

Possible Guiding Questions:

Strategic Discussions Between Supervising Administrators and Vocational Education Supervisors

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

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

Leadership Framework:

Domain #1 Strategic/Cultural Leadership

1a. Creates an Organizational Vision, Mission, and Strategic Goals

Discussion Focus: Planning and Preparation

Key Point: Shared ownership for school/district goals

Possible Guiding Questions:

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

Domain #1 Strategic /Cultural Leadership

1b. Uses data for Informed Decision Making

Discussion Focus: Planning and Preparation

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

Possible Guiding Questions:

- What would be helpful for me to know about your student population?
- How do you use our school's data management to encourage focused teaching?
- In your classroom observations, do you see evidence of the items below to inform decision making regarding the instructional process:
 - Formative and summative assessments of student work
 - Varying levels of questioning based on Bloom's Taxonomy
 - Oral and written responses
 - Active student engagement
 - Critical thinking
 - Small group instruction
 - Individual student conferences
 - Examples of exemplary student work
 - Rubrics to guide instruction and assessment
- How have you used the data from multiple measures (School Performance Profile, NOCTI, Elective Data/SLOs, and Ratings/PVAAS Correlations) to inform your decision making?

<p>Domain #1: Strategic/Cultural Leadership</p> <p><i>1c. Builds a Collaborative and Empowering Work Environment</i></p> <p><u>Discussion Focus:</u> School Environment and Delivery of Service</p> <p><u>Key Point:</u> Involves teachers in the design and implementation of important decisions and policies</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do teachers in your school have a voice in decisions? • Describe the work your leadership team does. • What do you do to nurture a climate of trust and continuous improvement in your school? • How are your teachers involved in the planning and assessment of your school’s goals? • What opportunities have you used to engage your teachers in building a collaborative and empowering work environment?
<p>Domain #1: Strategic/Cultural Leadership</p> <p><i>1d. Leads Change Efforts for Continuous Improvement</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/School Environment</p> <p><u>Key Point:</u> Instructional Leadership</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe any innovative and effective instructional initiatives you are doing or have done this year. • What strategic framework guides you (i.e. MAX Teaching Strategies) as you adapt to shifting conditions? • How have you helped your teachers to become more effective instructors? • What is your greatest barrier to increased student achievement and what efforts are you making to remove that barrier? • How are you helping your teachers to be experts in their curriculum? • What safety nets do you have in place to support teachers/ students? • What have you done this year to stay current on research related to student achievement? • What benchmarks do you have in place to encourage continuous academic improvement? • How are resources allocated?

Domain #1: Strategic/Cultural Leadership

I.e. Celebrates Accomplishments and Acknowledges Failures

Discussion Focus:
School Environment/Delivery of Service

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

Possible Guiding Questions:

- What is the goal setting process in your school?
- How do you determine fidelity to those goals?
- Tell me some ways you celebrate achievements in your school? (student, teacher, staff, school wide)
- Describe an initiative that was not successful. How did you redirect your efforts?
- How do you share your successes with your peers?

<p>Domain #2: Systems Leadership</p> <p><i>2a. Leverages Human and Financial Resources</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service</p> <p><u>Key Point:</u> Aligning goals with resources</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How often do you reflect on your schedule to see what portion of your day is spent in Instructional related activities as opposed to managerial ones? • In what ways do you ensure that Faculty Meetings focus on professional educational improvement/school wide initiatives rather than management items? • What opportunities do your most effective teachers have to share their practice? • What is your process for determining allocations of financial resources in your school? • How do you prioritize requests from your teachers? • Give me some examples of effective use of technology in your building?
<p>Domain #2: Systems Leadership</p> <p><i>2b. Ensures a high quality, high performing staff</i></p> <p><u>Discussion Focus:</u> School Environment</p> <p><u>Key Point:</u> Staff recruitment, retention and supervision</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What are the positive attributes of an effective teacher? • How do you support novice teachers who are hired to work in your building? • What do you see as your role in the hiring, transfer, retention and dismissal of teachers in your building? • What is it about that role that makes you comfortable/uncomfortable? • How have you used the data from multiple measures (School Performance Profile, NOCTI, Elective Data/SLOs, and Ratings/PVAAS Correlations, formal and informal observations) to ensure you have a high quality, high performing staff?

