Domain 4: Professional and Community Leadership

The school leader promotes the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><i>4a: Maximizes Parent and Community Involvement and Outreach:</i></p> <p>The school leader designs structures and processes, which result in parent and community engagement, support, and ownership for the school.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to design structures and processes, which result in a lack of parent and community engagement, support, and ownership for the school.</p>	<p>Efforts for community outreach do not result in meaningful support for teaching and learning.</p> <p>Unilaterally designs structures and processes that result in limited involvement of parents and other stakeholders.</p>	<p>Creates systems and engages parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.</p> <p>Collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<p>... and</p> <p>Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school’s learning agenda.</p>

<p>4b: Shows professionalism:</p> <p>The leader operates in a fair and equitable manner with personal and professional integrity.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to display honesty in interactions with students, staff, and stakeholders.</p> <p>Fails to recognize student needs and contributes to school practices that result in some students being ill served.</p>	<p>Interacts honestly with students, staff, and stakeholders, but attempts to serve students are inconsistent.</p>	<p>Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).</p> <p>Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>Actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<p>... and</p> <p>Holds the highest standards of honesty, integrity, and confidentiality.</p> <p>Proactively serves students, seeking out resources when needed.</p> <p>Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p>
<p>4c: Supports Professional Growth:</p> <p>The school leader supports continuous professional growth of self and others through practice and inquiry.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.</p>	<p>Implements professional development inconsistently which is not aligned with curricular, instructional, and assessment needs.</p>	<p>Targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>Plans and routinely participates in professional development focused on improving instructional programs and practices.</p>	<p>...and</p> <p>Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members and self.</p>

The following provides alignment to Legislative Categories and PIL Standards

Domain	Component	Alignment with Legislative Categories	Alignment with the Pennsylvania Inspired Leadership (PIL) Program
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	<ul style="list-style-type: none"> • Planning and Preparation 	<ul style="list-style-type: none"> • Core Standards 1,3 • Corollary Standard 3
	1b: Uses Data for Informed Decision Making	<ul style="list-style-type: none"> • Planning and Preparation 	<ul style="list-style-type: none"> • Core Standard 3 • Corollary Standards 3, 6
	1c: Builds a Collaborative and Empowering Work Environment	<ul style="list-style-type: none"> • School Environment • Delivery of Service 	<ul style="list-style-type: none"> • Corollary Standards 3, 6
	1d: Leads Change Efforts for Continuous Improvement	<ul style="list-style-type: none"> • Planning and Preparation • School Environment 	<ul style="list-style-type: none"> • Core Standard 1 • Corollary Standards 1,2
	1e: Celebrates Accomplishments and Acknowledges Failures	<ul style="list-style-type: none"> • School Environment • Delivery of Service 	<ul style="list-style-type: none"> • Corollary Standard 1
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service 	<ul style="list-style-type: none"> • Corollary Standards 2,3, 4
	2b: Ensures School Safety	<ul style="list-style-type: none"> • Planning and Preparation • School Environment • Delivery of Service 	<ul style="list-style-type: none"> • Core Standard 3 • Corollary Standards 2, 3
	2c: Complies with Federal, State, and LEA Mandates	<ul style="list-style-type: none"> • Planning and Preparation 	<ul style="list-style-type: none"> • Corollary Standard 2
	2d: Establishes and Implements Expectations for Students and Staff	<ul style="list-style-type: none"> • School Environment 	<ul style="list-style-type: none"> • Corollary Standard 3
	2e: Communicates Effectively and Strategically	<ul style="list-style-type: none"> • Planning and Preparation • School Environment 	<ul style="list-style-type: none"> • Core Standard 1 • Corollary Standard 3
	2f: Manages Conflict Constructively	<ul style="list-style-type: none"> • School Environment 	<ul style="list-style-type: none"> • Corollary Standards 2, 3, 4
	2g: Ensures a High Quality, High Performing Staff	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service 	<ul style="list-style-type: none"> • Corollary Standards 2,3, 4
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives:	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service • Professional Development 	<ul style="list-style-type: none"> • Core Standard 1 • Corollary Standards 1, 2, 3, 4
	3b: Aligns Curricula, Instruction, and Assessments	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service 	<ul style="list-style-type: none"> • Core Standards 2, 3 • Corollary Standards 1, 3
	3c: Implements High Quality Instruction	<ul style="list-style-type: none"> • Planning and Preparation • Delivery of Service • Professional Development 	<ul style="list-style-type: none"> • Core Standard 3 • Corollary Standards 1, 3, 6
	3d: Sets High Expectations for All Students	<ul style="list-style-type: none"> • School Environment • Delivery of Service 	<ul style="list-style-type: none"> • Core Standards 1, 2, 3 • Corollary Standards 1, 3
	3e: Maximizes Instructional Time	<ul style="list-style-type: none"> • Delivery of Service 	<ul style="list-style-type: none"> • Core Standard 3 • Corollary Standards 1, 2, 3

