

Educator Effectiveness Observation & Practice

FRAMEWORK FOR EVALUATION:

Principal

Assistant Principal

Vice Principal

Director of CTE

Supervisor of Special Education

also for the evaluation of
Non-Teaching Professional Supervisors



Revised June 2021

EDUCATOR EFFECTIVENESS OBSERVATION & PRACTICE:
Framework for Evaluation: Principal

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I'm completing an:

- Evaluatee Self-Assessment
- Evaluator Assessment

Today's Date:

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Introduction

The Framework for Leadership identifies those aspects of a school leader's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what school leaders should know and be able to do in the exercise of their profession.

In the framework presented, each of the four domains is supported by specific components of professional practice and aligned to professional standards. Although the components are distinct, they are related to one another. School leaders should note that not all components are necessarily applicable to every situation. The evaluator and the school leader jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

- i NOTE:** Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice for Principals



DOMAIN 1: Strategic/Cultural Leadership

School leaders/supervisors systematically and collaboratively develop a positive, equitable, and inclusive culture to promote continuous student growth and staff development. They articulate and model a clear vision for the school that meaningfully engages all students, communities, and staff.

- Components of Practice ▶
- Domain Rating Rubric ▶
- Standards Alignment ▶



DOMAIN 2: Systems Leadership

School leaders/supervisors ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that result in organizing the work routines. They must manage efficiently, effectively, and safely to foster student achievement in a positive, equitable, inclusive environment.

- Components of Practice ▶
- Domain Rating Rubric ▶
- Standards Alignment ▶



DOMAIN 3: Leadership for Learning

School leaders/supervisors ensure that a standards-aligned system is in place to address, in a positive, equitable, and inclusive manner, the linkage of curriculum, instruction, assessment; data on student learning; and educator effectiveness based on research and emerging, evidence-based best practices.

- Components of Practice ▶
- Domain Rating Rubric ▶
- Standards Alignment ▶



DOMAIN 4: Professional and Community Leadership

School leaders/supervisors promote 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.

- Components of Practice ▶
- Domain Rating Rubric ▶
- Standards Alignment ▶



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1A:

Creates an Organizational Vision, Mission, and Strategic Goals

The school leader/supervisor plans strategically and creates an organizational vision, mission, and goals around individualized student success aligned to system-wide goals.

Distinguished

- Designs and initiates a process that includes stakeholders for developing a shared vision and strategic goals for student growth and achievement that result in rigor and relevance for all students.
- Implements systemic, sustainable goals that promote success for all students.
- Ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.
- Implements systems for on-going, collaborative data review to ensure that the school's vision, mission, values, beliefs, and goals drive decisions that positively influence the culture of the school.

Proficient

- Implements a process that includes stakeholders for developing a shared vision and strategic goals for student growth and achievement.
- Develops goals that promote equitable and inclusive access to social-emotional wellness and college, career, and community readiness as components of student success.
- Shares and maintains a focus on the vision and strategic goals throughout the school year.
- Collects and analyzes data for the periodic assessment and review of progress toward the school's vision, mission, and strategic goals.

Needs Improvement

- Develops school-wide vision, mission, and strategic goals based on individual beliefs.
- Plans with limited evidence of stakeholder involvement.
- Infrequently reviews data and stakeholder feedback to assess progress or revise goals to ensure student performance.

Failing

- Fails to develop a school-wide vision, mission, or strategic goals.
- Fails to demonstrate the involvement of stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.
- Fails to use data to assess or revise goals based on student performance.

Not Observed

Discussion Prompts:



- *How do you articulate the vision and mission of your organization so that it is understood?*
- *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 improvement?*

Evidence of Practice:

- Program agendas and minutes, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding organizational vision, mission, and strategic goals
- District Comprehensive Plan documents
- Professional Development plans
- Building Improvement Plan that is aligned to the organization's Comprehensive Plan
- Documentation of organizational planning, administrative teaming, and personal reflection
- Policies and procedures that promote anti-bullying, equity, and social-emotional wellness
- Policies and procedures that promote college, career, and community readiness and participation in CTE or work-based learning experiences



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1B:

Uses Data for Informed Decision Making

The school leader/supervisor analyzes and uses multiple data sources to drive effective, equity-based decision-making.

Distinguished

- Systematically collects, analyzes, monitors, and uses data to develop and drive the equity-based decision-making capacity of staff and other stakeholders.
- Activates and sustains a school-wide system for monitoring and evaluating progress toward achieving school goals and student outcomes.
- Listens, evaluates, and considers staff and other stakeholder input regarding recommended activities and initiatives.

Proficient

- Collects, analyzes, monitors, and uses data in driving informed decision-making for the attainment of strategic goals and objectives.
- Develops the capacity of staff and other stakeholders to use data for decision-making through multiple lenses.

Needs Improvement

- Infrequently uses data to monitor progress or to drive effective decision-making.
- Exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.

Failing

- Fails to demonstrate the ability to analyze or use data to drive effective decision-making.

Not Observed

Discussion Prompts:



- *How have you used the data from multiple measures to inform your decision making?*
- *How are you using student/staff data to determine organizational change or program change needs?*
- *How are you using student/staff data to provide targeted professional development to staff?*
- *How can the organization's data management be improved to encourage strategic decision-making?*

Evidence of Practice:

- Utilization of formative and summative assessments
- Examples of utilization of student and school data for instructional planning and decision making:
 - Attendance/Graduation Rates
 - Discipline/incident data
 - School Safety reports
 - Special Education referrals
 - Local assessments
 - School climate and/or student behavior surveys
 - Placement data
 - Progress monitoring
 - Enrollments and program offerings
 - Courses of rigor/Work-based learning
 - Industry certifications
 - Transition planning
- Documentation of professional development for staff on assessment tools, data analysis techniques, and utilization of data to drive student achievement



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1C:

Builds a Collaborative and Empowering Work Environment

The school leader/supervisor develops a culture of equity, collaboration, distributive leadership, and continuous growth by empowering staff in the development and successful implementation of initiatives that positively impact the school and the community.

Distinguished

- Empowers staff and stakeholders to assume responsibility for making decisions that foster an equitable school culture and student achievement.
- Establishes an environment where staff and other stakeholders:
 - Select and implement effective, equitable strategies for school and student growth.
 - Assess and monitor progress towards achieving the vision, mission, and strategic goals.
 - Lead planning and monitoring efforts.

