

## School Leader Observation and Feedback Supporting Document

**NOTE:** The evidences and artifacts identified in this document are provided to stimulate conversations that occur between school leaders and their observers. The example evidences and artifacts should not be viewed as an exhaustive checklist but instead as a resource. The actual evidences and artifacts gathered should be discussed and agreed upon between school leaders and their observers. Remember that components 1B, 2G, 3C, and 4A are mandatory SDP goals. An administrator selects their fifth goal from any of the other components.

1a. Create an Organizational Vision, Mission, and Strategic Goals (Optional Goal)					
<p>The principal/school leader plans strategically and creates an organizational vision, mission, and goals around personalized student success that is aligned to LEA goals.</p>					
	<table border="1"> <thead> <tr> <th style="text-align: center;"><u>Proficient</u></th> <th style="text-align: center;"><u>Distinguished</u></th> </tr> </thead> <tbody> <tr> <td> <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> </td> <td> <p><b>Designs</b> and <b>initiates</b> collaborative processes to collect and analyze data about the schools progress for the <b>periodic review and revision</b> of the mission, vision, and strategic goals</p> <p><b>Ensures</b> that the school’s vision, mission, values, beliefs, and goals <b>drives decisions</b> that <b>positively influence</b> the culture of the school.</p> </td> </tr> </tbody> </table>	<u>Proficient</u>	<u>Distinguished</u>	<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><b>Designs</b> and <b>initiates</b> collaborative processes to collect and analyze data about the schools progress for the <b>periodic review and revision</b> of the mission, vision, and strategic goals</p> <p><b>Ensures</b> that the school’s vision, mission, values, beliefs, and goals <b>drives decisions</b> that <b>positively influence</b> the culture of the school.</p>
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<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>School leader implements a process to include stakeholders in the development of a shared vision and strategic goals for student achievement</li> <li>School leader collaboratively develops, articulates, stewards, and implements a strategic plan for accomplishing a clear vision for learning for all students</li> <li>Stakeholders are able to articulate a clear and shared vision for learning</li> <li>The school’s vision is known and shared by the entire school community</li> <li>The school’s vision is visible in the school through student work and through the words and actions of school stakeholders</li> <li>School leader designs and initiates collaborative processes to collect and analyze data about the schools progress for the periodic review and revision of the mission, vision, and goals</li> <li>School leader ensures the school’s vision, mission, values, beliefs, and goals drives decisions that positively influence the culture of the school</li> </ul>				
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding organizational vision, mission, and strategic goals</li> <li>Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding organizational vision, mission, and strategic goals</li> <li>Quarterly and end of year summation reports</li> <li>Review of lesson plans to ensure compliance</li> <li>Professional Development Plans</li> </ul>				

<b>Guiding Questions</b>	<ul style="list-style-type: none"><li>● How do you articulate the vision and mission of your school so that it is understood?</li><li>● What is the goal setting process in your school?</li><li>● How has your school community helped you to determine these goals?</li><li>● How are your school's goals related to the district goals and the goals for continuous academic improvement?</li><li>● What are the barriers to your goals and what can you/we do to minimize them?</li><li>● What opportunities have you used to engage your teachers in collaboration relative to vision, mission, and strategic goals?</li><li>● How do you measure fidelity to your goals?</li><li>● Give an example when a plan failed to achieve the expected outcomes. What happened? How are responsibility and credit shared openly?</li><li>● Is your vision: – Achievable/doable? – Focused on results that lead to accountability? – Measurable? – Simple and clear? – Actionable? – Based on developing a clear strategy for making the vision possible? – Going to lead to hard choices? – Worth fighting for? How will you measure to what degree your vision is shared?</li></ul>
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**1b. Uses Data for Informed Decision Making (MANDATORY GOAL)**

*The principal/school leader analyzes and uses multiple data sources to drive effective decision-making.*

<u>Proficient</u>	<u>Distinguished</u>
<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><b>Activates</b> and <b>sustains</b> a school wide system for <b>monitoring and evaluating progress</b> towards achieving school goals and student outcomes.</p> <p><b>Listens, evaluates, and considers staff/stakeholder input</b> regarding recommended activities and initiatives.</p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● Reports, graphs, and charts are available for analyzing student growth and achievement, and planning instruction</li> <li>● Student growth and achievement is examined from the perspective of value-added results</li> <li>● Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments)</li> <li>● Reports, graphs, and charts are regularly updated to track growth in student achievement</li> <li>● School leadership teams regularly analyze school growth data for instructional planning</li> <li>● Data briefings are conducted at faculty meetings and used to plan for instruction</li> <li>● When asked, faculty and staff can describe the different types of reports available to them</li> <li>● When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction</li> <li>● <i>School leader gathers staff/stakeholder input via surveys, focus groups, and/or site-based events to inform activities and initiatives</i></li> <li>● <i>Regularly collected data are systematically used to monitor and evaluate progress towards achieving school goals and student outcomes</i></li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● School Improvement Plans</li> <li>● Formative and Summative Assessment Data (PSSA, PVAAS, DIBELS, SAT, AP exams, IB exams, local assessments, etc.)</li> <li>● Student and School data (graduation rates, discipline, school safety reports, special education referrals, other tests-local assessments)</li> <li>● Multiple measures data, including School Performance Profile data, teacher ratings/PVAAS correlation, SLO</li> <li>● Documentation of professional development for staff on assessment tools, data analysis techniques, using data to drive student achievement</li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● How do you monitor and communicate progress towards goals throughout the year?</li> <li>● Explain your full data cycle (leadership team to grade team, to student level?)</li> <li>● How have you set up and maintained processes and systems to monitor progress and adjust as needed (data trackers/action planning template)?</li> <li>● How do you ensure safety nets are in place for students with unfinished learning? Enrichment for high performers</li> <li>● What would be helpful for me to know about your student population as it relates to informed decision making?</li> <li>● How can we improve our school’s data management to ensure instruction is focused on meeting the needs of all students and achieving strategic goals and objectives?</li> <li>● In your classroom observations, do you see evidence of the following items to inform decision-making regarding the instructional process?             <ul style="list-style-type: none"> <li>○ Formative and summative assessment of student work, varying levels of questioning</li> </ul> </li> </ul>

