



Possible Guiding Questions

Strategic Discussions Between Supervising Administrators and Principals

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 principal. 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 thought as to the individual discussions that occur between a supervising administrator and principal. 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.

<p>Leadership Framework:</p> <p>Domain #1: Strategic/Cultural Leadership</p> <p>1a. Creates an Organizational Vision, Mission and Strategic Goals</p> <p><u>Discussion Focus:</u> Planning and Preparation</p> <p><u>Key Point:</u> Shared ownership for school/district goals</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you articulate the vision and mission of your school so that it is understood? • How will you celebrate short-term wins? • What is the goal setting process in your school? • How has your school community helped you to determine these goals? • How are your school’s goals related to the district 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 your teachers in collaboration relative to vision, mission, and strategic goals? • How do you measure fidelity to your goals? • Give an example when a plan failed to achieve the expected outcomes. What happened? How are responsibility and credit shared openly? • Is your vision: <ul style="list-style-type: none"> ➤ Achievable/doable? ➤ Focused on results that lead to accountability? ➤ Measurable? ➤ Simple and clear? ➤ Actionable? ➤ Based on developing a clear strategy for making the vision possible? ➤ Going to lead to hard choices? ➤ Worth fighting for? • How will you measure to what degree your vision is shared? • If you are a CTC: <ul style="list-style-type: none"> ➤ How do you involve/inform business and industry in the vision and mission of your school? ➤ How do you determine your goals for each school year? ➤ How are you working with your JOC to create a vision, mission and strategic goals? ➤ What have you done to involve the sending district in the development of goals?
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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:

- What would be helpful for me to know about your student population?
- How can we improve our school’s data management to encourage focused teaching?
- In your classroom observations, do you see evidence of the items below to inform decision making regarding the instructional process:
 - Formative and summative assessments of student work
 - Varying levels of questioning based on Bloom’s Taxonomy
 - Oral and written responses
 - Active student engagement
 - Critical thinking
 - Small group instruction
 - Individual student conferences
 - Examples of exemplary student work
 - Rubrics to guide instruction and assessment
 - Differentiated Instruction
- How have you used the data from all local and state data to inform your decision making and goal setting?

<p>Domain #1: Strategic/Cultural Leadership</p> <p>1c. Builds a Collaborative and Empowering Work Environment</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"> • What is your role in the leadership team? • How are the roles determined? • Describe the work your leadership team does. • How do teachers in your school have a voice in decisions? • What do you do to nurture a climate of trust and continuous improvement in your school? • How are your teachers involved in the planning and assessment of your school’s goals? • What opportunities have you used to engage your teachers in building a collaborative and empowering work environment? • If you are a CTC, what efforts are you employing to develop a strong working relationship with the sending districts?
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<p>Domain #1: Strategic/Cultural Leadership</p> <p>1d. Leads Change Efforts for Continuous Improvement</p> <p><u>Discussion Focus:</u> Planning and Preparation/School Environment</p> <p><u>Key Point:</u> Instructional leadership</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe any innovative and effective instructional initiatives you are doing or have done this year. • What strategic framework guides you (i.e. Kotter’s <i>Leading Change</i>) as you adapt to shifting conditions? • How have you helped your teachers to become more effective instructors? • What is your greatest barrier to increased student achievement and what efforts are you making to address the barriers? • How are you helping your teachers to be experts in the curriculum? • What safety nets do you have in place to support teachers/students? • What have you done this year to stay current on research related to student achievement? • What benchmarks do you have in place to encourage continuous academic improvement? • How are resources allocated? • If you are a CTC, how do you include business and industry in the formation of your vision and goals?
<p>Domain #1: Strategic/Cultural Leadership</p> <p>1e. Celebrates Accomplishments and Acknowledges Failures</p> <p><u>Discussion Focus:</u> School Environment/Delivery of Service</p> <p><u>Key Point:</u> Setting priorities, benchmarking successes and evaluating strategies for constructive decision-making</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What is the goal setting process in your school? • How do you determine fidelity to those goals? • Describe some ways you celebrate achievements in your school? (student, teacher, school wide). • Describe an initiative that was not successful. How did you redirect your efforts? • Do you use a consistent framework for strategic thinking? Describe it. • How do you share your successes with your teachers, students, parents and community?