Proficient

- Creates a collaborative work environment predicated upon cooperation between and among staff and stakeholders.
- Actively models behaviors that promote a sense of empowerment among staff and stakeholders.
- Fosters a school culture that values equity among staff and building professional relationships.
- Consistently engages in shared decision-making and distributive leadership.

Needs Improvement

- Inconsistently includes staff and stakeholders in the decision-making processes.
- Articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment skills among staff.

Failing

- Fails to involve staff and stakeholders in discussions and decisions regarding school issues.

Not Observed

Discussion Prompts:



- *How do your teachers/staff have a voice in decisions?*
- *What do you do to nurture a climate of trust and continuous improvement?*
- *How are your teachers/staff involved in the planning and assessment of your school's goals?*
- *What opportunities have you used to engage your teachers/staff in building a collaborative and empowering work environment?*
- *How do you foster involvement of families/caregivers, business, and community organizations in your decision-making?*

Evidence of Practice:

- Documentation of efforts to establish and promote collaborative workgroups or PLCs for staff
- Schedules demonstrating shared planning time or organization of content/grade-level teams
- Documentation of effective and equitable practices for recruiting, hiring, and retaining staff
- Documentation of student and family/caregiver involvement on school-wide committees
- Documentation of efforts to establish and promote collaborative workgroups for staff
- Attempts to promote and grow a positive culture and school pride among students, staff, and community



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1D:

Leads Change Efforts for Continuous Improvement

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

Distinguished

- Demonstrates a change process that is transformative towards culture and growth in the performance of the school.
- Establishes processes to continually evaluate and adapt for equitable and inclusive practices to promote growth for all students.
- Drives major initiatives that result in college, career, and community ready students.

Proficient

- Implements a change process to ensure continuous growth in the culture and performance of the school.
- Implements innovative learning options for students.
- Plans for and provides professional development in preparation for an evolving educational landscape.

Needs Improvement

- Articulates the importance of the change process; however, when change occurs, it is only through random processes.

Failing

- Fails to identify the importance of the change process with no provision for positively impacting school culture and student growth.

Not Observed

Discussion Prompts:

1

- *What strategic framework guides your thinking and planning?*
- *How have you helped your teachers/staff to become more effective in delivering instruction/services and administering assessments?*
- *What safety nets do you have in place to support staff/students?*
- *What have you done this year to stay current on educational research that relates to school performance and culture?*
- *How do you reflect on organizational structures to identify areas for improvement in the future?*

Evidence of Practice:

- A plan and timeline for monitoring the progress of LEA changes
- Examples of documentation of activities that support the implementation of key elements of a change process:
 - Curriculum reviews
 - Act 13 documents
 - Comprehensive Planning
 - Chapter 339/SOAR
 - Special Education Plan revisions
 - Transition planning
 - Professional development
 - Opportunities for blended or remote learning and/or flexible instructional days
 - Scheduling
 - Scaffolded student supports and acceleration (e.g., meeting minutes, agendas, and rosters)



DOMAIN 1: Strategic/Cultural Leadership

COMPONENT 1E:

Celebrates Accomplishments and Acknowledges Failures

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

Distinguished

- Empowers staff and stakeholders to recognize individual and collective contributions in a systematic manner toward attainment of strategic goals.
- Utilizes recognition, reward, and advancement to promote the accomplishments of the school.

Proficient

- Consistently recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.
- Utilizes accomplishments and failure as an opportunity to improve school culture and student growth.

Needs Improvement

- Inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.

Failing

- Fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.

Not Observed

Discussion Prompts:



- *Describe some ways you celebrate achievements in your school. What was your role in promoting the achievement?*
- *Describe an initiative that was not successful. How did you redirect your efforts?*
- *How do you share your successes with staff/teachers, students, families/caregivers, and community?*

Evidence of Practice:

- Evidence of school and student recognition programs:
 - Award ceremonies
 - Certificates of Achievement and Appreciation
 - Student of the Month programs
 - Honor Roll
 - Teacher of the Year
 - Student organizations and activities
 - Extra-curricular activities
 - Graduation or promotion ceremonies
 - Student assemblies or performances
- Examples of communications to stakeholders that celebrate accomplishments and/or acknowledge shortcomings:
 - Newsletters
 - Email communications
 - Social media
 - School website
 - Mailings
 - Flyers
 - Board presentations
 - Community group presentations



DOMAIN 2: Systems Leadership

COMPONENT 2A:

Leverages Human and Financial Resources

The school leader/supervisor establishes equitable systems for managing all available resources to better serve students, staff, and the school.

Distinguished

- Designs transparent systems to ensure the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.
- Integrates school, LEA, and community resources to maximize the efficiency of school operations.
- Uses data and feedback to assess the success of funding and program decisions.

Proficient

- Designs transparent systems to equitably manage human and financial resources.
- Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.

Needs Improvement

- Utilizes systems for allocating human and financial resources that are not transparent or equitable.

Failing

- Fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.

Not Observed

Discussion Prompts:



- *What is your process for determining equitable allocation of human, financial, and physical resources in your school?*
- *How do you prioritize requests from your teachers/staff?*
- *Describe some examples of effective use of technology in your building.*
- *How do you research and utilize community resources in your school?*

Evidence of Practice:

- School budget; teacher/program budgets; and related reports, agendas, or presentations
- Staffing and substitute coverage plans
- Effectiveness of school partnerships with other agencies/organizations
- List of available resources assigned to strategic goals
- Analyzing program needs with Occupational Advisory Committee input
- Listing of alternative revenue streams, (e.g., fundraising, federal and state grants, and capital campaigns)
- Joint Operating Committee (JOC) meeting agenda(s) focused on staffing and resource allocation
- Cost comparison of use of internal and external resources including those available through Intermediate Units and PaTTAN
- Targeted professional development
- Effective scheduling and appropriate class sizes



DOMAIN 2: Systems Leadership

COMPONENT 2B:

Ensures a High Quality, High Performing Staff

The school leader/supervisor establishes, supports, and effectively and equitably manages processes and systems, which ensure a high quality, high performing staff.

Distinguished

- Supervises and evaluates all staff in a fair and equitable manner and maintains a high performing staff, which is focused on improving student achievement.
- Proactively recognizes quality teaching and establishes it as an example of expected performance.
- Proactively creates additional induction opportunities and peer mentoring to support all new personnel.
- Proactively recommends decisions regarding hiring, transfers, retention, and dismissal.
- Proactively recruits a diverse, highly qualified pool of candidates.