Framework for Leadership – 04/22/13 Draft

Domain 4: Professional and Community Leadership	4a: Maximizes Parent and Community Involvement and Outreach	<ul style="list-style-type: none"> • Planning and Preparation • School Environment • Delivery of Service 	<ul style="list-style-type: none"> • Corollary Standards 2, 3, 4, 5
	4b: Shows professionalism	<ul style="list-style-type: none"> • School Environment 	<ul style="list-style-type: none"> • Corollary Standards 2, 4, 5
	4c: Supports Professional Growth	<ul style="list-style-type: none"> • School Environment • Delivery of Service • Professional Development 	<ul style="list-style-type: none"> • Core Standard 2 • Corollary Standard 6

The following documents were used as reference in the development of this document:

Colorado Department of Education. (November 2011). *Rubric for Evaluating Colorado’s Principals and Assistant Principals*. Denver, Co.

Danielson, C. (2011). *Framework for Teaching Evaluation Instrument*. The Danielson Group

Delaware Department of Education. (August 2008). *Delaware Performance Appraisal System*. Dover, DE.

North Carolina Department of Public Instruction. (May 2008). *Principal and Assistant Principal Evaluation Process*. Raleigh, NC.

Pittsburgh Public Schools. (2009). *Administrator Performance Standard Rubric Revised 09-10*. Pittsburgh, PA.

State of Washington: Office of Superintendent of Public Instruction (July 2011). *Teacher and Principal Evaluation Pilot*. Olympia, WA

Tennessee Department of Education. (September 2011). *Tennessee’s Principal Evaluation System*. Nashville, TN

Possible Guiding Questions: Strategic Discussions Between Principals and Teachers 06/28/13 – DRAFT

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for strategic discussions that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual discussions that occur between a principal and teacher. The actual discussions that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.

Domain 1: Planning and Preparation

Ia: Demonstrating knowledge of content and pedagogy

Possible Guiding Questions:

- Specifically, what do you expect the student to know?
- What things do you routinely do to extend your content knowledge in the subject/subjects you teach?
- Describe the process you use as you plan your daily lessons.
- What strategies do you use to check students' misconceptions as you begin the study of a new concept?
- How do you adapt instruction for those students who need extra time and alternative strategies to master a concept?
- What enrichment is available for those who have mastered the concept you are teaching?

Ib: Demonstrating knowledge of students

Possible Guiding Questions:

- Is there anything about your class I should know before I come in?
- Tell me about your greatest challenges with your students and the strategies you are using to meet those challenges.
- What resources have you investigated to support your efforts?
- How have you used the data from multiple measures (School Performance Profile, Elective Data/SLOs, and Ratings/PVAAS Correlations) to inform your decision making?

<i>Ic: Setting instructional outcomes</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • After you look at the standards you are teaching toward, how do you determine the goals you will set for your students? • How do you plan your instruction and what are your most important considerations during your planning? • What alternatives are available for students who need extra support and time to meet the instructional goals and those who may have already mastered them? • What are you going to be listening for as you listen to students working together?
<i>Id: Demonstrating knowledge of resources</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you communicate and work cooperatively with parents, counselors and others in the community and beyond to address your students' needs? • What resources do you visit most often when you plan instruction?
<i>Ie: Designing coherent instruction</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • As the designer of your classroom instruction, how do you plan to meet the needs and interests of all of your students to give them varied experience and keep them engaged and motivated to learn? • How is time allocated to work cooperatively with other teachers to be sure that your instruction is aligned with students' previous knowledge so that they can make connections for deeper understanding? • What connections have you made to the PDE SAS website for updates that support your practice? • What kinds of support are available for the students who may not master a concept the first time it is taught?
<i>If: Designing student assessment</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you use multiple forms of assessment including diagnostic, formative and summative to plan instruction and inform your work?

