

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?

<p>Domain #1 Strategic /Cultural Leadership</p> <p><i>1b. Uses data for Informed Decision Making</i></p> <p><u>Discussion Focus:</u> Planning and Preparation</p> <p><u>Key Point:</u> Instructional decisions based on clear evidence, supported by data</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • 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?
<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/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?

<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 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.
<p>Domain #2: Systems Leadership</p> <p><i>2a. 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/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?

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

<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"> • How do you provide professional development opportunities to staff members in modeling appropriate behavior? • Describe how staff members have been prepared with the skills to support and resolve conflict. • How do you engage the challenging staff member 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 our organization? • How do you ensure that conflicts are resolved in a consistent, fair, and professional manner?
<p>Domain #2: Systems Leadership</p> <p><i>2g. Ensures School Safety</i></p> <p><u>Discussion Focus:</u> Planning and Preparation/School Environment/Delivery of Service</p> <p><u>Key Point:</u> A safe and secure school environment where teachers can teach and students can learn</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Explain how you provide professional development opportunities to support school safety initiatives. • Is there anything that you would suggest to keep our organization safer? • How do you promote positive school-wide behavior? • Are instructional materials and equipment installed safely and in accordance with state and federal mandates? • How do you support teachers in safely organizing their physical space? • How are instructional technology applications compliant with the organization's Acceptable Use Policy? • 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? (blood-borne pathogens, epi-pen use, mandated reporting, abusive relationships, Act 126, etc.)

Domain # 3- Leadership for Learning

3a. Leads School Improvement Initiatives

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

Key Point:
Goals related to student achievement

Possible Guiding Questions:

- What goals and priority initiatives have you identified for your 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)

Domain # 3- Leadership for Learning

3b. Aligns Curricula, Instruction, and Assessments

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?

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:

- How do you use building observation results/data to plan professional development for principals and teachers to improve the quality of instruction district-wide?
- How do you work with principals to ensure that curriculum standards are being taught by the teachers and mastered by the students?
- How do you assist principals in being strong instructional leaders?
- How do you assist principals in leading teachers toward implementing high-quality instruction? (Domain 1 – Danielson)
- How do you leverage the following resources/processes if they are available to you?
 - Instructional Coaches
 - Walkthroughs
 - Instructional Rounds
 - Department Heads
 - Professional Development Facilitators
 - SAS Portal
 - CDT's
- 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?
- How do you work with principals and teachers to analyze, interpret, and act upon assessment information?
- How do you ensure inter-rater reliability amongst instructional supervisors/principals district-wide?

<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 steps have you taken to encourage the belief that ALL STUDENTS are at risk of not meeting their highest potential without effective instruction? • In what ways do you support principals in making sure that: <ul style="list-style-type: none"> ○ schools are student rather than adult-centered? ○ grouping practices provide flexibility as students master skills? ○ various factors are considered before making a student referral for special services? • 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) • 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? • How do you support and encourage students to participate in local, regional, state, national, or international competitions or learning experiences?
<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"> • In what ways do you support principals in making sure their schools are organized for minimal interruptions and transitions? • How do you plan meetings to minimize instructional disruption for students? • 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? • 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? • In what ways are principals provided with professional development to know what maximized instructional time looks like in the classroom?

<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"> • 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?
<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. 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?