Possible Guiding Questions:

Strategic Discussions between Supervising Administrators and Curriculum & Instruction 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 C&I 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 organization so that it is understood?
- How will you celebrate short-term wins?
- What is the goal setting process in your department?
- How has our district/organization’s community helped you to determine these goals?
- How are your goals related to the district/organization 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 other administrators and 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:**
- How can we improve our organization’s data management to encourage strategic decision-making?
- How are you using student data to determine organizational change or program change needs?
- How are you using student data to provide targeted professional development to staff?
- How have you used the data from multiple measures (School Performance Profile, Elective Data/SLOs, and Ratings/PVAAS Correlations) to inform your decision-making?
- What changes can/should we make to our assessment program to enhance staff ability to make quality decisions about instruction?

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### Domain #1 Strategic/Cultural Leadership

#### 1c. Builds a Collaborative and Empowering Work Environment

**Discussion Focus:** School Environment and Delivery of Service

**Key Point:** Involves teachers in the design and implementation of important decisions and policies

**Possible Guiding Questions:**
- How do teachers/staff/administrators have a voice in your decisions?
- Describe the work your leadership team does.
- How do you nurture a climate of trust and continuous improvement in this organization?
- How are various stakeholders involved in the planning and assessment of your goals?
- What opportunities have you used to engage all staff members in building a collaborative and empowering work environment?
- In what ways do you foster involvement of parents, business and community organizations in your decision-making?
Domain #1: Strategic/Cultural Leadership

1d. Leads Change Efforts for Continuous Improvement

Discussion Focus:
Planning and Preparation/School Environment

Key Point:
Instructional Leadership

Possible Guiding Questions:

- Describe any innovative and effective initiatives you are doing or have done this year.
- What strategic framework guides you (i.e. Kotter’s Leading Change) as you adapt to shifting conditions?
- What have you done to remain abreast of research on the change process?
- How have you helped teachers to become more effective instructors?
- How have you helped administrators become more effective instructional leaders?
- What is our greatest barrier to increased student achievement and what efforts are you making to remove that barrier?
- How are you helping our teachers/administrators/staff members to be experts in their curriculum?
- What safety nets do you have in place to support teachers/administrators/staff members?
- What have you done this year to stay current on research related to student achievement?
- How do you model effective use of instructional technology when delivering professional development?
- What benchmarks do you have in place to encourage continuous academic improvement?
- How do you allocate resources to improve academic achievement?
<table>
<thead>
<tr>
<th>Domain #2: Systems Leadership</th>
<th>Possible Guiding Questions:</th>
</tr>
</thead>
</table>
| 2a. Leverages Human and Financial Resources | • How often do you reflect on your schedule to see what portion of your day is spent on instructional related activities as opposed to managerial ones?  
• In what ways do you ensure that meetings focus on leadership rather than management items?  
• What is your process for determining allocations of financial resources in your area?  
• How do you prioritize requests?  
• What are some examples of evidence you use to determine budget allocations.  
• What are some examples of partnerships you engage in with our IU, PaTTAN, area universities, neighboring districts or other entities to provide support for staff and students?  
• How do you collaborate with other leadership staff on supporting and evaluating teachers?  
• Give me some examples of effective use of technology to support organizational goals. |

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<thead>
<tr>
<th>Domain #2: Systems Leadership</th>
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| 2a. Ensures a high quality, high performing staff | • What are the positive attributes of an effective teacher/administrator/support staff member?  
• How do you support new staff members in understanding and internalizing the organization’s mission/vision/goals?  
• What do you see as your role in the hiring, transfer, retention and dismissal of staff members?  
• What is it about that role that makes you comfortable/uncomfortable?  
• How have you used the data from multiple measures (School Performance Profile, Elective Data/SLOs, and Ratings/PVAAS Correlations) to ensure you have a high quality, high performing staff? |
### Domain #2: Systems Leadership

#### 2c. Complies with federal, State, and LEA Mandates

**Discussion Focus:** Planning and preparation  
**Key Point:** Uses Federal, State and LEA regulations as guidelines in planning for student success

**Possible Guiding Questions:**
- What has been your role in the district’s comprehensive plan for increased student achievement?
- How do your current initiatives support the organization’s plan for increasing student achievement?
- To what extent is our written curriculum aligned to the PA Core Standards?
- What learning opportunities have you provided for various stakeholders regarding the PA Core Standards?
- Are we in compliance with regulations as outlined in Title I, II and/or III? What influence do these mandates have as you plan for professional development and program implementation? Are parents involved to the extent required by federal regulations?
- Are we in compliance with other grants/funding that we use to support our efforts?
- With consideration for current initiatives, what professional development would you recommend to support compliance?