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| | <ul style="list-style-type: none">• Before you design your instruction, do you consider what you want the students to know and how you will assess it? Explain your process.• Explain how you clarify expectations for students by using:<ul style="list-style-type: none">➤ exemplary student work➤ rubrics➤ explicit directions➤ modeling➤ student repetition of details• What formative assessments do you use most often to identify student needs and to plan your instruction?• How do you benchmark your assessments with other teachers at your level to inform your expectations and insure high expectations for all students?• Please share the ways you provide students with timely feedback on their learning and give them opportunities for improvement?• What should I expect to hear your students say or do that would be evidence that they have met the instructional goals for today? |
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Domain 2: The Classroom Environment

2a: Creating an environment of respect and rapport

Possible Guiding Questions:

- How do you model respectful behavior for your students? What barriers to appropriate behavior do you encounter and what have you done to minimize them?

2b: Establishing a culture for learning

Possible Guiding Questions:

- In what ways have you reflected on how student learn?
- Student engagement is about the nature of the work and who does it. In what ways do you encourage your students to be active participants?

2c: Managing classroom procedures

Possible Guiding Questions:

- What rituals and routines have you encouraged in your classroom to set a tone of respectful behavior?
- How do you encourage your students to share roles and responsibilities with non-instructional routines for efficient classroom operations?

2d: Managing student behavior

Possible Guiding Questions:

- Describe your student behavior plan. Is it clear, consistent, fair, appropriate and preventive?

	<ul style="list-style-type: none"> • Have your students shared the responsibility for determining the plan? • What is the most persistent behavior problem in your classroom? What are your current solutions?
<p><i>2e: Organizing physical space</i></p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How is your classroom organized to accommodate: <ul style="list-style-type: none"> ➤ Students with special needs ➤ Cooperative learning ➤ Appropriate use of technology ➤ Teacher-student conferences ➤ Safety and movement • In your planning, how do you arrange desks according to the purpose of your lesson?

Domain 3: Instruction

3a: Communicating with students

Possible Guiding Questions:

- What strategies do you use to check students' misconceptions as you begin the study of a new concept?
- What are some ways you check for student understanding and how do you encourage students to ask questions?
- How are you utilizing technology in your classroom?

3b: Using questioning and discussion techniques

Possible Guiding Questions:

- Explain how your classes are a combination of “stand and deliver” mini-lessons with opportunities for student engagement, reflection and sharing that go beyond memorization of facts.
- How do you provide students have practice in being good consumers of information by:
 - Analyzing
 - Synthesizing
 - Evaluating
 - Critical thinking
 - Summarizing
 - Strategic thinking
 - Application to real life situations and new learning

3c: Engaging students in learning

Possible Guiding Questions:

- In your planning, how do you determine groups of students who work cooperatively?
- How kinds of things will I hear that will be evidence of a high level of rigor during this lesson?
- What activities are planned to help students to reach a different level of understanding and truly be “minds on”?

3d: Using assessment in instruction

Possible Guiding Questions:

- Describe how you use the following items to clarify expectations in your classroom.
 - Exemplary student work
 - Rubrics
 - Timely feedback
- Which opportunities for immediate feedback are most popular with your students and why?
 - computer exercises
 - working in pairs
 - student-teacher conferences
 - working in small groups
- How do you use portfolios to collect student work as a means of assessing change over time and progress on individual tasks?

3e: Demonstrating flexibility and responsiveness

Possible Guiding Questions:

- How do you ensure that all students are respected as they offer solutions to problems?
- What classroom strategies do you use for lessons that are rigorous, relevant and related to real life?

Domain 4: Professional Responsibilities

4a: Reflecting on teacher and student learning

Possible Guiding Questions:

- In what ways have you reflected on the observed lesson?
- What Professional Development contributed to the strategies you used during the lesson?
- In retrospect, what would you do differently?
- Would you be willing to share your effective practices with your peers?

4b: System for managing students' data

Possible Guiding Questions:

- Describe the system you use for managing the daily information you collect concerning your students' instruction and needs.
- In what ways do students have opportunities to view and maintain their assessment information?
- How is individual progress shared and/or celebrated with students?
- How do you use data to guide your planning and instruction?