Proficient

- Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance.
- Maintains a high performing staff, which is focused on improving student growth and achievement.
- Provides induction processes to support all new personnel.
- Participates with appropriate personnel to recruit and retain high quality staff that meets the diverse needs of students.
- Prioritizes equity and diversity in recruitment and hiring practices.

Needs Improvement

- Inconsistently supervises and evaluates staff.
- Inconsistently delivers on-going, systematic professional development in support of quality staff performance.
- Provides limited support to all new personnel.
- Inconsistently selects and retains highly qualified personnel.

Failing

- Fails to maintain a high performing staff, which is focused on improving student achievement.
- Fails to address ineffective teaching and staff performance.
- Fails to provide induction support to all new personnel.
- Fails to select and retain highly qualified personnel.

Not Observed

Discussion Prompts:



- *How do you support novice teachers/ staff who are hired to work in your school?*
- *What do you see as your role in the hiring, transfer, retention, and dismissal of staff in your school?*
- *How do you use data from multiple measures to ensure you have a high quality, high performing staff?*

Evidence of Practice:

- Documentation that staff observations/evaluations were completed with fidelity
- Utilization of multiple sources of data for instructional planning and decision making
- Documentation of a process to identify instructional needs and development of professional plans for teachers
- Staff turnover, retention, and recruitment data
- Feedback from staff (professional/ support) on quality of induction and professional development activities
- Evidence of involvement in screening, interviewing, and recommending staff members for employment
- Induction and mentoring plans for staff
- Evidence of providing principals and staff with research and other publications to support and advance professional practice
- Evidence of collaboration with building administrators in the development of building schedules and teacher assignments



DOMAIN 2: Systems Leadership

COMPONENT 2C:

Complies with Federal, State, and Local/LEA Mandates

The school leader/supervisor designs protocols and processes to comply with federal, state, and local/LEA mandates.

Distinguished

- Consistently complies with federal, state, and local/LEA mandates and presents each so that they are viewed as an opportunity for growth within the school.
- Implements programs that are both compliant to regulations and supported by the school community.
- Develops opportunities to grow innovative programs derived from the mandates.
- Proactively assumes a leadership role in directing LEA and state policy.

Proficient

- Consistently complies with federal, state, and local/LEA mandates and all contractual agreements in a timely and complete manner.
- Designs protocols and processes to comply with federal, state, and local/LEA mandates.
- Identifies opportunities to grow programs derived from the mandates.
- Participates in directing policy for LEA and state initiatives.

Needs Improvement

- Inconsistently complies with federal, state, and local/LEA mandates and all contractual agreements in a timely and/or complete manner.

Failing

- Fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner.

Not Observed

Discussion Prompts:



- *With consideration for current initiatives, what professional development would you recommend to support compliance?*
- *How do you learn about initiatives and program mandates?*
- *How do you ensure that staff follow state and federal regulations?*
- *What influence do state and federal mandates have as you plan for programming?*
- *Are we in compliance with grants/funding that we use to support our efforts?*

Evidence of Practice:

- Examples of documentation of timely compliance with federal, state, and local/LEA mandates:
 - Chapter 4
 - Chapter 339
 - Perkins regulations
 - 504 compliance
 - Informal/formal observations
 - Chapters 14, 15, and 16
 - State/Federal reporting
 - Completion of Annual Financial Report (AFR)
 - Addressing incidents that fall under the Office of Civil Rights (OCR)
 - Safe Schools reporting
 - Environmental Protection Agency (EPA) regulations
 - Audit reports
 - Mandated reporting regulations
 - District administrative regulations



DOMAIN 2: Systems Leadership

COMPONENT 2D:

Establishes and Implements Expectations for Students and Staff

The school leader/supervisor establishes and implements clear expectations, structures, rules, and procedures for students and staff, resulting in a safe and equitable school culture.

Distinguished

- Empowers staff to monitor their own performance and exceed school-wide expectations.
- Encourages students to monitor their performance and strive to exceed expectations set by their teachers, families/caregivers, and themselves.
- Engages students and staff members in developing expectations for student learning and social-emotional wellness and developing a safe, equitable school culture.

Proficient

- Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.
- Creates and revises rules and procedures to maintain a safe and equitable school culture conducive to student learning and social-emotional wellness.

Needs Improvement

- Inconsistently communicates and enforces expectations, rules, and procedures for students and staff.
- Utilizes only school rules and procedures required by LEA administration and/or policy.

Failing

- Fails to establish clear expectations, structures, rules, and procedures for students and staff.

Not Observed

Discussion Prompts:



- *What safety nets do you have for struggling students/staff?*
- *What innovative approaches have you used this year to increase student achievement?*
- *What processes are in place to study data and define service gaps to assist all students?*
- *How are you helping struggling staff members improve their skills?*

Evidence of Practice:

- Signatures from parents/guardians and faculty indicating understanding and acceptance of student/faculty handbooks
- Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding expectations for students and staff
- Communications to families/caregivers, staff, students, and/or community members regarding expectations for students and staff
- Implementation of school-wide programs that promote high quality expectations for students and staff through structured systems of support
- Formal and informal staff observations
- Procedures for online learning



DOMAIN 2: Systems Leadership

COMPONENT 2E:

Communicates Effectively and Strategically

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

Distinguished

- Provides information in various formats in multiple ways through different media to ensure communication with staff and stakeholders.
- Ensures that staff and stakeholders are aware of school goals and demonstrate progress toward meeting the goals.

Proficient

- Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.
- Ensures that staff and stakeholders are aware of school goals.

Needs Improvement

- Establishes a communications plan for staff and stakeholders that lacks purpose, clarity, consistency, or regularity.

Failing

- Fails to develop a coherent plan to effectively communicate with all staff and stakeholders.

Not Observed

Discussion Prompts:



- *What efforts do you make to ensure that your teachers know and can articulate the school's vision, mission, and goals?*
- *How do you foster and facilitate open communication with all stakeholders?*
- *What organizational systems do you have in place to provide and document effective communications with internal and external stakeholders?*

Evidence of Practice:

- Examples of documentation of internal/external communication with stakeholders using various media:
 - Newsletters and updates to stakeholders
 - Utilization of social media/websites
 - Acceptable Use Policy (AUP)
 - Customer, co-op employer, and/or student surveys
 - Parent Advisory Committee (PAC) and Occupational Advisory Committee (OAC) meeting agendas and minutes
 - Services for bilingual stakeholders
 - Communication logs and emails



DOMAIN 2: Systems Leadership

COMPONENT 2F:

Manages Conflict Constructively

The school leader/supervisor effectively, efficiently, and equitably manages the complexity of human interactions and relationships, including those among and between families/caregivers, students, and staff.