	<p>based on Bloom's Taxonomy, oral and written responses, active student engagement, critical thinking, small group instruction, individual student conferences, examples of exemplary work, rubrics to guide instruction and assessment, differentiated instruction</p> <ul style="list-style-type: none"><li>● How have you used the data from all local and state assessments to inform your decision-making and goal setting?</li></ul>
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**1c. Builds a Collaborative and Empowering Work Environment (OPTIONAL GOAL)**

*The principal/school leader develops a culture of collaboration, distributive leadership, and continuous improvement conducive to student learning and professional growth; empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.*

<p style="text-align: center;"><b><u>Proficient</u></b></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 style="text-align: center;"><b><u>Distinguished</u></b></p> <p><b><i>Empowers staff and other stakeholders to assume responsibility</i></b> for making decisions regarding the school culture and student achievement.</p> <p><b><i>Establishes an environment</i></b> where staff and stakeholders:</p> <ul style="list-style-type: none"> <li>● Select and implement effective improvement strategies</li> <li>● Assess and monitor progress towards achieving vision, mission, and strategic goals</li> <li>● Lead planning and monitoring efforts</li> </ul>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● The specific types of decisions on which teachers will have direct input are made clear</li> <li>● Data-gathering techniques are in place to collect information from teachers</li> <li>● Notes and reports are in place that describe how teacher input was used when making specific decisions</li> <li>● Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)</li> <li>● Groups of teachers are targeted and utilized to provide input regarding specific decisions</li> <li>● The leader enables teacher leaders to proactively initiate, plan, implement and monitor projects</li> <li>● The school leadership team has critical roles in facilitating school initiatives</li> <li>● When asked, teachers report they feel their input is valued and used by the school leader</li> <li>● <i>The school leader empowers staff and stakeholders to take responsibility for making decisions</i></li> <li>● <i>The school leader establishes an environment where staff and stakeholders proactively initiate, plan, implement, monitor, and assess progress towards an effective improvement strategy</i></li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● Documentation of efforts to establish and promote collaborative workgroups (PLCs), such as: Meeting Rosters Meeting agendas Meeting minutes</li> <li>● Schedules demonstrating support of shared planning time</li> <li>● Documentation of staff involved with hiring</li> <li>● Documentation of student and parent involvement on school wide committees</li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● What is your role in the leadership team?</li> <li>● How are the roles determined?</li> <li>● Describe the work your leadership team does.</li> <li>● How do teachers in your school have a voice in decisions?</li> <li>● What do you do to nurture a climate of trust and continuous improvement in your school?</li> <li>● How are your teachers involved in the planning and assessment of your school's goals?</li> <li>● What opportunities have you used to engage your teachers in building a collaborative and empowering work environment?</li> </ul>

**1d. Leads Change Efforts for Continuous Improvement (OPTIONAL GOAL)**

*The principal/School leader systematically guides staff through the change process to positively impact the culture and performance of the school.*

<p style="text-align: center;"><u>Proficient</u></p>	<p style="text-align: center;"><u>Distinguished</u></p>
<p>Implements a change process to ensure continuous school improvement.</p>	<p><b><i>Drives major initiatives</i></b> that help students become college and career ready.</p> <p><b><i>Systematically examines</i></b> the status quo, <b><i>identifies</i></b> beneficial changes, and <b><i>leads the change process</i></b> to successful completion.</p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● A continuous improvement cycle that uses multiple forms of data to support individual, team and school/district goals is evident</li> <li>● School leader persists and engages staff in solving school wide challenges related to school culture and student success</li> <li>● School leader anticipates changing circumstances and develops strategies to ensure the school stays on track to meet its goals</li> <li>● <i>School leader drives major initiatives that help students become college and career ready</i></li> <li>● <i>School leader has a system in place to examine the status quo, identify beneficial changes, and then leads the change process to successful completion</i></li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● 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"> <li>○ Priority challenges to be addressed</li> <li>○ Activities planned to address the challenges</li> <li>○ A plan and timeline for monitoring the progress</li> </ul> </li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● Describe the evidence you observe of these practices:               <ul style="list-style-type: none"> <li>○ Student engagement</li> <li>○ Flexible grouping</li> <li>○ Formative assessment</li> <li>○ Differentiated instruction</li> <li>○ Focused teaching</li> <li>○ Relevant and rigorous instruction</li> <li>○ Higher-order thinking and questioning</li> <li>○ Cooperative learning</li> <li>○ Opportunities for reading, writing, and using technology</li> <li>○ Connections to previous learning</li> <li>○ Lesson planning</li> </ul> </li> <li>● How do you improve instruction that is not effective?</li> <li>● In what ways do you monitor teacher performance and give teachers ongoing feedback on their effectiveness and opportunities for growth?</li> <li>● In what ways do you use your observations of teachers and staff to inform your professional development activities?</li> <li>● How do you make sure that curriculum standards are being taught by the teachers and mastered by the student?</li> <li>● How do you capitalize on teachers' expertise and involve them in lesson planning and peer professional development?</li> <li>● What are some methods of formative assessment your teachers use to determine the needs of the students in your school?</li> </ul>

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|  | <ul style="list-style-type: none"><li>• What strategies do teachers use to inform students of the instructional focus to ensure student success?</li><li>• How do you meet the needs of advanced learners?</li></ul> |
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**1e. Celebrates Accomplishments and Acknowledges Failures (OPTIONAL GOAL)**

*The principal/school leader utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.*

<u>Proficient</u>	<u>Distinguished</u>
<p>The principal/school leader recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>The principal/school leader utilizes failure as an opportunity to improve school culture and student performance.</p>	<p><b><i>Utilizes recognition, reward, and advancement</i></b> as a way to <b><i>promote the accomplishments</i></b> of the school.</p>
<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)</li> <li>● The school leader recognizes incremental success of students and teachers</li> <li>● The school leader recognizes the success of individual departments</li> <li>● The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year)</li> <li>● When asked, faculty and staff report that the accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated</li> <li>● The school leader sets an example in how to identify and resolve failures</li> <li>● The school leader capitalizes on challenges as opportunities to grow and develop themselves and their staff</li> <li>● The school leader reacts to failures in a calm and positive way</li> <li>● <i>The school leader utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school (e.g. seeks district-wide school recognition/celebration, openly shares school accomplishments with others as a model for improved practice)</i></li> </ul>
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>● List of recognition programs. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>○ Award certificates of achievement and appreciation</li> <li>○ Student of the Month programs</li> <li>○ Honor roll</li> <li>○ Teacher of the Year</li> </ul> </li> <li>● Creates and Reviews Incident Reports</li> <li>● Agenda minutes and proposed plan of action to remedy shortcomings</li> </ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>● What is the goal setting process in your school?</li> <li>● How do you determine fidelity to those goals?</li> <li>● Describe some ways you celebrate achievements in your school? (student, teacher, school wide).</li> <li>● Describe an initiative that was not successful. How did you redirect your efforts?</li> <li>● Do you use a consistent framework for strategic thinking? Describe it.</li> </ul> <p>How do you share your successes with your teachers, students, parents and community?</p>