4d: Participating in a professional community

Possible Guiding Questions:

- How do you see your role in our school as a professional learning community?
- What opportunities do you have to share classroom research and successes with your colleagues?
- How would you describe the context of our school and our opportunities for improvement?

4e: Growing and developing professionally

Possible Guiding Questions:

- Are you a member of any professional organizations?
- Do you subscribe to any educational research journals?

	<ul style="list-style-type: none"> ➤ Which have been most helpful to you and why? ➤ Would you recommend any journals or recent books to be part of our professional library? • What do you see as urgent issues now in the field of education?
<i>4f: Showing professionalism</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What do you believe to be the characteristics of an exemplary teacher? • What are your personal goals to maintain your professionalism?

Possible Guiding Questions: Strategic Discussions Between Supervising Administrators and Principals

06/28/13 - DRAFT

This document utilizes the components within the Framework for Leadership to provide possible guiding questions for strategic discussions that occur between a supervising administrator and a principal. In addition, the document is intended to help clarify framework components. Note that a few of the guiding questions also provide linkages to the Danielson Framework for Teaching in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual discussions that occur between a supervising administrator and principal. The actual discussions that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.

Leadership Framework:

Domain #1 Strategic/Cultural Leadership

Ia. Creates an Organizational Vision, Mission, and Strategic Goals

Discussion Focus: Planning and Preparation

Key Point: Shared ownership for school/district goals

Possible Guiding Questions:

- How do you articulate the Vision and Mission of your school so that it is understood?
- How will you celebrate short term wins?
- What is the goal setting process in your school?
- How has your school community helped you to determine these goals?
- How are your school's goals related to the district goals and the goals for continuous academic improvement?
- What are the barriers to your goals and what can you/we do to minimize them?
- What opportunities have you used to engage your teachers in collaboration relative to vision, mission, and strategic goals?
- How do you measure fidelity to your goals?
- Give an example of a time a plan failed to achieve the expected outcomes. What happened? How are responsibility and credit shared openly?
- Is your vision:
 - Achievable/doable?
 - Focused on results that lead to accountability?
 - Measurable?
 - Simple and clear?
 - Actionable?
 - Does it lend itself to developing a clear strategy for making the vision possible?
 - Does it lead to hard choices?
 - Is it worth fighting for?

Domain #1 Strategic /Cultural Leadership

1b. Uses data for Informed Decision Making

Discussion Focus: Planning and Preparation

Key Point: Instructional decisions based on clear evidence, supported by data

Possible Guiding Questions:

- What would be helpful for me to know about your student population?
- How can we improve our school's data management to encourage focused teaching?
- In your classroom observations, do you see evidence of the items below to inform decision making regarding the instructional process:
 - Formative and summative assessments of student work
 - Varying levels of questioning based on Bloom's Taxonomy
 - Oral and written responses
 - Active student engagement
 - Critical thinking
 - Small group instruction
 - Individual student conferences
 - Examples of exemplary student work
 - Rubrics to guide instruction and assessment

- How have you used the data from multiple measures (School Performance Profile, Elective Data/SLOs, and Ratings/PVAAS Correlations) to inform your decision making?

<p>Domain #1: Strategic/Cultural Leadership</p> <p><i>1c. Builds a Collaborative and Empowering Work Environment</i></p> <p><u>Discussion Focus:</u> School Environment and Delivery of Service</p> <p><u>Key Point:</u> Involves teachers in the design and implementation of important decisions and policies</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do teachers in your school have a voice in decisions? • Describe the work your leadership team does. • What do you do to nurture a climate of trust and continuous improvement in your school? • How are your teachers involved in the planning and assessment of your school’s goals? • What opportunities have you used to engage your teachers in building a collaborative and empowering work environment?
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<p>Domain #1: Strategic/Cultural Leadership</p> <p><i>Id. Leads Change Efforts for Continuous Improvement</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/School Environment</p> <p><u>Key Point:</u> Instructional Leadership</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe any innovative and effective instructional initiatives you are doing or have done this year. • What strategic framework guides you (i.e. Kotter’s <u>Leading Change</u>) as you adapt to shifting conditions? • How have you helped your teachers to become more effective instructors? • What is your greatest barrier to increased student achievement and what efforts are you making to remove that barrier? • How are you helping your teachers to be experts in their curriculum? • What safety nets do you have in place to support teachers/ students? • What have you done this year to stay current on research related to student achievement? • What benchmarks do you have in place to encourage continuous academic improvement? • How are resources allocated?
<p>Domain #1: Strategic/Cultural Leadership</p> <p><i>Ie. Celebrates Accomplishments and Acknowledges Failures</i></p> <p><u>Discussion Focus:</u> School Environment/Delivery of Service</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What is the goal setting process in your school? • How do you determine fidelity to those goals? • Tell me some ways you celebrate achievements in your school? (student, teacher, school wide) • Describe an initiative that was not successful. How did you redirect your efforts? • Do you use a consistent framework for strategic thinking? Describe it. • How do you share your successes with your peers?