Distinguished

- Empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school culture.
- Proactively encourages staff and students to accept responsibility for their own actions by adhering to operational norms.
- Provides conflict management and relationship building training for students, staff, and other stakeholders.

Proficient

- Consistently resolves school-based problems/conflicts in a fair, democratic way.
- Provides opportunities for affected stakeholders (students, staff, and families/caregivers) to express opinions and discusses options to address discordant issues.
- Implements and reviews solutions that address discordant issues.

Needs Improvement

- Inconsistently implements processes to resolve problems and/or areas of conflict within the school.
- Interacts with students, staff, and other stakeholders primarily on an as needed basis to defuse potentially stressful situations.

Failing

- Fails to develop and implement conflict management processes to manage the complexity of human interactions and relationships.

Not Observed

Discussion Prompts:



- *What procedures are in place to guarantee that consequences for inappropriate behavior are equitable and consistent in your school?*
- *How do you ensure that your teachers/staff have been prepared with the skills to manage and resolve conflict?*
- *How do you engage a challenging staff or community member directly, honestly, and with respect in difficult situations?*
- *How do you reflect on your strengths and weaknesses as a manager of conflict?*
- *What restorative systems do you have in place?*

Evidence of Practice:

- Establishment and enforcement of processes that address conflict and appeals
- Establishment, publication, and enforcement of anti-bullying policies
- Professional development for staff to effectively address conflict
- School climate surveys
- Board or other public meeting agendas, minutes, and presentations
- Leadership or team meeting agendas and minutes
- Discipline/incident reports



DOMAIN 2: Systems Leadership

COMPONENT 2G:

Ensures School Safety

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

Distinguished

- Incorporates active involvement of various agencies in the development, implementation, and evaluation of the safe schools plan.
- Creates and maintains open communication processes that allow for proactive identification and intervention of potential incidents.

Proficient

- Consistently reviews, analyzes, and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.
- Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.

Needs Improvement

- Inconsistently administers a process for reviewing/revising the school safety plan.
- Lacks a process to collect data on the effectiveness of the school safety plan that includes prevention, intervention, crisis response, and recovery.

Failing

- Fails to develop and implement a comprehensive school safety plan that includes prevention, intervention, crisis response, and recovery.

Not Observed

Discussion Prompts:



- *Are there safety procedures in place that are practiced routinely?*
- *Explain how your entire staff is aware of their responsibilities in emergency situations?*
- *What are you doing to make your building secure?*
- *Is there anything that you would suggest to improve our district safety?*
- *To what extent have you participated in reviewing and updating your school/district safety plan? Describe your process.*
- *How do you support teachers in safely organizing their physical space?*
- *In what ways does the curriculum in areas such as health and wellness, family/consumer science, and science incorporate safety instruction?*
- *How do you ensure that nurses, administrators, and other personnel are trained according to Board policy and state/federal regulations?*

Evidence of Practice:

- Examples of documentation of the implementation of school behavioral and safety policies/procedures:
 - Safety drills and reports
 - Professional development dealing with safety issues
 - School safety and behavioral policies
 - Memorandum of Understanding (MOU) with local law enforcement
 - Relationships with county and local support agencies
 - Use of safety data by school stakeholder groups
 - Completed safety inspections for equipment, rooms, and facilities
 - Proper signage across building and grounds
 - Active safety committees
 - Inclusion of local emergency responders in planning and preparation activities
 - Passive restraint training
 - Development and implementation of building and student crisis plans
 - Classroom design and layout
 - Evidence of crisis team meetings



DOMAIN 3: Leadership for Learning

COMPONENT 3A:

Leads School Improvement Initiatives

The school leader/supervisor develops, implements, monitors, and evaluates a plan for school improvement and equitable student growth that provides the structure for the vision, goals, and changes necessary for improved student achievement.

Distinguished

- Incorporates principles of continuous analysis and refinement into a plan for school improvement and student growth; positively impacts the school's culture and exceeds expectations of student achievement toward college, career, and community readiness.
- Develops a system to integrate continuous planning that sustains on-going improvement and equitable student growth.

Proficient

- Develops a plan for school improvement and student growth, as well as establishing clear and consistent processes and systems to:
 - Implement the plan.
 - Monitor and evaluate progress toward achieving school goals and equitable student outcomes.
 - Revise school goals and student outcomes based on data analysis.

Needs Improvement

- Develops a plan for school improvement and student growth; however, the plan lacks clear and consistent processes and systems to improve student achievement.

Failing

- Fails to develop a plan for school improvement and student growth that provides the structure for the vision, goals, and changes necessary for improved student achievement.

Not Observed

Discussion Prompts:



- *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?*
- *What are the strategies you will use to assess progress toward the goals?*
- *In what ways do you collaborate with others at various levels of the organization to set and achieve your goals?*
- *How do you communicate your goals and progress toward achievement to various stakeholders? How do you solicit feedback from stakeholders on progress toward goal achievement?*
- *How do you ensure that staff members have the awareness and resources to achieve these goals?*

Evidence of Practice:

- Communications to families/caregivers, staff, students, and/or community members regarding school improvement initiatives
- Program agendas and minutes, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school improvement initiatives
- Strategic planning based on school and student data
- Feedback from stakeholders
- Progress on school performance initiatives



DOMAIN 3: Leadership for Learning

COMPONENT 3B:

Aligns Curricula, Instruction, and Assessments

The school leader/supervisor ensures that the adopted curricula, instructional practices, and associated assessments are diverse and implemented within a Standards Aligned System and data are used to drive refinements to the system.

Distinguished

- Consistently ensures that the LEA's standards-based curricula, aligned with assessments, instruction, and materials, are implemented with fidelity throughout the school.
- Reports data and recommendations to curriculum committee for refinement of the LEA's curricula.
- Empowers staff to integrate and enrich PA Academic and Career Education and Work standards throughout the curricula.
- Empowers staff to integrate and enrich a diverse, rigorous, standards-based curricula.

