Framework for Leadership
Types of Evidence – Supervisor: Curriculum and Instruction

Please note: The evidence identified here is provided to stimulate conversations that occur between a supervising authority and a C&I Supervisor. The evidence examples should not be viewed as a "checklist" but merely as a resource. The actual evidence gathered should be discussed and agreed upon between the supervising authority and C&I Supervisor.

Domain 1: Strategic/Cultural Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – C&I Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff. Maintains a focus on the vision and strategic goals throughout the school year. Ensures that staff incorporates the organization's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.	• Communication logs (emails, letters, notes regarding phone conversations, etc.) to building and district administrators, parents, staff, and/or community members regarding organizational vision, mission, and strategic goals. • Agendas, rosters and minutes for meetings, professional development sessions, and/or workgroups that reflect organizational vision, mission, and strategic goals. • Building improvement plans that are aligned to organization comprehensive plan. • Quarterly and end-of-year summation reports. • Professional development plans. • District Comprehensive Plan documents – evidence of high-level engagement in this process.	

| 1b: Uses Data for Informed Decision Making | Collects, analyzes, monitors, and uses data systematically regarding the organization's progress 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. | • Utilization of multiple measures of student and school data (PVAAS, SPP data, SLO data, teacher evaluation data, program quality review data, perceptual data) in academic curriculum review action plans or reports.

• Development and implementation of plans for school improvement and student achievement.

• Analysis of formative and summative assessments that impact instruction (PSSA, PVAAS, DIBELS, SAT, AP exams, IB exams, local assessments, etc.).

• Evidence that professional development feedback surveys and/or teacher evaluation data impacts the planning and implementation of professional development activities (PD session agendas, Act 48 planning team meeting minutes, fidelity checks) Note: Move over to proficient performance descriptor.

• Documentation of professional development for staff on assessment tools, data analysis techniques, and utilizing data to drive student achievement. | |

| 1c: Builds a Collaborative and Empowering Work Environment | Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.

Consistently engages in shared decision-making and distributive leadership.

Actively models behaviors that promote a sense of empowerment among staff and stakeholders. | • Documentation of efforts to establish and promote collaborative workgroups for staff (such as Professional Learning Communities, network meetings) in concert with supervisory, building and/or district administrators. Examples of documentation include, but are not limited to:
  o Meeting rosters
  o Meeting agendas
  o Meeting minutes
  o Email or other communications between C&I supervisor and other administrators

• Administrative meeting agendas, communications and meeting minutes reflective of a coordinated effort between C&I supervisor and other organization administrators.

• Documentation of staff involvement with hiring.

• Documentation of student and parent involvement on school wide committees. | |

1d: Leads Change Efforts for Continuous Improvement	Implements a change process to ensure continuous school improvement.	• Documentation of activities that support the implementation of key elements of a change process as indicated below:
		    o curriculum review reports and action plans (aligned to PA Core Standards)
		    o Act 82 Documents (ex. SLOs)
		    o meeting minutes, agendas, and rosters
		    o comprehensive plan	

1e: Celebrates Accomplishments and Acknowledges Failures	Recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.
	
	Utilizes failure as an opportunity to improve organizational culture and student performance.
		• Communications to stakeholders that celebrate accomplishments and acknowledge shortcomings. Examples include but are not limited to:
		    o newsletters
		    o email communications
		    o mailings
		    o flyers
		    o Board presentations
		    o Community group presentations
		    o Teacher and/or principal observations and evaluations
		    o Program evaluations
		
		• Agenda minutes and proposed plan of action to remedy shortcomings.	

Domain 2: Systems Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – C&I Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact

Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	Designs transparent systems to equitably manage human or financial resources.
		
		Ensures the strategic allocation or equitable use of human and financial resources to meet instructional goals and support staff needs.
		
