Framework for Leadership
Types of Evidence – Supervisor: Pupil Services

Please note: The evidence identified here is provided to stimulate conversations that occur between a supervising authority and a Pupil Services 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 Pupil Services Supervisor.

Domain 1: Strategic/Cultural Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – Pupil Services 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 school'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 parents, staff, students, and/or community members regarding organizational vision, mission, and strategic goals.
			
			• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding organizational vision, mission, and strategic goals. Examples include, but are not limited to:
			
			   o Department meeting agendas
			   o Advisory Committee meeting agendas
			   o IU meeting agendas
			   o Internal CTC meetings agendas or minutes
			   o Federal, state, district reports
			   o Other memos /correspondence
			
			• Quarterly and end of year summation reports.
			
			• Review of Chapter 14, 15 and 16 paperwork to ensure compliance.
			
			• Professional Development Plans.	

| 1b: Uses Data for Informed Decision Making | Collects, analyzes, monitors, and uses data systematically regarding the school'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. | • Development and implementation of plans for school improvement and student achievement.

  o Utilization of formative and summative assessments that impact instruction (progress monitoring)
  o Placement data
  o Progress monitoring
  o Enrollments and program offerings
  o Transition planning
  o Using data to develop appropriate chapter 14, 15 and 16 paperwork
  o Discipline
  o School safety reports
  o Other tests – local assessments

• Utilization of student and school data for instructional planning and decision-making. Examples include, but are not limited to:

  o School Performance Profile Data
  o Correlations between teacher ratings and PVAAS
  o SLO data- Report Card

• 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 workgroups could involve:

   o Professional Learning Communities – PLCs
   o Advisory Committees
   o School Safety Committees
   o Wellness Committees
   o Professional Development
   o School-wide positive behavior support meetings
   o Chapter 14, 15 and 16 meetings

• Examples of documentation include, but are not limited to:

   o Meeting rosters
   o Meeting agendas
   o Meeting minutes
   o Department meetings
   o Parent training
   o Chapter 14, 15 and 16 meetings

• Documentation of staff involvement with hiring.

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

• Documentation of active membership with Agencies, Workforce Investment Boards, and Youth Councils to enhance collaboration with staff, business community, and parents as applicable. Examples include, but are not limited to:

   o Cooperative programs.
   o Donations / contributions from business community
   o IU
   o Mental Health Agencies
   o Boys/Girls Club
   o Children and Youth/ OCY | |

1d: Leads Change Efforts for Continuous Improvement	Implements a change process to ensure continuous school improvement.	• Documentation of meeting minutes, agendas, and rosters that support the implementation of key elements of a change process as indicated below:
		
		   o Priority challenges to be addressed
		   o Activities planned to address the challenges
		   o A plan and timeline for monitoring the progress
		
		• Changes processes may include, but are not limited to:
		
		   o Special education plan revisions
		   o Transition planning
		   o Professional development	

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 school culture and student performance.
		• List of recognition programs. Examples include, but are not limited to:
		
		   o Positive Feedback- written and verbal
		   o Professional improvement plans
		   o Mentoring/coaching
		   o Professional Honor roll
		   o Teacher of the Year
		   o Etc.
		
		• Creates and Reviews Incident Reports.
		
		• Agenda minutes and proposed plan of action to remedy shortcomings.	

Domain 2: Systems Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – Pupil Services 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 and financial resources. Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.	• School budget and expenditure reports. • Cost comparison of use of internal and external resources. • Description of process involving staff in budget development/resource allocation. • Effectiveness of school partnerships with other agencies/organizations. • A list of available resources assigned to strategic goals. • Listing of alternative revenue streams, such as outcomes of Capital Campaigns. • JOC meeting meetings/agendas focused on staffing and resource allocation.	

| 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 teachers. Staff turnover: % of yearly staff turnover Reasons for staff leaving Reasons for staff remaining in position Staff recruitment: List of recruiting activities #of staff hired as direct result of recruiting activities Employment history of those recruited Quality of observations/demonstrations (if required) Length of time in previous position Feedback from staff (professional/support) on quality of induction activities. Documentation that processes are in place to address concerns that affect student achievement. | |

	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. Examples include, but are not limited to:
			
			   o Compliance with Chapter 4 and Chapter 339 / Perkins regulations
			   o Completion of audit reports
			   o Completion of items as part of the reaccreditation process
			   o Completion of Annual Financial Report (AFR)
			   o Addressing incidents that fall under the Office of Civil Rights (OCR)
			   o Compliance with Environmental Protection Agency (EPA) regulations
			   o Special Education / 504 compliance
			
			• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding applicable federal, state, and LEA mandates.
			
			• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding applicable federal, state, and LEA mandates.	

	2d: Establishes and Implements Expectations for Students and Staff	Engages students and staff members in developing expectations for learning and improved performance. Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.	• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding expectations for students and staff. • Program agendas and rosters, department/faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding expectations for students and staff (i.e. anti-bullying programs, academic pep rallies, expectations, etc.) • Signed affidavits from parents and faculty indicating understanding and acceptance of student/faculty handbook. • Documentation of lesson reviews and the completion of walkthroughs to emphasize academic integration.	