Proficient

- Consistently ensures that the LEA's standards-based curricula are implemented with fidelity throughout the school.
- Consistently engages necessary stakeholders in curricula planning and instruction.
- Ensures that assessments, instruction, and diverse materials align to curricula.
- Creates opportunities to collaboratively use assessments and other data to drive instructional decisions and practices.
- Encourages staff to integrate and enhance curricula and lessons that reflect cultural diversity.

Needs Improvement

- Inconsistently monitors the fidelity of implementation of the LEA's standards-based curricula.
- Inconsistently engages necessary stakeholders in curricula planning and instruction.

Failing

- Fails to monitor the fidelity of implementation of the LEA's standards-based curricula.
- Fails to engage necessary stakeholders in curricula planning and instruction.

Not Observed

Discussion Prompts:



- *How have you informed your teachers of the importance of alignment of curricula, instruction, and assessments to ensure student achievement?*
- *What processes are in place to ensure that your curriculum is vertically aligned, rigorous, and coherent at each grade level?*
- *How do you support your teachers in being designers, revisers, and refiners of effective instruction?*
- *How do you incorporate appropriate resources such as the PDE SAS portal to support and motivate effective instruction?*
- *In what ways are you ensuring K-12 alignment to and vertical articulation with the PA Academic Standards?*
- *What system do you have to ensure the fidelity of the delivered curriculum to the written curriculum?*
- *What system do you have in place for mapping curriculum?*
- *How accessible is the written curriculum to teachers, principals, students, and families/caregivers?*

Evidence of Practice:

- Communications to families/caregivers, 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
- Documentation of resources, tools, and/or strategies that address alignment of curricula established within the LEA with instructional and assessment practices within the school
- Implementation of a school-wide curricula model
- Quality review documentation, fidelity checks, other means by which organization administrators ensure the delivery of a guaranteed and viable curriculum utilizing research and evidence-based instructional practices



DOMAIN 3: Leadership for Learning

COMPONENT 3C:

Implements High Quality Instruction

The school leader/supervisor monitors progress of teachers and staff and conducts formative and summative assessments in measuring teacher effectiveness to ensure rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.

Distinguished

- Employs a variety of assessments to monitor the effectiveness of professional staff; guides improvement of practice, emphasizing rigorous, relevant, and appropriate instruction and equitable learning experiences.
- Utilizes skills and experiences as an instructional leader to identify individual staff and/or building-wide needs.
- Plans short- and long-term recurring professional development activities to address identified needs based upon observation data.

Proficient

- Consistently monitors the effectiveness of, and provides timely feedback to, professional staff on improvement of practice.
- Participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.
- Monitors performance following professional development to ensure the application of lessons learned.

Needs Improvement

- Inconsistently monitors the effectiveness of, and provides feedback to, professional staff.
- Inconsistently participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.

Failing

- Fails to monitor the effectiveness of professional staff.
- Fails to participate in professional development related to monitoring and coaching staff in effective practices.

Not Observed

Discussion Prompts:



- *In what ways do you monitor teacher performance and provide ongoing feedback on their effectiveness and opportunities for growth?*
- *How do you leverage the following resources/processes?*
 - *Instructional coaches/department leaders*
 - *Formal and informal observations*
 - *Professional development resources*
 - *SAS Portal/CDTs/technological resources*
- *How do you use building observation results/data to plan professional development for principals and teachers to improve the quality of instruction?*
- *What formative and summative assessment strategies are your teachers using to determine the needs of students?*
- *What strategies do teachers use to focus instruction to ensure student success?*
- *How do you improve instruction that is not effective?*

Evidence of Practice:

- Results of formative assessments and summative evaluations to determine trends/patterns in instruction
- Curricular resources available to stakeholders through various methods, including online
- Evidence of individualized or differentiated curriculum and instructional approaches based on student need
- Evidence of content specific professional development that promotes high-quality instructional strategies
- Differentiated supervision models
- Promotion of culturally responsive, equitable access to work-based learning, courses of advanced rigor, STEM, and other activities based on the needs of each student



DOMAIN 3: Leadership for Learning

COMPONENT 3D:

Sets High Expectations for All Students

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

Distinguished

- Creates a culture in which staff members assume responsibility for all students achieving the rigorous established outcomes in an equitable manner.
- Leads school planning centered around individualized success for all students.
- Models high expectations for staff by engaging stakeholders to help set rigorous performance goals.

Proficient

- Consistently holds staff members accountable for ensuring all students achieve the rigorous established outcomes in an equitable manner.
- Leads school planning efforts to set and monitor learning goals and establishes scaffolding and tiered supports for all students.

Needs Improvement

- Inconsistently holds staff members accountable for setting and achieving rigorous performance goals for all students.

Failing

- Fails to hold staff members accountable for setting and achieving rigorous performance goals for all students.

Not Observed

Discussion Prompts:



- *What options do you offer for struggling students? For gifted or accelerated students?*
- *In what ways do you support:*
 - *Student-centered schools?*
 - *Flexible student grouping?*
 - *The student referral process?*
- *How do you provide equitable educational opportunities for all students?*

Evidence of Practice:

- Examples of evidence of collaboration between school leadership reflective of high expectations and adequate support for all students:
 - Systematic use of data for instructional planning and decision making
 - Implementation of innovative, tiered student supports
 - Utilization of Student Assistance Programs (SAP) and Child Study Teams (CST)
 - Active involvement in IEP, GIEP, 504, and transition meetings
 - Virtual instructional models
 - Student access to dual-enrollment, concurrent enrollment, or college credit



DOMAIN 3: Leadership for Learning

COMPONENT 3E:

Maximizes Instructional Time

The school leader/supervisor creates a systemic environment which emphasizes instructional time and meaningful student engagement.

Distinguished

- Implements innovative systems for time management and staff collaboration to promote meaningful student engagement through differentiated instructional practices and delivery modes.
- Develops processes and procedures to easily transition to distance learning to ensure continuity in instructional time.
- Systematically monitors the effect of the master schedule on staff planning and instruction.

Proficient

- Consistently implements a systemic environment which emphasizes instructional time and meaningful student engagement.
- Creates and integrates distance learning components to provide expanded, flexible educational opportunities.

Needs Improvement

- Inconsistently creates a systemic environment which emphasizes instructional time and student engagement.
- Inconsistently creates opportunities for distance education or innovative instructional deliveries.

Failing

- Fails to create a systemic environment which emphasizes instructional time and student engagement.
- Fails to create opportunities for distance education or innovative instructional deliveries.