Key Point:

Setting priorities, benchmarking successes and evaluating strategies for constructive decision-making

<p>Domain #2: Systems Leadership</p> <p><i>2a. Leverages Human and Financial Resources</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service</p> <p><u>Key Point:</u> Aligning goals with resources</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How often do you reflect on your schedule to see what portion of your day is spent in Instructional related activities as opposed to managerial ones? • In what ways do you ensure that Faculty Meetings focus on leadership rather than management items? • How do you determine the roles of the people that make up your leadership team? • What opportunities do your most effective teachers have to share their practice? • What is your process for determining allocations of financial resources in your school? • How do you prioritize requests from your teachers? • Give me some examples of effective use of technology in your building?
<p>Domain #2: Systems Leadership</p> <p><i>2b. Ensures School Safety</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/School Environment/Delivery of Service</p> <p><u>Key Point:</u> A safe and secure school environment where teachers can teach and students can learn</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Tell me about your school safety plan and your process of reviewing and updating it. • Does your school have a faculty safety committee and how does it operate? • Are there procedures in place that are practiced routinely for natural disasters? • Explain how your entire staff is aware of their responsibilities in emergency situations? • What are you doing to make your building secure from outside visitors? • Is there anything that you would suggest to keep our district safer? • What internal and external factors affect your school? • What procedures are in place to report and deal with: <ul style="list-style-type: none"> ➤ Suspicious behavior ➤ Bullying ➤ Disruptive behaviors ➤ Child abuse <p>How do you promote positive school-wide behavior?</p>

<p>Domain #2: Systems Leadership</p> <p><i>2c. Complies with federal, State, and LEA Mandates</i></p> <p><u>Discussion Focus:</u> Planning and preparation</p> <p><u>Key Point:</u> Uses Federal, State and LEA regulations as guidelines in planning for student success</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe your role in district’s comprehensive plan for increased student achievement? • Are you familiar with the plan for increased student achievement and how do your current initiatives support the plan? • Are we in compliance with Title 1 student regulations? What influence do these mandates have as you plan for instruction? • Are we in compliance with other grants/funding that we use to support our efforts? • With consideration for current initiatives, what professional development would you recommend to support compliance? • How do you use the PDE website/SAS website to learn about initiatives, program mandates and your personal status using your PPID number?
<p>Domain #2: Systems Leadership</p> <p><i>2d. Establishes and Implements Expectations for Students and Staff</i></p> <p><u>Discussion Focus:</u> School Environment</p> <p><u>Key Point:</u> High Expectations for All/Student Achievement</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you and your staff demonstrate the belief that achievement follows effort and all students are capable of increased achievement? • What safety nets do you have for struggling students? • What innovative approaches have you used this year to increase student achievement? • What processes are in place to study data and define services gaps to assist all students?