<p>Domain #2: Systems Leadership</p> <p><i>2c. Complies with Federal, State, and LEA Mandates</i></p> <p><u>Discussion Focus:</u> Planning and preparation</p> <p><u>Key Point:</u> Uses Federal, State and LEA regulations as guidelines in planning for student success</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe your role in the school’s comprehensive plan for increased student achievement? • Are you familiar with the plan for increased student achievement and how do your current initiatives support the plan? • Are we in compliance with 339/Perkins regulations? What influence do these mandates have as you plan for instruction? • Are we in compliance with other grants/funding that we use to support our efforts? • With consideration for current initiatives, what professional development would you recommend to support compliance? • How do you use the PDE website/SAS website and forms of media to learn about initiatives, program mandates and your personal status using your PPID number?
<p>Domain #2: Systems Leadership</p> <p><i>2d. Establishes and Implements Expectations for Students and Staff</i></p> <p><u>Discussion Focus:</u> School Environment</p> <p><u>Key Point:</u> High Expectations for All/Student Achievement</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you and your staff demonstrate the belief that achievement follows effort and all students are capable of increased achievement? • What safety nets do you have for struggling students? • What innovative approaches have you used this year to increase student achievement? • What processes are in place to study data and define services gaps to assist all students?

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

Domain #2: Systems Leadership

2g. Ensures School Safety

Discussion Focus:

Planning and Preparation/School Environment/Delivery of Service

Key Point:

A safe and secure school environment where teachers can teach and students can learn

Possible Guiding Questions:

- Tell me about your school safety plan and your process of reviewing and updating it.
- How do you utilize input from your faculty safety committee and how does it operate?
- Are there procedures in place that are practiced routinely for natural disasters?
- Explain how your entire staff is aware of their responsibilities in emergency situations?
- What are you doing to make your building secure from outside visitors?
- Is there anything that you would suggest to keep our district safer?
- What internal and external factors affect your school?
- What procedures are in place to report and deal with:
 - Suspicious behavior
 - Bullying
 - Disruptive behaviors
 - Child abuse

How do you promote positive school-wide behavior?

<p>Domain # 3- Leadership for Learning</p> <p><i>3a. Leads School Improvement Initiatives</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service/Professional Development</p> <p><u>Key Point:</u> Goals related to student achievement</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What goals and priority initiatives have you identified for your school this year and how did you determine needs? • What are your specific goals related to instruction and student achievement? • How are you aligning resources both human and financial, to those resources? • What are the methods you will use to determine progress toward the goals?
<p>Domain # 3- Leadership for Learning</p> <p><i>3b. Aligns Curricula, Instruction, and Assessments</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service</p> <p><u>Key Point:</u> Effective Alignment for Student Achievement</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe your understanding of a standards-based system. • What have you done with your teachers to inform and reinforce the importance of alignment of curricula, instruction and assessments to ensure student achievement? • What processes are in place to ensure that your curriculum is coherent so that learning guides follow a logical progression so that learning is competency based on the student’s level/year in the program? • How do you encourage your teachers to be designers of effective instruction? • In lesson planning, do your teachers use an approved model to design lessons for effective instruction? • How do you incorporate online resources like the PDE SAS website to support and motivate effective Instruction? • How do you identify teacher leaders and support them in becoming curriculum experts? • Explain how your teachers create instruction that promotes conceptual understanding, higher level thinking, and not just factual recall.