Not Observed

Discussion Prompts:



- *In developing schedules, how are your classrooms and school organized for minimal interruptions and transitions?*
- *How do you plan meaningful meetings that impact both instructional goals and management goals?*
- *What techniques do you use to guarantee that cooperative planning sessions are structured for effective use of time?*
- *How do you foster a healthy sense of urgency while managing class time?*
- *How do professional development opportunities help staff to understand and implement effective instructional time?*

Evidence of Practice:

- Examples of documentation of processes that maximize instructional time:
 - Institution of co-teaching practices
 - Flexible Instructional Days (FIDs)
 - Procedures for distance learning
 - Flexible student grouping
 - Remote learning technology
 - Departmentalized or grade-level planning time
 - Virtual professional development sessions
 - Master schedule



DOMAIN 4: Professional and Community Leadership

COMPONENT 4A:

Maximizes Professional Responsibilities through Family/Caregiver Involvement and Community Engagement

The school leader/supervisor designs inclusive structures and processes, creating a culture that results in family/caregiver involvement and community engagement as well as support and ownership for the school.

Distinguished

- Proactively expands relationships with families/caregivers and the community to develop buy-in and garner fiscal, intellectual, and human resources in support of the school.

Proficient

- Collaboratively works to establish a culture that respects and welcomes families/caregivers and community members and seeks ways in which to engage them in student learning and school success reflecting the community's vision of the school.

Needs Improvement

- Inconsistently designs structures and processes that result in limited involvement of families/caregivers and other stakeholders.

Failing

- Fails to design structures and processes, which result in a lack of family/caregiver and community engagement, support, and ownership for the school.

Not Observed

Discussion Prompts:



- *How do you ensure that there is representation or a voice for stakeholders who represent your school community?*
- *How do you network with organizations, local businesses, and individuals outside the school to build partnerships to help meet your school and student goals?*
- *What communication strategies do you use to inform and/or engage families/caregivers and community members?*

Evidence of Practice:

- Examples of documentation of processes that maximize family/caregiver and community engagement:
 - Back to school nights/open houses/parent-teacher conferences
 - Business/industry advisory groups
 - Civic organizations
 - Comprehensive Planning committees
 - Grant-writing partnerships
 - IU role-alike workgroups
 - Multilingual/ADA compliant communications
 - Parent advisory groups
 - Parent/student/teacher portals
 - School Board presentations
 - Website/newsletters/social media



DOMAIN 4: Professional and Community Leadership

COMPONENT 4B:

Shows Professionalism

The school leader/supervisor operates in a fair and equitable manner with personal and professional integrity.

Distinguished

- Establishes a culture that encourages advocating for fairness, equity, and integrity throughout the school and community.
- Proactively serves students, seeking out resources when needed.
- Challenges negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are treated equitably and inclusively.

Proficient

- Consistently operates in a fair and equitable manner with personal and professional integrity.
- Articulates and demonstrates a personal and professional code of ethics as defined by state and national professional organizations.

Needs Improvement

- Inconsistently operates in a fair and equitable manner with personal and professional integrity.

Failing

- Fails to operate in a fair and equitable manner with personal and professional integrity.

Not Observed

Discussion Prompts:



- *What are the qualities that define you as an administrator? How do these qualities impact your school?*
- *How do you communicate your professional beliefs and values to your staff, students, and the community at large?*
- *How do you encourage professionalism and respect in your communications with your staff and stakeholders?*

Evidence of Practice:

- Documentation through school/LEA policies and student/faculty handbooks that includes equitable, consistent actions to proactively serve the needs of all students, staff, and community members
- Meeting guidelines and expectations for professional conduct/responsibilities as defined by the LEA and school community
- Program agendas, minutes, and/or rosters regarding professionalism and the code of conduct for school behavior



DOMAIN 4: Professional and Community Leadership

COMPONENT 4C:

Supports Professional Growth

The school leader/supervisor supports continuous professional growth of self and others through practice, inquiry, and reflection.

Distinguished

- Ensures that professional development within the school is aligned to best practices and the goals and needs of the school, while recognizing the unique needs of individual staff members and self.
- Establishes systematic reflective practices that are ingrained in the culture of the school.

Proficient

- Consistently implements and supports professional development which would positively impact the culture and performance of the school.
- Plans, designs, and routinely participates in professional development focused on the goals and needs of the school.
- Targets professional development toward best practices for self and others, using a variety of innovative learning experiences.
- Shows evidence of consistent reflective practice in the professional growth of self and others.

Needs Improvement

- Inconsistently implements and supports professional development which would positively impact the culture and performance of the school.
- Endorses professional development that may be misaligned with the goals and needs of the school.
- Shows evidence of inconsistent reflective practice in the professional growth of self and others.

Failing

- Fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.
- Fails to show evidence of reflective practice in the professional growth of self and others.

Not Observed

Discussion Prompts:



- *How do you systemically engage staff in discussions about current practices, research, and theory?*
- *How do you assess your school's needs for professional development?*
- *What orientation and mentoring opportunities do you provide for new teachers?*
- *What professional development have you engaged in personally this year and why?*
- *What are your steps toward matching your goals with a plan for your professional development?*

Evidence of Practice:

- Business and industry related credentials for both programs and professional staff
- In-house, IU, and other consortia-provided professional development activity evaluations and outcomes
- Involvement in Act 45/48 and staff induction programs
- Maintenance of records regarding paraprofessional/support staff required annual trainings
- Participation in mentoring, Professional Learning Communities (PLCs), reflective journaling, and/or other metacognitive professional development
- Agendas, rosters, minutes, and/or other meeting materials regarding professional development activities aligned with the needs of the LEA/school
- Record of staff involvement (including administrator) in professional organizations and activities
- Results of formative assessments to determine trends/patterns in staff development to inform professional growth opportunities

Ratings By Domain

DOMAIN 1: Strategic/Cultural Leadership

School leaders/supervisors systematically and collaboratively develop a positive, equitable, and inclusive culture to promote continuous student growth and staff development. They articulate and model a clear vision for the school that meaningfully engages all students, communities, and staff.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>The school leader/supervisor provides little or no strategic direction with most work being done by staff in isolation.</p> <p>Decisions are not student-focused and reflect opinion with little use of data. Fails to recognize the need for change.</p>	<p>The school leader/supervisor provides some strategic direction with a few collaborative processes in place.</p> <p>Data are used sparingly to make decisions with some focus on improvement. The culture is moderately student-centered.</p> <p>Change occurs only when required to meet the expectations of others.</p>	<p>The school leader/supervisor utilizes a data-based vision that is student-centered.</p> <p>The culture is collaborative with a focus on continuous improvement. The staff is held accountable for student success.</p> <p>Change is evidence based.</p>	<p>The school leader/supervisor establishes a future-focused, data-based vision around individual student success.</p> <p>The culture is highly collaborative with staff accepting responsibility for the achievement of each student.</p> <p>Change for continuous improvement is embraced.</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 2: Systems Leadership