<p>Domain #2: Systems Leadership</p> <p><i>2e. Communicates Effectively and Strategically</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/School Environment</p> <p><u>Key Point:</u> Goal Focused Communication</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you assess the needs of your school as well as involve your teachers and staff in that reflection? • How do you reflect on your strategic intent and decision-making to ensure quality and continued improvement? • What efforts do you make to ensure that your teachers know and can articulate <ul style="list-style-type: none"> ➤ your mission ➤ your vision ➤ priority goals for this year • How do you support your teachers to reach your school and district goals? • What do you do to ensure a fair, unbiased and caring environment?
<p>Domain #2: Systems Leadership</p> <p><i>2f. Manages Conflict Constructively</i></p> <p><u>Discussion Focus:</u> School Environment</p> <p><u>Key Point:</u> Conflict Resolution</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Are your teachers models of appropriate behavior and how do you encourage that in your school? • What procedures are in place to guarantee that consequences for bad behavior are consistent in your school? • How are problems resolved in the classroom before they escalate and require your attention? • Describe how your teachers have been prepared with the skills to support and resolve conflict? • How do you engage the challenging Teacher directly, honestly and with respect in difficult situations? • What are your strengths and weaknesses as a manager of conflict? • How do you foster an atmosphere of professional learning in your school? • How do you foster an atmosphere of professional learning in your school?

Domain #2: Systems Leadership

2g. Ensures a high quality, high performing staff

Discussion Focus:

School Environment

Key Point:

Staff recruitment, retention and supervision

Possible Guiding Questions:

- What are the positive attributes of an effective teacher?
- How do you support novice teachers who are hired to work in your building?
- What do you see as your role in the hiring, transfer, retention and dismissal of teachers in your building?
- What is it about that role that makes you comfortable/uncomfortable?
- How have you used the data from multiple measures (School Performance Profile, Elective Data/SLOs, and Ratings/PVAAS Correlations) to ensure you have a high quality, high performing staff?

Domain # 3- Leadership for Learning

3a. Leads School Improvement Initiatives

Discussion Focus:

Planning and Preparation/Delivery of Service/Professional Development

Key Point:

Goals related to student achievement

Possible Guiding Questions:

- What goals and priority initiatives have you identified for your school this year and how did you determine needs?
- What are your specific goals related to instruction and student achievement?
- How are you aligning resources both human and financial, to those resources?
- What are the methods you will use to determine progress toward the goals?
- What current research relates your initiative to increased student achievement?

<p>Domain # 3- Leadership for Learning</p> <p><i>3b. Aligns Curricula, Instruction, and Assessments</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service</p> <p><u>Key Point:</u> Effective Alignment for Student Achievement</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe your understanding of a standards-based system. • What have you done with your teachers to inform and reinforce the importance of alignment of curricula, instruction and assessments to ensure student achievement? • What processes are in place to ensure that your curriculum is coherent so that knowledge goes deeper at each grade level? • How do you encourage your teachers to be designers of effective instruction? • In lesson planning, do your teachers use Backward Design” (Wiggins&McTighe) to design lessons for effective instruction? • Have you and your teachers researched “Lesson Study” http://www.tc.edu/lessonstudy/lessonstudy.html together to help them to become more effective designers of lessons? • How do you incorporate online resources like the PDE SAS website to support and motivate effective Instruction? • How do you identify teacher leaders and support them in becoming curriculum experts? • Explain how your teachers create instruction that promotes conceptual understanding and not just factual recall.
<p>Domain # 3- Leadership for Learning</p> <p><i>3c. Implements High Quality Instruction</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service/Professional Development</p> <p><u>Key Point:</u> Effective Classroom Instruction</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe the evidence you observe of these practices as you observe instruction in your school: <ul style="list-style-type: none"> ➤ Student engagement ➤ Flexible grouping ➤ Formative assessment ➤ Differentiated instruction ➤ Focused teaching ➤ Relevant and rigorous lessons ➤ Higher-order thinking and questioning ➤ Modeling and gradual release ➤ Inquiry learning ➤ Cooperative learning

<p><i>3c Continued</i></p>	<ul style="list-style-type: none"> ➤ Opportunities for reading, writing and using technology ➤ Connections to previous learning <ul style="list-style-type: none"> • How do you improve instruction that is not effective? • In what ways do you monitor teacher performance and give teachers ongoing feedback on their effectiveness and opportunities for growth? • How do you make sure that curriculum standards are being taught by the teachers and mastered by the student? • How do you capitalize on teachers' expertise and involve them in lesson planning and peer professional development? • What are some methods of formative assessment your teachers use to determine the needs of the students in your school? <p>What strategies do teachers use to focus instruction to those needs to ensure student success?</p>
<p>Domain # 3- Leadership for Learning</p> <p><i>3d. Sets High Expectation for All Students</i></p> <p><u>Discussion Focus:</u> School Environment/Delivery of Service</p> <p><u>Key Point:</u> High Expectations for All Students</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What do you do to encourage the belief that ALL STUDENTS are at risk of not meeting their highest potential without effective instruction? • What evidence do you see that your school is student rather than adult-centered? • How do your grouping practices provide flexibility as students master skills? • What factors do you consider before making a student referral for special services? • What options do you offer for struggling students? (i.e.) small group instruction, focused teaching, peer tutoring, after/before/summer school programs, home connections)