**2a. Leverages Human and Financial Resources (OPTIONAL GOAL)**

*The principal/school leader establishes systems for marshaling all available resources to better serve students, staff, and the school.*

<u>Proficient</u>	<u>Distinguished</u>
<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><b><i>Integrates</i></b> school, LEA, and community resources to <b><i>maximize efficiency</i></b> of school operations.</p> <p><b><i>Uses data and feedback to assess the success</i></b> of funding and program decisions.</p>
<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● Allocates resources to ensure educational equity for all diverse student, family, and staff needs</li> <li>● Time available for specific classes and courses meets the state or district specifications for those classes and courses</li> <li>● The school leader develops, submits, and implements detailed budgets</li> <li>● The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)</li> <li>● The school leader manages time effectively in order to maximize focus on instruction</li> <li>● The school leader appropriately directs the use of technology to improve teaching and learning</li> <li>● The school leader provides adequate training for the instructional technology teachers are expected to use</li> <li>● When asked, faculty and staff report that they have adequate materials to teach effectively</li> <li>● When asked, faculty and staff report that they have adequate time to teach effectively</li> <li>● <i>Seeks out and integrates school, LEA, and community resources to maximize efficiency of school operations</i></li> <li>● <i>Uses data and feedback to assess the success of funding and program decisions</i></li> </ul>
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>● School budget and expenditure reports</li> <li>● Cost comparison of use of internal and external resources.</li> <li>● Description of process involving staff in budget development/resource allocation.</li> <li>● Effectiveness of school partnerships with other agencies/organizations.</li> <li>● A list of available resources assigned to strategic goals.</li> </ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>● 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?</li> <li>● In what ways do you ensure that faculty meetings focus on leadership rather than management items?</li> <li>● How do you determine the roles of the people that make up your leadership team?</li> <li>● What opportunities do your most effective teachers have to share their practice?</li> <li>● What is your process for determining equitable allocation of human, financial and physical resources in your school?</li> <li>● How do you prioritize requests from your teachers?</li> <li>● Describe some examples of effective use of technology in your building.</li> <li>● How do you research and utilize community resources in your school?</li> <li>● What secrets have you found regarding time management and making the best use of each day as an instructional leader?</li> </ul>

**2b. Ensures a High Quality, High Performing Staff (OPTIONAL GOAL)**

*The principal/school leader effectively and efficiently manages the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.*

<u>Proficient</u>	<u>Distinguished</u>
<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>	<p><b><i>Proactively recommends decisions</i></b> regarding hiring, transfers, retention, and dismissal.</p> <p><b><i>Proactively recognizes quality teaching and establishes it</i></b> as an example of <b><i>expected performance</i></b>.</p> <p><b><i>Ties human resources decisions</i></b> to achieving the vision and goals of the school.</p> <p><b><i>Proactively creates additional induction opportunities</i></b> to support all new personnel.</p>

<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● Teacher feedback and evaluation data are based on multiple sources of information</li> <li>● Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers</li> <li>● The school leader provides frequent observations and meaningful feedback to teachers</li> <li>● The school leader meets regularly with teachers regarding their growth goals</li> <li>● Individual teachers have written statements of their pedagogical growth goals</li> <li>● Individual teachers keep track of their progress on their pedagogical growth goals</li> <li>● The school leader has demonstrated a track record of hiring effective teachers</li> <li>● The school leader has a system in place to effectively evaluate the selection process for hiring new teachers</li> <li>● The school leader has a system in place to effectively evaluate and revise the new teacher induction Program</li> <li>● The school leader has a track record of retaining effective teachers</li> <li>● The school leader documents and tracks the growth of each teacher on their pedagogical goals</li> <li>● When asked, teachers can describe their progress on their pedagogical growth goals</li> <li>● When asked, the school leader can produce evaluation results, growth plans, and supports for struggling teachers</li> <li>● When asked, teachers can share documented examples of how reflection has improved their Instructional practice</li> <li>● <i>The school leader proactively recognizes quality teaching and establishes it as an example of expected performance (e.g. creation of model classrooms, providing micro-badges/mini-credentials to identify expected performance, features quality teaching practices at staff meetings, calls on quality teachers to provide PD sessions)</i></li> <li>● <i>Proactively creates additional induction opportunities to support all new personnel</i></li> </ul>
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>● Documentation that staff observations/evaluations were completed with fidelity.</li> <li>● Evidence of multiple measures used for instructional planning and decision-making. Examples include, but are not limited to: School Performance Profile data, Correlations between teacher ratings and PVAAS, SLO data</li> <li>● Documentation of a process to identify instructional needs and development of professional plans for teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>● Staff turnover reports, to include: % of yearly staff turnover, reasons for staff leaving, reasons for staff remaining in position.</li> <li>● Staff recruitment: 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.</li> <li>● Feedback from staff (professional/support) on quality of induction activities.</li> <li>● Documentation that processes are in place to address concerns that affect student achievement.</li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● What are the positive attributes of an effective teacher?</li> <li>● How do you support novice teachers who are hired to work in your building?</li> <li>● What do you see as your role in the hiring, transfer, retention and dismissal of teachers in your building?</li> <li>● What is it about that role that makes you comfortable/uncomfortable?</li> <li>● How have you used the data from multiple measures (School Performance Profile, elective data/Student Learning Objectives, and Ratings/PVAAS correlations) to ensure you have a high quality, high performing staff?</li> </ul>