Domain # 3- Leadership for Learning

3c. Implements High Quality Instruction

Discussion Focus:
Planning and Preparation/Delivery of Service/Professional Development

Key Point:
Effective Classroom Instruction

Possible Guiding Questions:

- Describe the evidence you observe of these practices as you observe instruction in your school:
 - Student engagement
 - Flexible grouping
 - Formative assessment
 - Differentiated instruction
 - Focused teaching
 - Relevant and rigorous lessons
 - Higher-order thinking and questioning
 - Modeling and gradual release
 - Inquiry learning
 - Cooperative learning
 - Opportunities for reading, writing, numeracy, and using technology
 - Connections to previous learning
 - Safety
- How do you improve instruction that is not effective?
- In what ways do you monitor teacher performance and give teachers ongoing feedback on their effectiveness and opportunities for growth?
- How do you make sure that curriculum standards are being taught by the teachers and mastered by the student?
- How do you capitalize on teachers' expertise and involve them in lesson planning and peer professional development?
- What are some methods of formative assessment your teachers use to determine the needs of the students in your school?
- What strategies do teachers use to focus instruction to those needs to ensure student success?

<p>Domain # 3- Leadership for Learning</p> <p><i>3d. Sets High Expectation for All Students</i></p> <p><u>Discussion Focus:</u> School Environment/Delivery of Service</p> <p><u>Key Point:</u> High Expectations for All Students</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What do you do to encourage the belief that ALL STUDENTS are at risk of not meeting their highest potential without effective instruction? • What evidence do you see that your school is student centered? • How do your grouping practices provide flexibility as students master skills? • What factors do you consider before making a student referral for special services? • What options do you offer for struggling students? (i.e.) small group instruction, focused teaching, peer tutoring, after/before/summer school programs, home connections)
<p>Domain # 3- Leadership for Learning</p> <p><i>3e. Maximizes Instructional Time</i></p> <p><u>Discussion Focus:</u> Delivery of Service</p> <p><u>Key Point:</u> Instructional Time Management</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How are your classrooms and school organized for a minimum of interruptions and transitions? • What techniques do you use to guarantee that cooperative planning sessions are structured for effective use of time? • What evidence do you observe that lessons are standards driven? • How do you provide time for teachers to plan cooperatively to make connections with other content areas for increased student understanding?

<p>Domain # 4- Professional and Community Leadership</p> <p><i>4a. Maximizes Parent and Community Involvement and Outreach</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/School Environment/Delivery of Service</p> <p><u>Key Point:</u> Parent and Community Involvement and Communication</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How are all of the stakeholders in your school involved in determining the annual goals for your school? • What successful strategies have you used for sharing your goals with the community and aligning appropriate resources, both human and financial to support your needs? • Describe the process you use to schedule parent-teacher conferences at varying times of the year and day to most effectively accommodate everyone’s schedule (administrator, teacher, student, counselor, parent/guardian, sending school representative, learning support etc.) • How do you network with organizations and people outside the school to build partnerships to help meet your school and student goals? • What opportunities do you provide for students to shine? (i.e. CTSO’s, Student participation events, featured students at School Board Meetings) • What innovative things have you and your teachers done to make parents feel welcome in your school?
<p>Domain # 4- Professional and Community Leadership</p> <p><i>4b. Shows Professionalism</i></p> <p><u>Discussion Focus:</u> School Environment</p> <p><u>Key Point:</u> Professional Performance, Ethical Behavior, Contributing to the Profession</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe an ethical dilemma you faced this year and how you resolved it. • What are the qualities that define you as an administrator? How do these qualities impact your school? • What professional learning have you pursued this year, and why? • Are you an active member of any community or professional organizations? Name and describe your role. • How do you communicate your professional beliefs and values to your teachers and the community at large? • What do you do to encourage respect in your communications with your staff and stakeholders?

Domain # 4- Professional and Community Leadership

4c. Supports Professional Growth

Discussion Focus:

School Environment/Delivery of Service/Professional Development

Key Point:

Professional Development

Possible Guiding Questions:

- What strategies do you use to continually expose your teachers to ideas and research that contribute to effective learning? How do you stay informed?
- How do you systemically engage staff in discussions about current research and theory?
- How do you and your teachers share current research on learning and effective practice?
- How do you assess your school's needs for professional development?
- Once you've determined your priorities, what are your steps toward matching your goals with a plan for professional development to support them?
- What kind of orientation and mentoring do you provide for new teachers?
- In your job, you are sometimes in difficult situations. Can you tell me about such a time and how you were able to speak to someone directly with honesty and respect to work toward a solution?