Domain # 3- Leadership for Learning

3e. Maximizes Instructional Time

Discussion Focus:
Delivery of Service

Key Point:
Instructional Time Management

Possible Guiding Questions:

- In developing schedules, how are your classrooms and school organized for a minimum of interruptions and transitions?
- How do you plan faculty meetings around instructional as well as management goals?
- What techniques do you use to guarantee that cooperative planning sessions are structured for effective use of time?
- What evidence do you observe that lessons are standards driven?
- How do you provide time for teachers to plan cooperatively to make connections with other content areas for increased student understanding?

Domain # 4- Professional and Community Leadership

4a. Maximizes Parent and Community Involvement and Outreach

Discussion Focus:
Planning and Preparation/School Environment/Delivery of Service

Key Point:
Parent and Community Involvement and Communication

Possible Guiding Questions:

- How are all of the stakeholders in your school involved in determining the annual goals for your school?
- What successful strategies have you used for sharing your goals with the community and aligning appropriate resources, both human and financial to support your needs?
- Describe the process you use to schedule parent-teacher conferences at varying times of the year and day to accommodate working and single parents?
- How do you network with organizations and people outside the school to build partnerships to help meet your school and student goals?
- What opportunities do you provide for students to shine? (i.e. Student participation events, featured students at School Board Meetings)
- What innovative things have you and your teachers done to make parents feel welcome in your school?

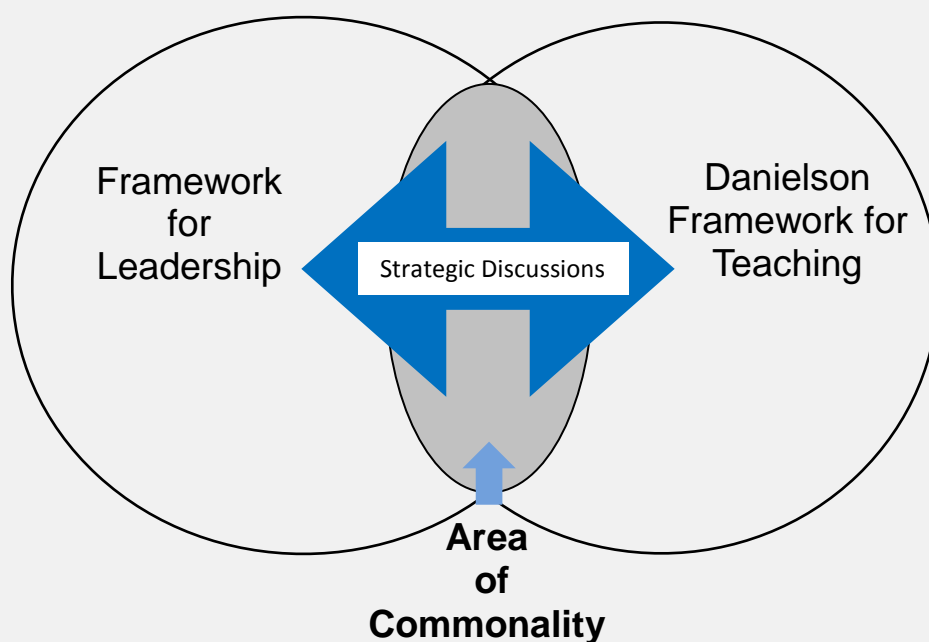
<p>Domain # 4- Professional and Community Leadership</p> <p><i>4b. Shows Professionalism</i></p> <p><u>Discussion Focus:</u> School Environment</p> <p><u>Key Point:</u> Professional Performance, Ethical Behavior, Contributing to the Profession</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe an ethical dilemma you faced this year and how you resolved it. • What are the qualities that define you as an administrator? How do these qualities impact your school? • What professional learning have you pursued this year, and why? • Are you an active member of any community or professional organizations? Name and describe your role. • How do you communicate your professional beliefs and values to your teachers and the community at large? • What do you do to encourage respect in your communications with your staff and stakeholders?
<p>Domain # 4- Professional and Community Leadership</p> <p><i>4c. Supports Professional Growth</i></p> <p><u>Discussion Focus:</u> School Environment/Delivery of Service/Professional Development</p> <p><u>Key Point:</u> Professional Development</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What strategies do you use to continually expose your teachers to ideas and research that contribute to effective learning? How do you stay informed? • How do you systemically engage staff in discussions about current research and theory? • How do you and your teachers share current research on learning and effective practice? • How do you assess your school’s needs for professional development? • Once you’ve determined your priorities, what are your steps toward matching your goals with a plan for professional development to support them? • What kind of orientation and mentoring do you provide for new teachers? • In your job, you are sometimes in difficult situations. Can you tell me about such a time and how you were able to speak to someone directly with honesty and respect to work toward a solution?