<p>Domain #2: Systems Leadership</p> <p>2a. Leverages Human and Financial Resources</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 in instructional-related activities as opposed to managerial ones? • In what ways do you ensure that faculty meetings focus on leadership rather than management items? • How do you determine the roles of the people that make up your leadership team? • What opportunities do your most effective teachers have to share their practice? • What is your process for determining equitable allocation of human, financial and physical resources in your school? • How do you prioritize requests from your teachers? • Describe some examples of effective use of technology in your building. • How do you research and utilize community resources in your school? • What secrets have you found regarding time management and making the best use of each day as an instructional leader?
<p>Domain #2: Systems Leadership</p> <p>2b. Ensures a High Quality, High Performing Staff</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? • How do you support novice teachers who are hired to work in your building? • What do you see as your role in the hiring, transfer, retention and dismissal of teachers in your building? • 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/Student Learning Objectives, and Ratings/PVAAS correlations) to ensure you have a high quality, high performing staff? • How do you address issues/procedures for PFA's and custody issues?

<p>Domain #2: Systems Leadership</p> <p>2c. Complies with Federal, State, and LEA Mandates</p> <p><u>Discussion Focus:</u> Planning and preparation</p> <p><u>Key Point:</u> Uses federal, state and Local Education Agency regulations as guidelines in planning for student success</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe your role in the district’s comprehensive plan for increased student achievement? • Are you familiar with the plan for increased student achievement and how do your current initiatives support the plan? • Are we in compliance with Title I student regulations? What influence do these mandates have as you plan for instruction? • 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 and the Standards Aligned System (SAS) portal to learn about initiatives, program mandates and your personal Act 48/45 PIL hours status using your Professional Personal Identification (PPID) number?
<p>Domain #2: Systems Leadership</p> <p>2d. Establishes and Implements Expectations for Students and Staff</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 do you have for struggling students? • What innovative approaches have you used this year to increase student achievement? • What processes are in place to study data and define service gaps to assist all students? • Describe how you are helping a struggling teacher improve skills.

<p>Domain #2: Systems Leadership</p> <p>2e. Communicates Effectively and Strategically</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 your school as well as involve your teachers and staff in that reflection? • 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 your teachers know and can articulate: <ul style="list-style-type: none"> ➤ Your mission ➤ Your vision ➤ Priority goals for this year • How do you support your teachers to reach your school and district goals? • What do you do to ensure a fair, unbiased and caring environment? • When and how do you reach out for support with difficult situations?
<p>Domain #2: Systems Leadership</p> <p>2f. Manages Conflict Constructively</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"> • In what ways are your teachers and support staff models of appropriate behavior and how do you encourage that in your school? • What procedures are in place to guarantee that consequences for inappropriate behavior are consistent in your school? • How are problems resolved in the classroom before they escalate and require your attention? • Describe how your teachers have been prepared with the skills to support and resolve conflict? • How do you engage the challenging teacher 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 your school? • What systems do you have in place to help restore relationships after a conflict is resolved?

<p>Domain #2: Systems Leadership</p> <p>2g. Ensures School Safety</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"> • Describe your school safety plan and your process of reviewing and updating it. • Does your school have a faculty safety committee and how does it operate? • Are there procedures in place that are practiced routinely for natural disasters? • Explain how your entire staff is aware of their responsibilities in emergency situations? • What are you doing to make your building secure from outside visitors? • Is there anything that you would suggest to keep our district safer? • What internal and external factors affect your school? • What procedures are in place to report and deal with: <ul style="list-style-type: none"> ➤ Suspicious behavior ➤ Bullying ➤ Disruptive behaviors ➤ Child abuse • How do you promote positive school-wide behavior? • Have you completed all required drills?
<p>Domain # 3: Leadership for Learning</p> <p>3a. Leads School Improvement Initiatives</p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service/Professional Development</p> <p><u>Key Point:</u> Goals related to student achievement</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What goals and priority initiatives have you identified for your school 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? • What are the methods you will use to determine progress toward the goals? • What current research relates your initiative to increased student achievement? • Have you developed an implementation timeline?