		Depending on the organization structure, supervisors of curriculum may not be heavily involved in human resource management.
			• Budget and expenditure reports
			
			• Cost comparison of use of internal resources and external resources including those available through Intermediate Units and PATTAN network
			
			• Description of process involving leadership staff in budget development/resource allocation
			
			• Initiatives designed to improve teacher retention, such as:
			   o New Teacher Induction
			   o Mentoring programs
			   o Targeted professional development
			
			• Collaboration with other leadership staff on teacher evaluations
			
			• A list of available resources assigned to strategic goals	

	2b: Ensures a High Quality, High Performing Staff: (PROPOSED – NOT FOR RELEASE)	Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance. Recruits and retains high quality staff that meets the diverse needs of students. Participates with appropriate personnel to select highly qualified staff. Provides processes to support all new personnel. Maintains a high performing staff, which is focused on improving student achievement.	• Documentation that staff observations/evaluations were completed with fidelity • Documentation of a process to identify instructional needs and development of professional plans for staff • Evidence of involvement in screening, interviewing, and recommending staff members for employment • Documentation of professional development activities that are targeted to specific needs and summative evaluation data • Membership in professional organizations • Evidence of providing principals and staff with research and publications to support and advance professional practice • Evidence of collaboration with building administrators in the development of building schedules and teacher assignments	

	2c: Complies with Federal, State, and LEA Mandates	Designs protocols and processes in order to comply with federal, state and LEA mandates.
		
		Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.
			• Documentation of timely compliance with federal, state, and LEA mandates including but not limited to:
			   o audit reports
			   o compliance verification letters
			   o report submission verifications
			   o district administrative regulations
			
			• Communication logs (emails, letters, notes regarding phone conversations, etc.) to building and district administrators, parents, staff, and/or community members regarding applicable federal, state, and LEA mandates.
			
			• Program or meeting agendas, rosters and minutes regarding applicable federal, state, and LEA mandates.	

	2d: Establishes and Implements Expectations for Students and Staff	Supports administrators and other staff members in implementing expectations for learning and improved performance.	• Communication logs (emails, letters, notes regarding phone conversations, etc.) to building and district administrators, parents, staff, students, and/or community members regarding expectations for students and staff • Program or meeting agendas and minutes and professional development session rosters and agendas regarding expectations for students and staff • Signed affidavits from employees indicating understanding and acceptance of policies and procedures outlined in employment handbook • Handbooks or regulations specific to curriculum, instruction, and assessment	

	2e: Communicates Effectively and Strategically	Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.
		
		Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.
			• Documentation of meeting minutes, agendas, rosters, and handbooks that support the implementation of the organization's comprehensive plan and PA Core Standards
			
			• Documentation of both one and two-way communication with stakeholders using various media. Examples include, but not limited to:
			   o Newsletters and updates to stakeholders
			   o Utilization of social media /websites
			   o School call system
			   o Email
			   o Phone call log
			   o Meeting log of face-to-face discussion/ communication	

	2f: Manages Conflict Constructively	Consistently resolves organizational problems/conflicts in a fair, democratic way. Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues. Implements and reviews solutions that address discordant issues.	• Board or other public meeting agendas, minutes and presentations • Leadership or team meeting agendas and minutes • Communication logs (emails, letters, notes regarding phone conversations, etc.) to building and district administrators, parents, staff, students, and/or community members regarding mediation processes, as well as agreed upon solutions. • Staff evaluation documentation/evidence • Professional development for staff to effectively address conflict so that resolutions can be achieved prior to administrator involvement.	

	2g: Ensures School Safety	Reviews, analyzes and adjusts school safety and discipline plans or professional development needs based on school data, crisis feedback, and current regulations/mandates.
		
		Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents or professional development needs.
			• Agendas and rosters for professional development activities aligned to school safety regulations and initiatives. Such initiatives include but are not limited to:
			  o Blood-borne pathogens/HIV Infection
			  o Epi-pen use
			  o Mandated reporting
			  o Abusive relationships
			  o Act 126
			  o Bullying
			• Knowledge of district safety procedures	

Domain 3: Leadership for Learning

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – C&I Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	Assists in the development of the district improvement plan, as well as establishes clear and consistent processes and systems to: • Implement a district improvement plan. • Monitor and evaluate progress toward achieving district improvement goals and teacher & student outcomes. • Revise district improvement goals and outcomes based on data analysis.	• Communication logs (emails, letters, notes regarding phone conversations, etc.) to administrators, parents, staff, students, and/or community members regarding district improvement initiatives. • Program or meeting agendas and rosters regarding the alignment between district and school improvement initiatives • Agendas and rosters of professional development targeted to support specific district or school improvement initiatives • Evidence of participation in collaborative activities and meetings through the Intermediate Unit or other consortia • Feedback from stakeholders including survey data • Progress on school performance initiatives, including improving School Performance Profile scores and meeting "Closing the Achievement Gap" targets	

3b: Aligns Curricula, Instruction, and Assessments	Consistently ensures that the LEA's curricula are implemented with fidelity throughout the school. Aligns curricula with assessments and instructional material. Engages staff in curricula planning and instruction based upon state and local assessments. Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.	• Communication logs (emails, letters, notes regarding phone conversations, etc.) to administrators, parents, 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, strategies, etc. that address alignment of curricula established within the LEA with instructional and assessment practices within the school. • Curriculum review reports and action plans • Quality review documentation, fidelity checks, other means by which organization administrators ensure the delivery of a guaranteed and viable curriculum • Evidence of participation in collaborative activities and meetings through the Intermediate Unit or other consortia	

3c: Implements High Quality Instruction	Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:
	
	• Planning and Preparation.
	