Principal and Teacher Effectiveness Frameworks

06/28/13 – DRAFT

How are they connected?

There is a broad connection between the Framework for Leadership (principal) and the Danielson Framework (teacher) that warrants close inspection. Although the differences are obvious in that they apply to different positions in the educational system, they have imperative systemic goals in common. They are frameworks that are guided by years of research on effective practices and how students learn best. The visual below illustrates this connectedness,



The two overlapping circles of principal and teacher effectiveness create an area of commonality. This area of commonality requires alignment of goals, effort and resources in a system that is student-centered. In the table below, eight essential factors contribute to this area of commonality:

Essential Factors

Vision	Schools and School Systems should study all available data to determine how they would describe their workplace in “ideal” terms. Together, educators must take time to gauge where they are against where they would like to be to offer the best opportunities for student achievement. That vision would serve as the force that unites their school, their system and their community. Specific strategies will follow that will guide all decisions and revisions along the way.
Common Standards	Instruction should be standards-driven. The goals of instruction should not be determined by a textbook or educator preference. Every student should have the opportunity to study rigorous age-appropriate curriculum. That curriculum should be aligned to ensure that students work toward understanding concepts and beyond memorizing and reciting facts and details so that knowledge can be applied in real-life situations.
High Expectations for All	The expectation must be for ALL students to meet the standards. The variables are time and additional support as students work toward standards with adaptations where they are needed and additional support from knowing others.
Instruction	Effective instruction is a shared end to all other means. Administrators have a responsibility to have a working knowledge about the content and pedagogical approaches their teachers are designing and implementing and teachers are the designers of the standards-based instruction that helps all students to successfully master the standards and become contributing citizens.
Assessment	At the school level, teachers should use informal and formal methods to determine student progress toward goals. The combination of assessments should determine focused teaching and small group instruction with ongoing feedback so students have a clear picture of how they can improve. Parents should have timely information on their child’s learning with strategies to support advanced achievement.
Collaboration	Administrators, teachers, parents and the community at large are all teachers and partners in the education of our children. Our job is filled with ever-changing variables, but none are excuses for not providing a rigorous and relevant education for those we teach. As administrators, we must provide structured time for teachers to meet to design instruction. As teachers, we must use that time to plan instruction that will lead our students in the

	direction of mastery toward the standards. As parents, we must support the school with communication, structured practice of new skills and respect for those who care for our children during the day. As a community, we must help our students to be safe, and to do all that we can to support the efforts of the school through community programs.
Safety and Security	All adults should exhibit genuine warmth, caring and sensitivity to all children regardless of their cultural background and level of development. Behavioral standards should be clear and consistent and our students should feel safe and protected in their schools and communities.
Professionalism	All educators should display the highest standards of honesty, integrity and confidentiality. Instructional leadership should be distributed to allow for all teachers to become experts in their classroom and to encourage that expertise to be shared with their peers.

To ensure that principal and teacher effectiveness remain connected; highly strategic discussions regarding these seven essential factors must occur among all partners. Two companion documents have been developed that provide possible “discussion starters” or “guiding questions” which can stimulate discussions in creating environments that foster student achievement. These two documents are:

- Possible Guiding Questions: Strategic Discussions Between Supervising Administrators and Principals
- Possible Guiding Questions: Strategic Discussions Between Principals and Teachers