

Framework for Leadership

Types of Evidence – Supervisor: Special Education

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

Domain 1: Strategic/Cultural 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 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	<p>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.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the school’s vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Department meeting agendas ○ Advisory Committee meeting agendas ○ IU meeting agendas ○ Internal CTC meetings agendas or minutes ○ Federal, state, district reports ○ Other memos /correspondence • Quarterly and end of year summation reports. • Professional Development Plans. • Review of Chapter 14, 15 and 16 paperwork to ensure compliance. 	

	<p>1b: Uses Data for Informed Decision Making</p>	<p>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.</p> <p>Develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<ul style="list-style-type: none"> • Development and implementation of plans for school improvement and student achievement. <ul style="list-style-type: none"> ○ Utilization of formative and summative assessments that impact instruction (progress monitoring) ○ Placement data ○ Progress monitoring ○ Enrollments and program offerings ○ Transition planning ○ Using data to develop appropriate chapter 14, 15 and 16 paperwork ○ Discipline ○ Other tests – local assessments • Utilization of student and district data for instructional planning and decision-making. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ School Performance Profile Data ○ Correlations between teacher ratings and PVAAS ○ SLO data- Report Card ○ Chapter 14, 15, and 16 data • Documentation of professional development for staff on assessment tools, data analysis techniques, and utilizing data to drive student achievement. 	
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	<p>1c: Builds a Collaborative and Empowering Work Environment</p>	<p>Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.</p> <p>Consistently engages in shared decision-making and distributive leadership.</p> <p>Actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<ul style="list-style-type: none"> • Documentation of efforts to establish and promote collaborative workgroups for staff. Such workgroups could involve: <ul style="list-style-type: none"> ○ Professional Learning Communities – PLCs ○ Advisory Committees ○ School Safety Committees ○ Wellness Committees ○ Professional Development ○ School-wide positive behavior support meetings ○ Chapter 14, 15 and 16 meetings ○ Evidence of collaborative planning <p>Examples of documentation include, but are not limited to:</p> <ul style="list-style-type: none"> ○ Meeting rosters ○ Meeting agendas ○ Meeting minutes ○ Department Meetings ○ Parent Training ○ 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 to enhance collaboration with staff, business community, and parents as applicable. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Cooperative programs ○ Donations / contributions from business community ○ IU ○ Mental Health Agencies ○ Boys/Girls Club ○ Children and Youth/ OCY 	
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	1d: Leads Change Efforts for Continuous Improvement	Implements a change process to ensure continuous school improvement.	<ul style="list-style-type: none"> • Documentation of meeting minutes, agendas, and rosters that support the implementation of key elements of a change process as indicated below: <ul style="list-style-type: none"> ○ Priority challenges to be addressed ○ Activities planned to address the challenges ○ A plan and timeline for monitoring the progress ○ Professional development ○ Provides evidence of researched based programs • Change processes may include, but are not limited to: <ul style="list-style-type: none"> ○ Special education plan revisions ○ Transition planning ○ Professional development 	
	1e: Celebrates Accomplishments and Acknowledges Failures	<p>Recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>Utilizes failure as an opportunity to improve school culture and student performance.</p>	<ul style="list-style-type: none"> • List of recognition programs. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Positive Feedback- written and verbal ○ Professional improvement plans ○ Mentoring/coaching ○ Teacher of the Year ○ Letters of commendation ○ 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 – Special Ed 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	<p>Designs transparent systems to equitably manage human and financial resources.</p> <p>Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<ul style="list-style-type: none"> • 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. • Meetings/agendas focused on staffing and resource allocation. • Monitoring use of Federal monies. 	

	<p>2b: Ensures a High Quality, High Performing Staff:</p> <p>(PROPOSED – NOT FOR RELEASE)</p>	<p>Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance.</p> <p>Recruits and retains high quality staff that meets the diverse needs of students.</p> <p>Participates with appropriate personnel to select highly qualified staff.</p> <p>Provides processes to support all new personnel.</p> <p>Maintains a high performing staff, which is focused on improving student achievement.</p>	<ul style="list-style-type: none"> • 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 recruitment: <ul style="list-style-type: none"> ○ List 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. 	
	<p>2c: Complies with Federal, State, and LEA Mandates</p>	<p>Designs protocols and processes in order to comply with federal, state and LEA mandates.</p> <p>Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<ul style="list-style-type: none"> • Documentation of timely compliance with federal, state, and LEA mandates. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Adheres to Chapter 14, 15 and 16 regulations and implements with fidelity ○ Completion of Chapter 14, 15 and 16 State/Federal Reporting ○ 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. 	