	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 key elements of a communications process.
			
			• Documentation of 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 Promotion of two-way communication with all stakeholders.
			   o School call system.
			   o Parent, student and staff surveys.
			   o Advisory Committee	

	2f: Manages Conflict Constructively	Consistently resolves school-based 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.
			• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding mediation processes, as well as agreed upon solutions.
			
			• Program agendas and rosters, department/faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding mediation processes, as well as agreed upon solutions.
			
			• Establish and enforce processes that address conflict and appeals.
			
			• Establish, publish, and enforce anti-bullying policies.
			
			• Professional development for staff to effectively address conflict so that resolutions can be achieved prior to administrator involvement.
			
			• School climate surveys completed by stakeholders.
			
			• Discipline reports:
			
			   o Student-to-teacher
			   o Student-to-student discipline issues
			   o Staff-to-staff discipline issues	

| 2g: Ensures School Safety | Reviews, analyzes and adjusts school safety and discipline plans 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.

Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner. | Evidence on the use of safety data sets by school stakeholder groups. Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school safety. Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school safety. Documentation of the implementation of school behavioral and safety policies/ procedures. Examples include, but are not limited to: Safety drill and reports Outside speakers dealing with safety issues Signed affidavits from parents and faculty indicating understanding and acceptance of student/faculty handbook Written School Safety and Behavioral Policies Memorandum of Understanding (MOU) with local law enforcement Copies of completed safety inspections for equipment, rooms, facilities, etc. Proper signage is in place. Evidence of active safety committees (rosters, agendas, minutes, table- top exercises, mock disaster drills, fire drills, lock down drills etc.). | |

Domain 3: Leadership for Learning

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – Pupil Services 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	Develops a school improvement plan, as well as establishes clear and consistent processes and systems to:
		
		• Implement a school improvement plan.
		
		• Monitor and evaluate progress toward achieving school improvement goals and student outcomes.
		
		• Revise school improvement goals and outcomes based on data analysis.
			• Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school improvement initiatives.
			
			• Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school improvement initiatives.
			
			• Develops actions plans based on school and student data. Examples include, but not limited to:
			
			   o PVAAS
			   o PSSA DATA
			   o Keystones
			   o Progress Monitoring Data
			   o IEP Progress Reports
			   o Response to Instruction and Intervention (RTII), including lessons, discipline, increased instructional time, and teacher preparation
			
			• Feedback from stakeholders.
			
			• Progress on school performance initiatives.	

| 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 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. Examples include, but are not limited to:

    o Advisory Committee review of curricula (by program)
    o Review IEP/GIEP for curriculum alignment
    o Implementation of Programs of Study (POS).
    o Alignment of curricula with industry credentials
    o Utilization of industry, labor, employer, and/or co-op feedback to inform curriculum
    o Certification examinations, and/or other industry licensure requirements
    o Utilization of other assessments, such as the Classroom Diagnostic Tools (CDT) with the Standards Aligned System (SAS)

• Documentation of resources, tools, strategies, etc. that address alignment of curricula established within the LEA with instructional and assessment practices within the school.

• Implementation of a school-wide curricula model, standardized by program research based programs/interventions.

• Documentation of alignment with post-secondary institutions, including the development of articulation agreements. | |

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
		
		• Results of formative assessments and summative evaluations to determine trends/patterns in staff instruction to inform professional development.
		
		• Review Chapter 14, 15 and 16 paperwork and timelines.	

3d: Sets High Expectations for All Students	Articulates a belief in high measureable goals for all students and staff.
	
	Leads school 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 parents, staff, students, and/or community members regarding high expectations for all students.
		
		• Program agendas and rosters, department/faculty meeting agendas and minutes, and/or other meeting agendas and minutes 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 (RTII).
		  o Utilization of Student Assistance Programs (SAP).
		  o Active involvement in IEP meetings	

3e: Maximizes Instructional Time	Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.	• Documentation of processes that maximize planning time for teachers, while balancing the needs of the school.	

Domain 4: Professional and Community Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence – Pupil Services 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 Civic organizations
			   o Back to school nights
			   o Open houses
			   o Parent-Teacher conferences
			   o Parent-Training	

	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, and community members. Example include, but are not limited to:
			
			   o Policies
			   o Administrative guidelines
			   o Student handbook
			
			• Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Example include, but are not limited to:
			
			   o Policies
			   o Administrative guidelines
			   o Student handbook
			   o Faculty 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. | • Documentation of actions regarding honesty, integrity, and confidentiality that proactively serves the needs of all students, staff, and community members. Example include, but are not limited to:

  o Policies
  o Administrative guidelines
  o Student handbook

• Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Example include, but are not limited to:

  o Policies
  o Administrative guidelines
  o Student handbook
  o Faculty 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. | |