**2c. Complies with Federal, State, and LEA Mandates (OPTIONAL GOAL)**

*The principal/school leader designs protocols and processes in order to comply with federal, state, and LEA mandates.*

	<p style="text-align: center;"><b><u>Proficient</u></b></p>	<p style="text-align: center;"><b><u>Distinguished</u></b></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><b>Presents</b> federal, state, and LEA mandates so that such mandates are <b><i>viewed as an opportunity for improvement</i></b> within the school.</p> <p><b>Identifies opportunities for improvement</b> to develop programs derived from the mandates.</p> <p><b>Implements related programs</b> supported by the school community.</p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● The school leader designs protocols and processes for compliance with federal, state, and district mandates</li> <li>● The school leader allocates resources to support the compliance of mandates and policies</li> <li>● The school leader implements procedures and structures that support mandates, and continually assesses the progress of school/district initiatives</li> <li>● <i>The school leader presents mandates to staff and stakeholders in a positive manner so that mandates are viewed as an opportunity for improvement</i></li> <li>● <i>The school leader identifies opportunities for improvement to programs affected by changes in mandates</i></li> <li>● <i>The school leader implements related programs supported by the school community (e.g. ?)</i></li> </ul>	
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● Documentation of timely compliance with federal, state, and LEA mandates</li> <li>● Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding applicable federal, state, and LEA mandates</li> <li>● Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding applicable federal, state, and LEA mandates</li> </ul>	
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● Describe your role in the district’s comprehensive plan for increased student achievement.</li> <li>● Are you familiar with the plan for increased student achievement and how do your current initiatives support the plan?</li> <li>● Are we in compliance with Title I student regulations? What influence do these mandates have as you plan for instruction?</li> <li>● Are we in compliance with other grants/funding that we use to support our efforts?</li> <li>● With consideration for current initiatives, what professional development would you recommend to support compliance?</li> <li>● How do you use the PDE website and the Standards Aligned System (SAS) portal to learn about initiatives, program mandates and your personal Act 48/45 PIL hours status using your Professional Personal Identification (PPID) number?</li> </ul>	

**2d. Establishes and Implements Expectations for Students and Staff (OPTIONAL GOAL)**

*The principal/school leader establishes and implements clear expectations, structures, and procedures for students and staff.*

<p style="text-align: center;"><u>Proficient</u></p>	<p style="text-align: center;"><u>Distinguished</u></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><b>Empowers staff</b> to <b>monitor</b> their own performance and <b>exceed</b> school-wide expectations.</p> <p><b>Encourages students</b> to <b>monitor</b> their performance and <b>strive to exceed</b> expectations set by their teachers, parents, and themselves.</p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● Clear and specific rules and procedures are in place for the running of the school</li> <li>● Response to intervention and enrichment programs are in place</li> <li>● Extended school day, after-school, and/or tutorial programs are in place, if applicable</li> <li>● The school leader employs a means for analyzing data to measure progress towards school and district goals and expectations</li> <li>● When asked, teachers can explain the interventions in place to help individual students met their goals</li> <li>● When asked, student and/or parents can identify interventions in place to meet their goals</li> <li>● When asked, students report their school has programs in place to help them meet their achievement goals</li> <li>● Reflects and adapts expectations, structures, and procedures by practicing and modeling growth mindset and considering diverse perspectives (Competency Indicator)</li> <li>● <i>The school leader empowers staff to monitor their own performance and exceed school-wide expectations (i.e. innovative goals are set by staff above and beyond standard expectations for performance)</i></li> <li>● <i>The school leader encourages students to monitor their performance and strive to exceed expectations set by teachers, parents, and themselves (e.g. systematic goal tracking and monitoring, student-led conferences, metacognitive/soft skill reflection and goal-setting)</i></li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding expectations for students and staff</li> <li>● Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding expectations for students and staff</li> <li>● Signed affidavits from parents and faculty indicating understanding and acceptance of student/faculty handbook</li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● How do you and your staff demonstrate the belief that achievement follows effort and all students are capable of increased achievement?</li> <li>● What safety nets do you have for struggling students?</li> <li>● What innovative approaches have you used this year to increase student achievement?</li> <li>● What processes are in place to study data and define service gaps to assist all students?</li> <li>● Describe how you are helping a struggling teacher improve skills.</li> </ul>

**2e. Communicates Effectively and Strategically (OPTIONAL GOAL)**

*The principal/school leader strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders.*

<p style="text-align: center;"><u>Proficient</u></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>	<p style="text-align: center;"><u>Distinguished</u></p> <p><b><i>Ensures that staff and stakeholders are aware</i></b> of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● Shares explicit information about student learning expectations with families and the community</li> <li>● Identifies and communicates specific ways families and the community can participate in and support learning</li> <li>● Supports staff members in sharing communication to ensure consistent messaging across the school</li> <li>● Communications from families and stakeholders are responded to in a timely manner, with appropriate tone, and with a tailored message</li> <li>● Families have multiple ways to communicate with the school</li> <li>● When asked, families say they feel included and invested in the school</li> <li>● <i>Ensures that staff and stakeholders are aware of:</i> <ul style="list-style-type: none"> <li>○ <i>school goals for instruction and achievement</i></li> <li>○ <i>activities used to meet goals for instruction and achievement</i></li> <li>○ <i>progress toward meeting goals for instruction and achievement</i></li> </ul> </li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● Documentation of meeting minutes, agendas, rosters, and handbooks that support the implementation of key elements of a communications process.</li> <li>● Documentation of communication with stakeholders using various media. Examples include, but not limited to: <ul style="list-style-type: none"> <li>○ Newsletters and updates to stakeholders</li> <li>○ Utilization of social media / websites</li> <li>○ Promotion of two-way communication with all stakeholders</li> <li>○ School call systems</li> </ul> </li> <li>● <i>Survey demonstrating staff and stakeholder awareness of school goals and progress towards meeting these goals</i></li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● How do you assess the needs of your school as well as involve your teachers and staff in that reflection?</li> <li>● How do you reflect on your strategic intent and decision-making to ensure quality and continued improvement?</li> <li>● What efforts do you make to ensure that your teachers know and can articulate your mission, your vision, and priority goals for this year?</li> <li>● How do you support your teachers to reach your school and district goals?</li> <li>● What do you do to ensure a fair, unbiased and caring environment?</li> <li>● When and how do you reach out for support with difficult situations?</li> </ul>