	<p>2d: Establishes and Implements Expectations for Students and Staff</p>	<p>Engages students and staff members in developing expectations for learning and improved performance.</p> <p>Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p>	<ul style="list-style-type: none"> • 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.) • Implementation of school wide positive behavior support. • Documentation of lesson reviews and the completion of walkthroughs to emphasize academic/behavioral integration. 	
	<p>2e: Communicates Effectively and Strategically</p>	<p>Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Newsletters and updates to stakeholders ○ Utilization of social media / websites ○ Promotion of two-way communication with all stakeholders ○ Parent, student and staff surveys ○ Advisory Committee 	

	<p>2f: Manages Conflict Constructively</p>	<p>Consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>Implements and reviews solutions that address discordant issues.</p>	<ul style="list-style-type: none"> • 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. • Professional development for staff to effectively address conflict so that resolutions can be achieved prior to administrator involvement. • Discipline reports: <ul style="list-style-type: none"> ○ Student-to-teacher ○ Student-to-student discipline issues ○ Staff-to-staff discipline issues 	
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	<p>2g: Ensures School Safety</p>	<p>Reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Recruits experts in the behavioral field to provide PD pertaining to safety issues ○ Written School Safety and Behavioral Policies ○ Memorandum of Understanding (MOU) with local law enforcement ○ Passive restraint training ○ Complete RISC reporting within required timelines ○ Development and implementation of building and student crisis plans ○ Classroom design • Evidence of Crisis Team Meetings (rosters, agendas, minutes, etc.) 	
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Domain 3: Leadership for Learning

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 3: Leadership for Learning	3a: Leads School Improvement Initiatives	<p>Develops a school improvement plan, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Collaborate on the development of actions plans based on school and student data. Examples include, but not limited to: <ul style="list-style-type: none"> ○ PVAAS ○ PSSA DATA ○ Keystones ○ Progress Monitoring Data ○ IEP Progress Reports ○ Response to Instruction and Intervention (RTII), including lessons, discipline, increased instructional time, and teacher preparation • Feedback from stakeholders. • Progress on school performance initiatives. 	

	<p>3b: Aligns Curricula, Instruction, and Assessments</p>	<p>Consistently ensures that the LEA's curricula are implemented with fidelity throughout the school.</p> <p>Aligns curricula with assessments and instructional material.</p> <p>Engages staff in curricula planning and instruction based upon state and local assessments.</p> <p>Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Advisory Committee review of curricula (by program) ○ Review IEP/GIEP for curriculum alignment ○ 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 	
	<p>3c: Implements High Quality Instruction</p>	<p>Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities <p>Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<ul style="list-style-type: none"> • Documentation of the completion of professional development for: <ul style="list-style-type: none"> ○ Teacher effectiveness and evaluation ○ Inter-rater reliability ○ Documentation of collaboration with building level administrators • 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 	

	<p>3d: Sets High Expectations for All Students</p>	<p>Articulates a belief in high measureable goals for all students and staff.</p> <p>Leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p> <p>Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Systematic use of data for instructional planning and decision-making ○ Collaboration with Response to Instruction and Intervention (RTII) teams ○ Utilization of Student Assistance Programs (SAP) ○ Active involvement in IEP meetings ○ Involvement of Chapter 14, 15, 16 meetings 	
	<p>3e: Maximizes Instructional Time</p>	<p>Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.</p>	<ul style="list-style-type: none"> • 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 – 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	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Documentation of processes that maximize parent and community engagement. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Parent advisory groups ○ Parent-Teacher conferences ○ Parent-Training ○ Verbal and Written Communication 	
	4b: Shows professionalism	<p>Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).</p> <p>Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>Actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Policies ○ Administrative guidelines ○ Student handbook • Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Example include, but are not limited to: <ul style="list-style-type: none"> ○ Policies. ○ Administrative guidelines. ○ Student handbook. ○ Webpage ○ Chapter 14, 15, 16 Procedures and Processes • 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. 	

	<p>4c: Supports Professional Growth</p>	<p>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.</p> <p>Plans and routinely participates in professional development focused on improving instructional programs and practices.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Policies ○ Administrative guidelines ○ Student handbook • Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Example include, but are not limited to: <ul style="list-style-type: none"> ○ Policies ○ Administrative guidelines ○ Student handbook ○ 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. • Record of staff involvement (including administrator) in professional organizations and activities. • Results of formative assessments to determine trends/patterns in staff instruction to inform professional development. • Maintain records regarding paraprofessional Highly Qualified status and required annual trainings. • Involvement in Act 48/PIL programs. 	
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