How do you use the PDE website/SAS website to learn about initiatives, program mandates and your personal status using your PPID number?
### Domain #2: Systems Leadership

#### 2d. Establishes and Implements Expectations for Students and Staff

**Discussion Focus:**
School Environment

**Key Point:**
High Expectations for All/Student Achievement

**Possible Guiding Questions:**
- How do you and your staff demonstrate the belief that achievement follows effort and all students are capable of increased achievement?
- What safety nets are in place for struggling students and staff?
- To what extent does the organization have a guaranteed system of benchmarks and interventions at all levels?
- What notable 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 stakeholders?
- To what extent do we have high and clear expectations for staff to examine the use of technological tools to improve student achievement?

How do you support teachers and administrators in their growth toward achieving stated expectations and the Frameworks for Teaching and Leadership?

#### 2e. Communicates Effectively and Strategically

**Discussion Focus:**
Planning and Preparation/School Environment

**Key Point:**
Goal Focused Communication

**Possible Guiding Questions:**
- How do you assess the needs of the organization as well as involve all stakeholders in that assessment?
- How do you reflect on your strategic intent and decision-making to ensure quality and continued improvement?
- What efforts do you make to ensure that staff members know and can articulate the organization’s mission, vision and goals?
- How do you support your teachers to reach your school and organizational goals?
- What do you do to ensure a fair, unbiased and caring environment?
- How do you foster and facilitate open communication with all stakeholders?
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<tr>
<th>Domain #2: Systems Leadership</th>
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<tr>
<td>2f. Manages Conflict Constructively</td>
<td>• How do you provide professional development opportunities to staff members in modeling appropriate behavior?</td>
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<tr>
<td>Discussion Focus: School Environment</td>
<td>• Describe how staff members have been prepared with the skills to support and resolve conflict.</td>
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<tr>
<td>Key Point: Conflict Resolution</td>
<td>• How do you engage the challenging staff member directly, honestly and with respect in difficult situations?</td>
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<td>• What are your strengths and weaknesses as a manager of conflict?</td>
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<td>• How do you foster an atmosphere of professional learning in our organization?</td>
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<td>• How do you ensure that conflicts are resolved in a consistent, fair, and professional manner?</td>
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<tr>
<th>Domain #2: Systems Leadership</th>
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<tr>
<td>2g. Ensures School Safety</td>
<td>• Explain how you provide professional development opportunities to support school safety initiatives.</td>
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<tr>
<td>Discussion Focus: Planning and Preparation/School Environment/Delivery of Service</td>
<td>• Is there anything that you would suggest to keep our organization safer?</td>
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<tr>
<td>Key Point: A safe and secure school environment where teachers can teach and students can learn</td>
<td>• How do you promote positive school-wide behavior?</td>
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<td>• Are instructional materials and equipment installed safely and in accordance with state and federal mandates?</td>
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<td>• How do you support teachers in safely organizing their physical space?</td>
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<td>• How are instructional technology applications compliant with the organization’s Acceptable Use Policy?</td>
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<td>• In what ways does the curriculum in areas such as health and wellness, family/consumer science, and science incorporate safety instruction?</td>
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<td>• How do you ensure that nurses, administrators and other personnel are trained according to Board policy and state/federal regulations? (blood-borne pathogens, epi-pen use, mandated reporting, abusive relationships, Act 126, etc.)</td>
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<td>Domain # 3- Leadership for Learning</td>
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<td>3a. Leads School Improvement Initiatives</td>
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**Discussion Focus:**
Planning and Preparation/Delivery of Service/Professional Development

**Key Point:**
Goals related to student achievement

**Possible Guiding Questions:**
- What goals and priority initiatives have you identified for your areas of responsibility 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 goals?
- What are the methods you will use to determine progress toward the goals?
- What current research relates your goals to increase student achievement?
- 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 receive feedback from stakeholders on progress toward goal achievement?
- How do you ensure that staff members have the capacity and/or knowledge to achieve these goals?
- How do you use data to determine the structure/content of your professional development program? (SPP, SLO’s, student data, teacher observation data, PVAAS, state and local assessment data)
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<th>Domain # 3- Leadership for Learning</th>
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<tr>
<td>3b. Aligns Curricula, Instruction, and Assessments</td>
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**Discussion Focus:**
Planning and Preparation/Delivery of Service