**2f. Manages Conflict Constructively (OPTIONAL GOAL)**

*The principal/school leader effectively and efficiently manages the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.*

	<u>Proficient</u>	<u>Distinguished</u>
	<p>The principal/school leader consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>The principal/school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discuss options to address discordant issues.</p> <p>The principal/school leader implements and reviews solutions that address discordant issues.</p>	<p><b><i>Provides conflict management and relationship building training</i></b> for students, staff, and other stakeholders.</p> <p><b><i>Empowers</i></b> students, staff, and others <b><i>to engage each other</i></b> in relationship building activities designed to avoid conflict and maintain a positive school climate.</p> <p><b><i>Encourages</i></b> staff and students to <b><i>accept responsibility</i></b> for their own actions by adhering to operational norms.</p>
<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● Demonstrates a positive and appropriate rapport with students, staff, families, and community</li> <li>● Encourages participation in professional development to learn and practice active listening skills</li> <li>● Data collection systems are in place to collect opinion data from staff, students, families, and community regarding the optimal functioning of the school</li> <li>● Conducts focus group meetings with students, staff, and families</li> <li>● When asked, staff describe the school leader as one who is willing to take on tough issues (What are tough issues, who would ask, is this the staff survey?)</li> <li>● When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school</li> <li>● <i>Provides conflict management and relationship building training (is the district providing funding in budgets and/or trainers for this type of work?)</i></li> <li>● <i>Empowers staff, students, and others to engage each other in relationship building activities (is the district providing budget funds or resources for this type of training?)</i></li> <li>● <i>Encourages staff and students to accept responsibility for their own actions (how would this look? what are examples?)</i></li> </ul>	
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Establish and enforce processes that address conflict and appeals.</li> <li>● Establish, publish, and enforce anti-bullying policies.</li> <li>● Professional development for staff to effectively address conflict so that resolutions can be achieved prior to administrator involvement.</li> <li>● School climate surveys completed by stakeholders.</li> <li>● Discipline reports: Student-to-teacher, Student-to-student, Staff-to-staff</li> </ul>	
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>● In what ways are your teachers and support staff models of appropriate behavior and how do you encourage that in your school?</li> <li>● What procedures are in place to guarantee that consequences for inappropriate behavior are consistent in your school?</li> <li>● How are problems resolved in the classroom before they escalate and require your attention?</li> <li>● Describe how your teachers have been prepared with the skills to support and resolve conflict?</li> </ul>	

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|  | <ul style="list-style-type: none"><li>● How do you engage the challenging teacher directly, honestly and with respect in difficult situations?</li><li>● What are your strengths and weaknesses as a manager of conflict?</li><li>● How do you foster an atmosphere of professional learning in your school?</li><li>● What systems do you have in place to help restore relationships after a conflict is resolved?</li></ul> |
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**2g. Ensures School Safety (MANDATORY GOAL)**

***The principal/school leader ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.***

<b><u>Proficient</u></b>	<b><u>Distinguished</u></b>
<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><b><i>Incorporates active involvement of various safety agencies</i></b> in the development, implementation, and evaluation of the comprehensive safe schools plan.</p>
<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● Few, if any, incidents occur in which the safety of staff and students is compromised</li> <li>● Clear and specific rules and procedures are in place for the management of the school</li> <li>● The school leader provides a means for staff, students, families, and community to communicate about the safety of the school</li> <li>● The school leader has a means of communicating to families about issues regarding school safety</li> <li>● Staff know the emergency management procedures and how to implement them for specific incidents</li> <li>● The school leader can provide evidence of practicing emergency management procedures for specific incidents</li> <li>● The school leader engages parents and community regarding issues of school safety</li> <li>● The school leader builds the capacity of staff to support and enhance students' social and emotional development</li> <li>● The school leader proactively identifies and addresses issues and concerns related to school safety</li> <li>● When asked, staff, students, families, and community describe the school as a safe and orderly place</li> <li>● When asked, staff, students, families, and community describe the school leader as highly visible and accessible</li> <li>● <i>School leader incorporates active involvement of various safety agencies (fire, rescue, emergency management services; Neighborhood Watch; drug prevention; mental/emotional health services; etc.) in the development, implementation, and evaluation of the comprehensive safe schools plan</i></li> </ul>
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>● Evidence on the use of safety data sets by school stakeholder groups</li> <li>● Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school safety</li> <li>● Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school safety</li> <li>● Documentation of the implementation of school behavioral and safety policies/ procedures. Examples include, but are not limited to:             <ul style="list-style-type: none"> <li>○ Safety drill and reports</li> <li>○ Outside speakers dealing with safety issues</li> <li>○ Signed affidavits from parents and faculty indicating understanding and acceptance of</li> </ul> </li> </ul>

	<p>student/faculty handbook</p> <ul style="list-style-type: none"> <li>○ Written School Safety and Behavioral Policies</li> <li>○ Memorandum of Understanding (MOU) with local law enforcement.</li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● Describe your school safety plan and your process of reviewing and updating it.</li> <li>● Does your school have a faculty safety committee and how does it operate?</li> <li>● Explain how your entire staff is aware of their responsibilities in emergency situations.</li> <li>● What are you doing to make your building secure from outside visitors?</li> <li>● Is there anything that you would suggest to keep our district safer?</li> <li>● What internal and external factors affect your school safety?</li> <li>● What procedures are in place to report and deal with suspicious behavior, bullying, disruptive behaviors, child abuse?</li> <li>● How do you promote positive school-wide behavior?</li> <li>● Have you completed all required drills?</li> <li>● How do you address issues/procedures for PFA's and custody issues?</li> </ul>