	• Classroom Environment.
	
	• Instruction.
	
	• Professional Responsibilities
	
	Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.
		• Documentation of the completion of professional development for:
		    o Teacher effectiveness and evaluation
		    o Inter-rater reliability
		    o Checks for fidelity
		
		• Review of formative assessments and summative evaluations to determine trends/patterns in staff instruction to inform professional development.
		
		• Curricular resources available to stakeholders through various methods, including online
		
		• Evidence of individualized or differentiated curriculum and/or instructional approaches based on student need (ex. alternative education, cyber academy, blended learning approach)	

| | 3d: Sets High Expectations for All Students | Articulates a belief in high measureable goals for all students and staff.

Leads organizational efforts to set and monitor learning goals for all students and establish safety nets for struggling students.

Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them. | • Communication logs (emails, letters, notes regarding phone conversations, etc.) to administrators, parents, staff, students, and/or community members regarding high expectations for all students.

• Program or meeting agendas and rosters regarding high expectations for all students. Examples include, but are not limited to:

  o Systematic use of data for instructional planning and decision-making
  o Utilization of Response to Instruction and Intervention

Evidence of collaboration between special education and curriculum/instruction leadership reflective of high expectations and adequate support for students with special needs, including but not limited to:
  o Teacher evaluation data
  o IEP documentation
  o Meeting minutes and agendas
  o Communication logs
  o Unit plans/curriculum maps

• Professional development agendas and rosters reflect involvement in planning of all professional groups, including special educators | |
| | 3e: Maximizes Instructional Time | Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions. | • Professional development agendas and rosters of activities designed to support teachers in maximizing use of instructional time

• Evidence that disruption of instructional and planning time for teachers to attend workshops, curriculum writing activities is minimized

• Teacher observation reports with documentation of growth areas in teacher effectiveness Domains 2 & 3 | |

Domain 4: Professional and Community Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – Special Ed Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact

Domain 4: Professional and Community Leadership	4a: Maximizes Parent and Community Involvement and Outreach	Creates systems and engages parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school.
		
		Collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.
			• Documentation of processes that maximize parent and community engagement. Examples include, but are not limited to:
			  o Parent advisory groups
			  o Business/ Industry advisory groups
			  o Grant-writing partnerships
			  o Civic organizations
			  o School-level activities
			  o School Board Meetings
			  o Comprehensive planning committees
			  o Curriculum review presentations
			  o School staff outreach activities (IU administrators only)	

	4b: Shows Professionalism	Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).
		
		Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.
		
		Actively serves students to ensure that all students receive a fair opportunity to succeed.
			• Documentation of actions regarding honesty, integrity, and confidentiality that proactively serves the needs of all students, staff, administrators and community members. Examples include, but are not limited to:
			  o Policies
			  o Administrative guidelines
			  o Employee handbook
			
			• Documentation of actions regarding fair and equitable treatment of all students, staff and community members. Examples include, but are not limited to:
			  o Policies
			  o Administrative guidelines
			  o Student handbook
			  o Employee handbook
			
			• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding professionalism, and the code of conduct for school behavior.	

4c: Supports Professional Growth	Targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students. Plans and routinely participates in professional development focused on improving instructional programs and practices.	• Program agendas and rosters, leadership meeting agendas and minutes, and/or other meeting agendas and minutes regarding professional development activities. • Record of staff involvement (including administrator) in professional organizations and activities. • Review of formative assessments to determine trends/patterns in staff instruction to inform professional development. • In-house, IU, and other consortia-provided professional development activity evaluations and outcomes. • Professional development activity rosters demonstrate broad participation amongst all staff groups, especially building leaders. • Personal involvement in professional organizations, attendance at conferences and events focused on supporting staff development needs (PASCD, ASCD, Learning ForwardPA).	