<p>Domain # 3: Leadership for Learning</p> <p>3b. Aligns Curricula, Instruction and Assessments</p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service</p> <p><u>Key Point:</u> Effective alignment for student achievement</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe your understanding of a standards-based system. • What have you done with your 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 coherent so that knowledge goes deeper at each grade level? • How do you encourage your teachers to be designers, revisers and refiners of effective instruction? • In lesson planning, do your teachers use <i>Backward Design</i> (Wiggins & McTighe) to design lessons for effective instruction? • Have you and your teachers researched “Lesson Study” (http://www.tc.edu/lessonstudy/lessonstudy.html) together to help them to become more effective designers of lessons? • How do you incorporate online resources like the PDE-SAS portal to support and motivate effective instruction? • How do you identify teacher leaders and support them in becoming curriculum experts? • Explain how your teachers create instruction that promotes conceptual understanding and not just factual recall.
<p>Domain # 3: Leadership for Learning</p> <p>3c. Implements High Quality Instruction</p> <p><u>Discussion Focus:</u> Planning and Preparation/Delivery of Service/Professional Development</p> <p><u>Key Point:</u> Effective classroom instruction</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • Describe the evidence you observe of these practices: <ul style="list-style-type: none"> ➤ Student engagement ➤ Flexible grouping ➤ Formative assessment ➤ Differentiated instruction ➤ Focused teaching ➤ Relevant and rigorous lessons ➤ Higher-order thinking and questioning ➤ Modeling and gradual release ➤ Inquiry learning ➤ Cooperative learning

<p>3c Continued</p>	<ul style="list-style-type: none"> ➤ Opportunities for reading, writing and using technology ➤ Connections to previous learning ➤ Lesson planning <ul style="list-style-type: none"> • How do you improve instruction that is not effective? • In what ways do you monitor teacher performance and give teachers ongoing feedback on their effectiveness and opportunities for growth? • How do you make sure that curriculum standards are being taught by the teachers and mastered by the student? • How do you capitalize on teachers' expertise and involve them in lesson planning and peer professional development? • What are some methods of formative assessment your teachers use to determine the needs of the students in your school? • What strategies do teachers use to focus instruction to ensure student success? • How do you meet the needs of advanced learners?
<p>Domain # 3: Leadership for Learning</p> <p>3d. Sets High Expectation for All Students</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 do you do to encourage the belief that ALL STUDENTS are at risk of not meeting their highest potential without effective instruction? • What evidence do you see that your school is student-centered rather than adult-centered? • How do your grouping practices provide flexibility as students master skills? • What factors do you consider before making a student referral for special services? • What options do you offer for struggling students and if not, how does planning occur? (i.e. small group instruction, focused teaching, peer tutoring, after/before/summer school programs, home connections)

<p>Domain # 3: Leadership for Learning</p> <p>3e. Maximizes Instructional Time</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 developing schedules, how are your classrooms and school organized for a minimum of interruptions and transitions? • How do you plan faculty meetings around instructional as well as management goals? • What techniques do you use to guarantee that cooperative planning sessions are structured for effective use of time? • What evidence do you observe that lessons are standards-driven? • How do you provide time for teachers to plan cooperatively to make connections with other content areas for increased student understanding? • How do you foster a healthy “sense of urgency” with time usage during class? • Do teachers provide students with clear rubrics to clarify expectations?
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<p>Domain # 4: Professional and Community Leadership</p> <p>4a. Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement</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"> • How do you ensure that there is representation or a voice for stakeholders that represent your school community? • 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? • Describe the process you use to schedule parent-teacher conferences at varying times of the year and day to accommodate all parents (i.e. languages, work schedules)? • How do you network with organizations and people outside the school to build partnerships to help meet your school and student goals? • What opportunities do you provide for students to shine (i.e. student participation events, featured students at school board meetings)? • What innovative things have you and your teachers done to make parents feel welcome in your school? • What community activities did you attend or lead? • As a CTC, how do you cultivate relationships with business and industry?
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<p>Domain # 4: Professional and Community Leadership</p> <p>4b. Shows Professionalism</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 and how you resolved it in a fair and equitable manner. • What are the qualities that define you as an administrator? How do these qualities impact your school? • 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 your teachers and the community at large? • What do you do to encourage professionalism and respect in your communications with your staff and stakeholders?
<p>Domain # 4: Professional and Community Leadership</p> <p>4c. Supports Professional Growth</p> <p><u>Discussion Focus:</u> School Environment/Delivery of Service/Professional Development</p> <p><u>Key Point:</u> Professional development</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What strategies do you use to continually expose your teachers to ideas and research that contribute to effective learning? How do you stay informed? • How do you systemically engage staff in discussions about current practices, research and theory? • How do you and your teachers share current research on learning and effective practice? • How do you assess your school’s needs for professional development? • Once you’ve 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 teachers new to your school? • 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? • How do you use technology to showcase/provide information about your school?