**3a. Leads School Improvement Initiatives (OPTIONAL GOAL)**

*The principal/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 style="text-align: center;"><b><u>Proficient</u></b></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"> <li>● Implement school improvement plan.</li> <li>● Monitor and evaluate progress toward achieving school improvement goals and student outcomes.</li> <li>● Revise school improvement goals and outcomes based on data analysis.</li> </ul>	<p style="text-align: center;"><b><u>Distinguished</u></b></p> <p><i><b>Incorporates principles of continuous improvement</b> into a school improvement plan, which <b>positively impacts</b> the school’s culture and <b>exceeds expectations</b> of student achievement.</i></p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</li> <li>● Written goals are established for eliminating differences in achievement for students for all subgroups, including students at different socioeconomic levels, English Language Learners, differing ethnicities, and students with disabilities</li> <li>● School-wide achievement goals are posted so that faculty and staff see them on a regular basis</li> <li>● School-wide achievement goals are discussed regularly at faculty and staff gatherings</li> <li>● Improvement goals are assigned to various departments and faculty</li> <li>● Written goals are established for eliminating the achievement gap for all students</li> <li>● Written goals address the most critical and severe deficiencies</li> <li>● Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal</li> <li>● When asked, faculty and staff can explain how goals eliminate differences in achievement for all students</li> <li>● <i>Incorporates principles of continuous improvement (Plan-Do-Check-Act, for example) into a school improvement plan, which positively impacts the school’s culture and exceeds expectations of student achievement</i></li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school improvement initiatives.</li> <li>● Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school improvement initiatives.</li> <li>● Develops actions plans based on school and student data.</li> <li>● Feedback from stakeholders.</li> <li>● Progress on school performance initiatives.</li> </ul>
<p><b>Guiding Questions</b></p>	<p>What goals and priority initiatives have you identified for your school this year and how did you determine needs?</p> <p>What are your specific goals related to instruction and student achievement?</p> <p>How are you aligning resources both human and financial?</p> <p>What are the methods you will use to determine progress toward the goals?</p> <p>What current research relates your initiative to increased student achievement?</p> <p>Have you developed an implementation timeline?</p>

**3b. Aligns Curricula, Instruction, and Assessments (OPTIONAL GOAL)**

*The principal/school leader plans strategically and creates an organizational vision. Mission, and goals around personalized student success that is aligned to LEA goals.*

	<p align="center"><u>Proficient</u></p>	<p align="center"><u>Distinguished</u></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><b>Engages staff to assess curricula</b> for strengths and weaknesses.</p> <p><b>Reports data and recommendations</b> to curricula committee for refinement of the LEA’s curricula.</p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● Curriculum documents are in place that correlate the written curriculum to state and district standards</li> <li>● Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum</li> <li>● Information is available examining the extent to which assessments accurately measure the written and taught curriculums</li> <li>● School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments</li> <li>● The school leader <b>monitors</b> the alignment of the curriculum and assessment measures <b>through observations of instruction and monitoring of lesson plans</b></li> <li>● Evidence is available demonstrating the assessments are accurately measuring the state and district standards</li> <li>● Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)</li> <li>● When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)</li> <li>● When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement</li> <li>● <i>School leader engages staff to assess curricula for strengths and weaknesses</i></li> <li>● <i>School leader compiles data from staff assessment of curricula and reports recommendations to curricula committee for refinement of the LEA’s curricula</i></li> </ul>	
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding alignment of curricula, instruction, and assessments.</li> <li>● Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding alignment of curricula, instruction, and assessments.</li> <li>● Documentation of resources, tools, strategies, etc. that address alignment of curricula established within the LEA with instructional and assessment practices within the school.</li> </ul>	
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● Describe your understanding of a standards-based system.</li> <li>● What have you done with your teachers to inform and reinforce the importance of alignment of curricula, instruction and assessments to ensure student achievement?</li> <li>● What processes are in place to ensure that your curriculum is coherent so that knowledge goes deeper at each grade level?</li> <li>● How do you encourage your teachers to be designers, revisers, &amp; refiners of effective</li> </ul>	

instruction?

- In lesson planning, do your teachers use Backward Design to design lessons?
- Have you and your teachers researched “Lesson Study” together to help them to become more effective designers of lessons?
- How do you incorporate online resources like the PDE-SAS portal 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.

**3c. Implements High Quality Instruction (MANDATORY GOAL)**

*The principal/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 and are for all students.*

	<u>Distinguished</u>
<p style="text-align: center;"><u>Proficient</u></p> <p>Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul> <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><i>Collaboratively</i> works with staff members to:</p> <ul style="list-style-type: none"> <li>• <b>Identify professional development needs</b> based on observation data</li> <li>• <b>Plan short and long term professional development activities</b> to address identified needs based on observation data</li> <li>• <b>Monitor performance following professional development</b> to ensure application of lessons learned.</li> </ul>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>• The Danielson Framework for Teaching is utilized to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• Teacher feedback and evaluation data are based on multiple sources of information including, but not limited to: direct observation, teacher self-reflection, and peer feedback</li> <li>• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers</li> <li>• Teacher evaluation data are regularly used to determine professional development opportunities</li> <li>• The school leader <b>monitors instruction through</b> frequent observations and feedback <b>that includes 1 or 2 action steps</b> to teachers</li> <li>• The school leader looks for teachers to be using strategies practiced during professional development</li> <li>• Ongoing data are available to support that teacher evaluations are consistent with student achievement data</li> <li>• The school leader identifies teacher, leader, and staff member strengths and provides targeted development for maximum impact towards achieving school goals and objectives</li> <li>• The school leader enables growth-mindset by encouraging reflective practices and providing a psychologically safe environment</li> <li>• When asked, the school leader can link teacher evaluation data with student achievement data</li> <li>• When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement</li> <li>• <i>School leader systematically <b>surveys</b> staff members to identify professional development needs</i></li> <li>• <i>School leader systematically consults with staff members to collaboratively plan short and long term professional development activities</i></li> <li>• <i>School leader systematically consults with staff members to collaboratively monitor performance following professional development</i></li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>• Documentation of the completion of professional development for: <ul style="list-style-type: none"> <li>• Teacher effectiveness and evaluation</li> <li>• Inter-rater reliability</li> </ul> </li> <li>• Review of formative assessments and summative evaluations to determine trends/patterns in staff instruction to inform professional development.</li> </ul>