School leaders/supervisors ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that result in organizing the work routines. They must manage efficiently, effectively, and safely to foster student achievement in a positive, equitable, inclusive environment.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>The school leader/supervisor establishes an educational environment that is characterized by disorder and conflict with no plan evident for school safety.</p> <p>Resources are allocated with little or no focus on the needs of students.</p> <p>Staff is low performing with no system designed to improve.</p>	<p>The school leader/supervisor establishes an educational environment in which rules and regulations partially support orderly conduct and school safety.</p> <p>Educator evaluations are completed as an administrative process only.</p> <p>Resources are not allocated equitably to meet the needs of all students.</p>	<p>The school leader/supervisor establishes and communicates a clear plan for school safety.</p> <p>An effective educator evaluation system is used to improve instruction.</p> <p>Time schedules, student scheduling, and other resources are structured to meet the needs of all students.</p>	<p>The school leader/supervisor clearly involves all staff in the development and implementation of a safe school plan.</p> <p>Evidence-based research and strategies are mainstays of a plan for improvement of instruction.</p> <p>Staff and students maintain a respectful environment and celebrate differences.</p> <p>Resources are equitably allocated based upon student need and are aligned with a clearly stated vision.</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 3: Leadership for Learning

School leaders/supervisors ensure that a standards-aligned system is in place to address, in a positive, equitable, and inclusive manner, the linkage of curriculum, instruction, assessment; data on student learning; and educator effectiveness based on research and emerging, evidence-based best practices.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>The school leader/supervisor establishes an educational environment that is characterized by low expectations for both students and staff.</p> <p>Curriculum, instruction, and assessment are viewed as independent entities.</p> <p>No plan for improvement exists.</p> <p>Significant interruptions to instructional time frequently occur.</p>	<p>The school leader/supervisor establishes an educational environment that is characterized by inconsistent expectations.</p> <p>Effort is being made to align curriculum, instruction, and assessment.</p> <p>School improvement efforts are sporadic.</p> <p>The quality of instruction is inconsistent.</p> <p>A moderate number of interruptions occur.</p>	<p>The school leader/supervisor regularly and consistently communicates high expectations to staff, students, and community.</p> <p>Curriculum, instruction, and assessment are aligned.</p> <p>The school leader/supervisor is at the forefront of improvement efforts and assures high quality instruction is delivered to all students.</p> <p>Instructional time is maximized with few or no interruptions.</p>	<p>The school leader/supervisor ensures students and staff support and maintain high expectations.</p> <p>The school leader/supervisor and staff collaborate on a consistent basis to assess and align curriculum, instruction, and assessment.</p> <p>School improvement efforts are jointly developed by the school leader/supervisor and staff.</p> <p>Instructional time is highly valued and maximized without unnecessary interruptions.</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 4: Professional and Community Leadership

School leaders/supervisors promote 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.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>The school leader/supervisor establishes little or no communication among school and the community.</p> <p>Staff members exhibit low levels of professionalism.</p> <p>Little or no professional development exists.</p>	<p>The school leader/supervisor establishes minimal levels of communication among school and the community.</p> <p>Staff members exhibit moderate levels of professionalism.</p> <p>Isolated professional development activities exist.</p>	<p>The school leader/supervisor ensures that there is regular, consistent communication among school and community.</p> <p>Community members are partners in the educational program.</p> <p>Staff members exhibit high levels of professionalism.</p> <p>Professional development is based upon identified needs and is aligned with instructional priorities.</p>	<p>The school leader/supervisor ensures that high levels of two-way communication exist among school and community.</p> <p>Staff members are involved beyond the school day to support students' academic and social-emotional needs.</p> <p>Staff is highly involved in planning, implementing, and participating in professional development aligned with instructional priorities.</p>

DOMAIN RATING: _____

COMMENTS:

ADDITIONAL COMMENTS:

Alignment to Legislative Categories/PIL/PSEL

DOMAIN 1: Strategic/Cultural Leadership

1A: Creates an Organizational Vision, Mission, and Strategic Goals	LEGISLATIVE CATEGORIES: Planning and Preparation
	PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 1, 3; Corollary Standard 3
	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL): 1a) Develop an educational mission for the school to promote the academic success and well-being of each student. 1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. 1d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. 1e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. 1f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. 1g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership. 9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
1B: Uses Data for Informed Decision Making	LEGISLATIVE CATEGORIES: Planning and Preparation
	PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standard 3, 6
	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL): 4f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 4g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. 9g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
1C: Builds a Collaborative and Empowering Work Environment	LEGISLATIVE CATEGORIES: School Environment, Delivery of Service
	PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 3, 6
	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL): 2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. 5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
1D: Leads Change Efforts for Continuous Improvement	LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment
	PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 1; Corollary Standards 1, 2
	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL): 1e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. 10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. 10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. 10e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. 10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. 10h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. 10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. 10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

DOMAIN 1: Strategic/Cultural Leadership

1E: Celebrates Accomplishments and Acknowledges Failures	LEGISLATIVE CATEGORIES: School Environment, Delivery of Service
	PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standard 1
	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL): 7d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole. 10a) Seek to make school more effective for each student, teachers and staff, families, and the community. 10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. 10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. 10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

DOMAIN 2: Systems Leadership

2A: Leverages Human and Financial Resources	LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service
	PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4
	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL): 2c) Place children at the center of education and accept responsibility for each student’s academic success and well-being. 5c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. 5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. 8g) Develop and provide the school as a resource for families and the community. 9b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs. 9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. 9d) Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices. 9e) Protect teachers’ and other staff members’ work and learning from disruption. 9f) Employ technology to improve the quality and efficiency of operations and management. 9i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. 9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
2B: Ensures a High Quality, High Performing Staff	LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service
	PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4
	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL): 6a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. 6b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. 6c) Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice. 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. 6g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. 6h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff. 6i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