**Key Point:**
Effective Alignment for Student Achievement

**Possible Guiding Questions:**
- In what ways are you ensuring K-12 alignment to and vertical articulation with the PA Core Standards?
- What have you done with principals, supervisors, and 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 appropriately rigorous at each grade level?
- What system do you have to ensure the fidelity of the delivered curriculum to the written curriculum?
- How do you encourage your teachers to be designers of effective curriculum & instruction?
- What system do you have in place for mapping curriculum?
- How accessible is the written curriculum to teachers, principals, students, parents?
- How do you incorporate online resources like the PDE SAS website to support and motivate effective Instruction?
- How have you supported principals and teachers in developing, implementing and evaluating Student Learning Objectives (SLO’s) as part of the Educator Effectiveness System?
- How do you support principals and other organization leaders in becoming curriculum and instruction experts?
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<td>3c. Implements High Quality Instruction</td>
<td>- How do you use building observation results/data to plan professional development for principals and teachers to improve the quality of instruction district-wide?</td>
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<td>- How do you work with principals to ensure that curriculum standards are being taught by the teachers and mastered by the students?</td>
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<td>- How do you assist principals in being strong instructional leaders?</td>
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<td>- How do you assist principals in leading teachers toward implementing high-quality instruction? (Domain 1 – Danielson)</td>
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<td>- How do you leverage the following resources/processes if they are available to you?</td>
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<td>o Instructional Coaches</td>
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<td>o Walkthroughs</td>
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<td>o Instructional Rounds</td>
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<td>o Department Heads</td>
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<td>o Professional Development Facilitators</td>
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<td>o SAS Portal</td>
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<td>o CDT’s</td>
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<td>- What assessment practices are in place district-wide, both formative and summative, that provides timely, useful information for principals and teachers to use in planning and adjusting instruction at the classroom level?</td>
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<td>- How do you work with principals and teachers to analyze, interpret, and act upon assessment information?</td>
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<td>- How do you ensure inter-rater reliability amongst instructional supervisors/principals district-wide?</td>
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**Discussion Focus:** Planning and Preparation/Delivery of Service/Professional Development

**Key Point:** Effective Classroom Instruction
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<tr>
<td>3d. Sets High Expectation for All Students</td>
<td>- What steps have you taken to encourage the belief that ALL STUDENTS are at risk of not meeting their highest potential without effective instruction?</td>
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<tr>
<td>Discussion Focus: School Environment/Delivery of Service</td>
<td>- In what ways do you support principals in making sure that:</td>
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<tr>
<td>Key Point: High Expectations for All Students</td>
<td>o schools are student rather than adult-centered?</td>
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<td>o grouping practices provide flexibility as students master skills?</td>
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<td>o various factors are considered before making a student referral for special services?</td>
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<td>- What options are available district-wide for struggling students? (i.e small group instruction, focused teaching, peer tutoring, after/before/summer school programs, home connections)</td>
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<td>- In what ways do you collaborate with principals, as well as colleagues in gifted and special education, to ensure that expectations for learning for all students are rigorous and appropriate?</td>
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<td>- How do you support and encourage students to participate in local, regional, state, national, or international competitions or learning experiences?</td>
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<tr>
<td>3e. Maximizes Instructional Time</td>
<td>- In what ways do you support principals in making sure their schools are organized for minimal interruptions and transitions?</td>
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<tr>
<td>Discussion Focus: Delivery of Service</td>
<td>- How do you plan meetings to minimize instructional disruption for students?</td>
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<tr>
<td>Key Point: Instructional Time Management</td>
<td>- How do you allocate resources to ensure that teachers are working with students during the school day, and completing clerical or curriculum writing tasks at other times?</td>
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<td>- How do you work with principals to create building and grade-level schedules that maximize student time spent on-task in high-quality learning experiences? How do you ensure that this is consistent district-wide?</td>
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<td>- In what ways are principals provided with professional development to know what maximized instructional time looks like in the classroom?</td>
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### Domain # 4- Professional and Community Leadership

#### 4a. Maximizes Parent and Community Involvement and Outreach

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

**Key Point:** Parent and Community Involvement and Communication

**Possible Guiding Questions:**

- 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?
- How do you network with organizations, local businesses and people outside the district/organization to build partnerships to help meet your organization and school goals?
- In what ways do you support principals in providing opportunities for students to shine? (i.e. student participation events, featured students at School Board Meetings, etc.)
- What innovative strategies have you used to make parents feel welcome in schools?
- What opportunities do you provide for parents to understand the curriculum and help their children be successful in school?
- How do you engage parents in the selection of curricular materials and/or the periodic review of curricular programs?

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### Domain # 4- Professional and Community Leadership

#### 4b. Shows Professionalism

**Discussion Focus:** School Environment

**Key Point:** Professional Performance, Ethical Behavior, Contributing to the Profession

**Possible Guiding Questions:**

- Describe an ethical dilemma you faced this year. How did you resolve it?
- What are the qualities that define you as an administrator? How do these qualities impact your work?
- 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 employees and the community at large?
- How do you encourage respect in your communications with 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 staff members to ideas and research that contribute to effective learning? How do you stay informed?
- How do you systemically engage discussions about current research and theory?
- How do you share current research on learning and effective practice?
- How do you assess district/organization/school/individual needs for professional development?
- Once you have 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 or administrators?
- 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?