	<ul style="list-style-type: none"> <li>● School Leader observation/feedback schedule</li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● Describe the evidence you observe of these practices: <ul style="list-style-type: none"> <li>● Student engagement</li> <li>● Flexible grouping</li> <li>● Formative assessment</li> <li>● Differentiated instruction</li> <li>● Focused teaching</li> <li>● Relevant and rigorous instruction</li> <li>● Higher-order thinking and questioning</li> <li>● Cooperative learning</li> <li>● Opportunities for reading, writing, and using technology</li> <li>● Connections to previous learning</li> <li>● Lesson planning</li> </ul> </li> <li>● How do you improve instruction that is not effective?</li> <li>● In what ways do you monitor teacher performance and give teachers ongoing feedback on their effectiveness and opportunities for growth?</li> <li>● In what ways do you use your observations of teachers and staff to inform your professional development activities?</li> <li>● How do you make sure that curriculum standards are being taught by the teachers and mastered by the student?</li> <li>● How do you capitalize on teachers' expertise and involve them in lesson planning and peer professional development?</li> <li>● What are some methods of formative assessment your teachers use to determine the needs of the students in your school?</li> <li>● What strategies do teachers use to inform students of the instructional focus to ensure student success?</li> <li>● How do you meet the needs of advanced learners?</li> </ul>

**3d. Sets High Expectations for All Students (OPTIONAL GOAL)**

*The principal/school leader holds all staff accountable for setting and achieving rigorous performance goals for all students.*

<u>Proficient</u>	<u>Distinguished</u>
<p>Articulates a belief in high measurable 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><b><i>Models high expectations</i></b> for staff and other stakeholders by systematically pursuing performance goals for all students</p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● Extended school day/week programs are in place</li> <li>● After-school and tutorial programs are in place</li> <li>● The school schedule is designed so that students can receive academic help while in school</li> <li>● Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)</li> <li>● Response to Instruction and Intervention (RTII) measures are in place</li> <li>● Enrichment programs are in place</li> <li>● Active involvement in IEP meetings</li> <li>● Data are collected and available to monitor student participation in intervention or enrichment programs</li> <li>● When asked, teachers can explain the interventions in place to help individual students met their goals</li> <li>● When asked, student and/or parents can identify interventions in place to meet their goals</li> <li>● When asked, students report their school has programs in place to help them meet their achievement goals</li> <li>● <i>School leader models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students</i></li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding high expectations for all students.</li> <li>● Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding high expectations for all students.</li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● What do you do to encourage the belief that ALL STUDENTS are at risk of not meeting their highest potential without effective instruction?</li> <li>● What evidence do you see that your school is student-centered rather than adult- centered?</li> <li>● How do your grouping practices provide flexibility as students master skills?</li> <li>● What factors do you consider before making a student referral for special services?</li> <li>● What options do you offer for struggling students and if not, how does planning occur? (i.e. small group instruction, focused teaching, peer tutoring, after/before/summer school programs, home connections)</li> </ul>

<b>3e. Maximizes Instructional Time (OPTIONAL GOAL)</b>	
<i>The principal/school leader creates processes which protect teachers from disruption of instructional and preparation time.</i>	
<b><u>Proficient</u></b>	<b><u>Distinguished</u></b>
Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.	<p><b><i>Structures the school schedule to increase opportunities</i></b> for teachers to have collaborative planning time.</p> <p><b><i>Systematically monitors the effect</i></b> of the master schedule on collaborative planning and student achievement.</p>
<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● Structures are in place to maximize time spent on instructional work across the school community</li> <li>● Clear and focused protocols are established for focused and productive teacher team/planning meetings that are consistently aligned to school goals</li> <li>● School leader has a consistent communication plan to be followed by staff that outlines how and when communication is to be disseminated</li> <li>● School leader monitors teacher planning sessions to ensure they lead to instructional and curricular next steps</li> <li>● School leader provides opportunity for job-embedded professional learning</li> <li>● When asked, faculty and staff report that they have adequate time to teach effectively</li> <li>● <i>School leader increases opportunities for teachers to have collaborative planning time by intentionally structuring the school schedule</i></li> <li>● <i>School leader systematically monitors the effect of the master schedule on collaborative planning and student achievement</i></li> </ul>
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>● Documentation of processes that maximize planning time for teachers, while balancing the needs of the school.</li> <li>● Documentation of policy/practices that include steps to reduce and/or eliminate the need for announcements throughout the school day</li> </ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>● In developing schedules, how are your classrooms and school organized for a minimum of interruptions and transitions?</li> <li>● How do you plan faculty meetings around instructional as well as management goals?</li> <li>● What techniques do you use to guarantee that cooperative planning sessions are structured for effective use of time?</li> <li>● What evidence do you observe that lessons are standards-driven?</li> <li>● How do you provide time for teachers to plan cooperatively to make connections with other content areas for increased student understanding?</li> <li>● How do you foster a healthy “sense of urgency” with time usage during class?</li> <li>● Do teachers provide students with clear rubrics to clarify expectations?</li> </ul>

**4a. Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement (MANDATORY GOAL)**

*The principal/school leader designs structures and processes, which result in parent involvement and community engagement, as well as support and ownership for the school.*