DOMAIN 2: Systems Leadership

<p>2B: <i>Ensures a High Quality, High Performing Staff</i> (continued)</p>	<p>7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.</p> <p>7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.</p> <p>7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.</p> <p>7d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.</p> <p>7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.</p> <p>7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p> <p>7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p> <p>7h) Encourage faculty-initiated improvement of programs and practices.</p>
<p>2C: Complies with Federal, State, and Local/LEA Mandates</p>	<p>LEGISLATIVE CATEGORIES: Planning and Preparation</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standard 2</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.</p> <p>9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.</p> <p>9d) Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.</p> <p>9h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.</p> <p>9i) Manage governance processes and internal and external politics toward achieving the school’s mission and vision.</p>
<p>2D: Establishes and Implements Expectations for Students and Staff</p>	<p>LEGISLATIVE CATEGORIES: School Environment</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standard 3</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>1c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</p> <p>2a) Act ethically and professionally in personal conduct, relationships with others, decision- making, stewardship of the school’s resources, and all aspects of school leadership.</p> <p>2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.</p> <p>2c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.</p> <p>2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.</p> <p>2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.</p> <p>3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.</p> <p>3b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.</p> <p>3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.</p> <p>5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.</p> <p>5b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.</p>
<p>2E: Communicates Effectively and Strategically</p>	<p>LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 1; Corollary Standard 3</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.</p> <p>1c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</p>

DOMAIN 2: Systems Leadership

<p>2E: <i>Communicates Effectively and Strategically</i> (continued)</p>	<p>2e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.</p> <p>8a) Are approachable, accessible, and welcoming to families and members of the community.</p> <p>8b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p> <p>8c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p> <p>8j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.</p> <p>9g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p> <p>9i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p> <p>9j) Develop and manage productive relationships with the central office and school board.</p>
<p>2F: Manages Conflict Constructively</p>	<p>LEGISLATIVE CATEGORIES: School Environment</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>2a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.</p> <p>2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.</p> <p>2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.</p> <p>3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.</p> <p>3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.</p> <p>5e) Cultivate and reinforce student engagement in school and positive student conduct.</p> <p>9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</p>
<p>2G: Ensures School Safety</p>	<p>LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment, Delivery of Service</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standards 2, 3</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.</p> <p>5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.</p> <p>9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</p>

DOMAIN 3: Leadership for Learning

<p>1A: Leads School Improvement Initiatives</p>	<p>LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service, Professional Development</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 1; Corollary Standard 1, 2, 3, 4</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.</p> <p>1d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.</p> <p>1e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.</p> <p>4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p> <p>9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.</p> <p>10a) Seek to make school more effective for each student, teachers and staff, families, and the community.</p> <p>10b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.</p> <p>10c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.</p> <p>10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.</p>
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DOMAIN 3: Leadership for Learning

<p>1A: Leads School Improvement Initiatives (continued)</p>	<p>10e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p> <p>10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.</p> <p>10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.</p> <p>10h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.</p> <p>10i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.</p> <p>10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</p>
<p>3B: Aligns Curricula, Instruction, and Assessments</p>	<p>LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 2, 3; Corollary Standard 1, 3</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p> <p>4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.</p> <p>4c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p> <p>4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>4f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p> <p>4g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p> <p>10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.</p>
<p>3C: Implements High Quality Instruction</p>	<p>LEGISLATIVE CATEGORIES: Planning and Preparation, Delivery of Service, Professional Development</p> <p>PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standards 1, 3, 6</p> <p>PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):</p> <p>3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.</p> <p>4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p> <p>4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.</p> <p>4c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p> <p>4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>4e) Promote the effective use of technology in the service of teaching and learning.</p> <p>6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p> <p>6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.</p> <p>6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</p> <p>7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.</p> <p>7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.</p> <p>7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.</p> <p>7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.</p> <p>7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.</p>

DOMAIN 3: Leadership for Learning

3C: Implements High Quality Instruction (continued)

- 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7h) Encourage faculty-initiated improvement of programs and practices.

LEGISLATIVE CATEGORIES: School Environment, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standards 1, 2, 3; Corollary Standards 1, 3

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 1c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- 2c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- 2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- 2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
- 3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- 3b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning
- 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized
- 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.

**3D:
Sets High Expectations for All Students**

**3E:
Maximizes Instructional Time**

LEGISLATIVE CATEGORIES: Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 3; Corollary Standards 1, 2, 3

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
- 9e) Protect teachers’ and other staff members’ work and learning from disruption.
- 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.

DOMAIN 4: Professional and Community Leadership

**4A:
Maximizes Professional Responsibilities Through Family/ Caregiver Involvement and Community Engagement**

LEGISLATIVE CATEGORIES: Planning and Preparation, School Environment, Delivery of Service

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 3, 4, 5

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

- 1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

DOMAIN 4: Professional and Community Leadership

4A:
Maximizes
Professional
Responsibilities
Through Family/
Caregiver
Involvement
and Community
Engagement

(continued)

- 5d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 5f) Infuse the school's learning environment with the cultures and languages of the school's community.
- 8a) Are approachable, accessible, and welcoming to families and members of the community.
- 8b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8e) Create means for the school community to partner with families to support student learning in and out of school.
- 8f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- 8g) Develop and provide the school as a resource for families and the community.
- 8h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- 8i) Advocate publicly for the needs and priorities of students, families, and the community.
- 8j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
- 9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 10a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- 10c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

LEGISLATIVE CATEGORIES: School Environment

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Corollary Standards 2, 4, 5

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

4B:
Shows
Professionalism

- 2a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- 2d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- 2e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- 2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
- 3a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context
- 3b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- 3c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- 3f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- 3g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- 3h) Address matters of equity and cultural responsiveness in all aspects of leadership.
- 5a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- 5b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

DOMAIN 4: Professional and Community Leadership

4B:
Shows
Professionalism

(continued)

- 7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 9d) Are responsible, ethical, and accountable stewards of the school's monetary and non- monetary resources, engaging in effective budgeting and accounting practices.

LEGISLATIVE CATEGORIES: School Environment, Delivery of Service, Professional Development

PA INSPIRED LEADERSHIP (PIL) PROGRAM: Core Standard 2; Corollary Standard 6

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL):

4C:
Supports
Professional
Growth

- 6b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 6f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- 6g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7h) Encourage faculty-initiated improvement of programs and practices.
- 9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
- 7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- 7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7h) Encourage faculty-initiated improvement of programs and practices.



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