<u>Proficient</u>	<u>Distinguished</u>
<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"> <li>● <b><i>Proactively develops relationships</i></b> with parents/guardians and the community to <b><i>develop fiscal good-will and garner fiscal, intellectual, and human resources</i></b> that <b><i>support specific aspects</i></b> of the school’s learning agenda</li> </ul>
<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school</li> <li>● Use of data is made transparent</li> <li>● The school leader provides an interactive website for students, parents, and the community</li> <li>● The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community</li> <li>● The school leader engages in virtual town hall meetings</li> <li>● The school leader conducts focus group meetings with students and parents</li> <li>● The school leader hosts or speaks at community/business luncheons</li> <li>● The school leader can explain how the use of input from the school community has resulted in improved functioning of the school</li> <li>● When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school</li> <li>● <i>The school leader proactively seeks out opportunities to develop relationships with parents/guardians and the community to leverage fiscal, intellectual, and human resources to support specific aspects of the school’s learning agenda</i></li> </ul>
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>● Documentation of processes that maximize parent and community engagement. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Parent advisory groups</li> <li>● Business/Industry advisory groups</li> <li>● Civic organizations</li> <li>● Back to school nights</li> <li>● Open houses</li> <li>● Parent-Teacher conferences</li> </ul> </li> </ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>● How do you ensure that there is representation or a voice for stakeholders that represent your school community?</li> <li>● 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?</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Describe the process you use to schedule parent-teacher conferences at varying times of the year and day to accommodate all parents (i.e. languages, work schedules).</li><li>● How do you network with organizations and people outside the school to build partnerships to help meet your school and student goals?</li><li>● What opportunities do you provide for students to shine (i.e. student participation events, featured students at school board meetings)?</li><li>● What innovative things have you and your teachers done to make parents feel welcome in your school?</li><li>● What community activities did you attend or lead?</li></ul> |
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<b>4b. Shows Professionalism (OPTIONAL GOAL)</b>	
<i>The principal/school leader operates in a fair and equitable manner with personal and professional integrity.</i>	
<b>Proficient</b>	<b>Distinguished</b>
<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><b><i>Holds the highest standards</i></b> of honesty, integrity, and confidentiality.</p> <p><b><i>Proactively serves students</i></b>, seeking out resources when needed.</p> <p><b><i>Makes a concerted effort to challenge negative attitudes or practices</i></b> to ensure that all students, particularly those traditionally underserved, are honored in the school.</p>
<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● School leader continuously reflects on performance, seeks feedback, and actively pursues opportunities for improvement</li> <li>● School leader organizes, allocates, and manages resources of time, space, and attention so that the needs of all students, staff, and stakeholders are recognized and addressed</li> <li>● School leader ensures that all students have an opportunity to participate in school functions</li> <li>● Student, staff, and stakeholder anecdotal evidence reflect school leader professional conduct</li> <li>● When asked, students and families state that they are treated fairly by the school leader</li> <li>● When asked, staff describe the school leader as an individual whose actions are guided by a desire to help all students learn</li> <li>● <i>School leader proactively serves students and seeks out resources when needed</i></li> <li>● <i>School leader makes a concerted effort to challenge negative attitudes or practices</i></li> </ul>
<b>Sample Artifacts</b>	<ul style="list-style-type: none"> <li>● Documentation of actions regarding honesty, integrity, and confidentiality that proactively serve the needs of all students, staff, and community members. Example include, but are not limited to: <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Administrative guidelines</li> <li>○ Student handbook</li> </ul> </li> <li>● Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Examples include, but are not limited to: <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Administrative guidelines</li> <li>○ Student handbook</li> <li>○ Faculty handbook.</li> </ul> </li> </ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>● Describe an ethical dilemma you faced this year and how you resolved it in a fair and equitable manner.</li> <li>● What are the qualities that define you as an administrator? How do these qualities impact your school?</li> <li>● What professional learning have you pursued this year and why?</li> <li>● Are you an active member of any community or professional organizations? Name and describe your role.</li> <li>● How do you communicate your professional beliefs and values to your teachers and the community at large?</li> <li>● What do you do to encourage professionalism and respect in your communications with your staff and stakeholders?</li> </ul>

**4c. Supports Professional Growth (OPTIONAL GOAL)**

*The principal/school leader supports continuous professional growth of self and others through professional growth of self and others through practice and inquiry.*

<p style="text-align: center;"><b><u>Proficient</u></b></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 style="text-align: center;"><b><u>Distinguished</u></b></p> <p><b><i>Ensures that professional development</i></b> within the school is <b><i>aligned</i></b> with curricular, instructional, and assessment needs, while <b><i>recognizing the unique development needs</i></b> of individual staff members and self.</p>
<p><b>Sample Evidences</b></p>	<ul style="list-style-type: none"> <li>● School leader has identified professional development opportunities consistent with his or her own areas for professional growth</li> <li>● Teachers have opportunities to meet and discuss effective instructional practices (e.g. lesson study, PLCs)</li> <li>● Instructional practices are regularly discussed at faculty and/or department meetings</li> <li>● Online and face-to-face professional development opportunities and resources are made available to teachers regarding their own professional growth goals</li> <li>● School leader tracks teacher participation in professional development opportunities</li> <li>● Teacher-led and job-embedded professional development is available</li> <li>● Data are collected linking the effectiveness of professional development to the improvement of teacher practices</li> <li>● <i>School leader ensures professional development is aligned with curricular, instructional, and assessment needs</i></li> <li>● <i>School leader recognizes the <b>unique</b> development needs of individual staff members and self</i></li> </ul>
<p><b>Sample Artifacts</b></p>	<ul style="list-style-type: none"> <li>● Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding professional development activities.</li> <li>● Record of staff involvement (including administrator) in professional organizations and activities.</li> <li>● Review of formative assessments to determine trends/patterns in staff instruction to inform professional development.</li> <li>● Teacher Induction Plans outcomes.</li> </ul>
<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● What strategies do you use to continually expose your teachers to ideas and research that contribute to effective learning? How do you stay informed?</li> <li>● How do you systematically engage staff in discussions about current practices, research and theory?</li> <li>● How do you and your teachers share current research on learning and effective practice?</li> <li>● How do you assess your school’s needs for professional development?</li> <li>● Once you’ve determined your priorities, what are your steps toward matching your goals with a plan for professional development to support them?</li> <li>● What kind of orientation and mentoring do you provide for teachers new to your school?</li> <li>● 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?</li> <li>● How do you use technology to showcase/provide information about your school?</li> </ul>

*NOTE: All information used in the development of this supporting document was taken directly from PDE evaluation resources, with the exception of “Sample Evidences”, which were compiled from multiple research-based school leader frameworks, competencies, and scholarly articles. Please see table below for more information.*

<b>Common Component and description</b>	
<b><u>Proficient</u></b>	<b><u>Distinguished</u></b>
Proficient category language is taken directly from FFL	Distinguished category language is taken directly from FFL. Bold and underlined words draw attention to the specific actions that must be evidenced in order to move from Proficient to Distinguished
<b>Sample Evidences</b>	<ul style="list-style-type: none"> <li>● Sample Evidences were compiled from multiple research-based school leader frameworks, competencies, and scholarly articles.</li> <li>● Sample Artifacts and Guiding Questions were compiled from PDE eval documents.</li> <li>● Sample artifacts and evidences are only samples and not an exhaustive checklist. A discussion between Principal and AP/AS and Principal is recommended at the post-evaluation conference and ongoing to align the specific evidences to the school and district action goals.</li> <li>● Italicized Sample Evidences are specific to performing at the “Distinguished” level.</li> </ul>
<b>Sample Artifacts</b>	
<b>Guiding Questions</b>	