Framework for Leadership

Date   _____

_____   **Leader Self-Assessment**
_____   **Evaluator Assessment**

Domain 1: Strategic/Cultural Leadership
Principals/school leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Creates an Organizational Vision, Mission, and Strategic Goals: The principal/school leader plans strategically and creates an organizational vision, mission, and goals around personalized student success that is aligned to LEA goals.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to develop a school wide vision, mission, or strategic goals. The principal/school leader fails to demonstrate the involvement of staff and stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.	The principal/school leader develops school wide vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of student performance, with limited evidence of stakeholder involvement.	The principal/school leader 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. The principal/school leader maintains a focus on the vision and strategic goals throughout the school year. The principal/school leader ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.	… and The principal/school leader designs, initiates, and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals. The principal/school leader systematically ensures that the school's vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.

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1b: Uses Data for Informed Decision Making: The principal/school leader analyzes and uses multiple data sources to drive effective decision-making.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to demonstrate the ability to analyze or use data to drive effective decision-making.	The principal/school leader infrequently uses data and assessments to monitor progress. The principal/school leader exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.	The principal/school leader 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. The principal/school leader develops the capacity of staff and other stakeholders to use data for decision-making.	… and The principal/school leader activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes. The principal/school leader listens, evaluates, and considers staff and other stakeholders input regarding recommended activities and initiatives.
1c: Builds a Collaborative and Empowering Work Environment: The principal/school leader develops a culture of collaboration, distributive leadership, and continuous improvement conducive to student learning and professional growth. The principal/school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to demonstrate the involvement of staff and stakeholders in discussions and decisions regarding school issues.	The principal/school leader frequently makes unilateral decisions (uses distributive leadership infrequently). The principal/school leader inconsistently includes parents, families, and the larger school community in the decision-making processes. The principal/school leader articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.	The principal/school leader creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community. The principal/school leader consistently engages in shared decision-making and distributive leadership. The principal/school leader actively models behaviors that promote a sense of empowerment among staff and stakeholders.	… and The principal/school leader empowers staff and other stakeholders to assume responsibility for making decisions regarding the school culture and student achievement. The principal/school leader establishes an environment where staff and other stakeholders: • Select and implement effective improvement strategies. • Assess and monitor progress towards achieving the vision, mission, and strategic

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				goals. • Lead planning and monitoring efforts.
1d: Leads Change Efforts for Continuous Improvement: The principal/school leader systematically guides staff through the change process to positively impact the culture and performance of the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to identify the importance of the change process with no provision for positively impacting the culture and performance of the school.	The principal/school leader articulates the importance of the change process; however, when change occurs, it is only through random processes.	The principal/school leader implements a change process to ensure continuous school improvement.	… and The principal/school leader drives major initiatives that help students become college and career ready. The principal/school leader systematically examines the status quo, identifies beneficial changes, and leads the change process to successful completion.
1e: Celebrates Accomplishments and Acknowledges Failures: The principal/school leader utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.	The principal/school leader inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.	The principal/school leader recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals. The principal/school leader utilizes failure as an opportunity to improve school culture and student performance.	… and The principal/school leader utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school.

Domain 2: Systems Leadership

Principals/school leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Leverages Human and Financial Resources: The principal/school leader establishes systems for marshaling all available resources to better serve students, staff, and the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.	The principal/school leader utilizes systems for allocating human and financial resources that are not transparent.	The principal/school leader designs transparent systems to equitably manage human and financial resources. The principal/school leader ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.	… and The principal/school leader integrates school, LEA, and community resources to maximize the efficiency of school operations. The principal/school leader uses data and feedback to assess the success of funding and program decisions.
2b: Ensures a High Quality, High Performing Staff: The principal/school leader establishes, supports and effectively manages processes and systems, which ensure a high quality, high performing staff.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to maintain a high performing staff, which is focused on improving student achievement. The principal/school leader fails to address ineffective teaching and staff performance. The principal/school leader fails to provide induction support to all new staff. The principal/school leader fails to select and retain highly qualified personnel.	The principal/school leader inconsistently supervises and evaluates staff. The principal/school leader provides limited support to all new personnel. The principal/school leader inconsistently selects and retains highly qualified personnel.	The principal/school leader supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance. The principal/school leader recruits and retains high quality staff that meets the diverse needs of students. The principal/school leader participates with appropriate personnel to select highly qualified staff. The principal/school leader provides induction processes to support all new personnel. The principal/school leader maintains a high performing	… and The principal/school leader proactively recommends decisions regarding hiring, transfers, retention and dismissal. The principal/school leader proactively recognizes quality teaching and establishes it as an example of expected performance. The principal/school leader ties human resources decisions to achieving the vision and goals of the school. The principal/school leader proactively creates additional induction opportunities to support all new personnel.

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			staff, which is focused on improving student achievement.	
2c: Complies with Federal, State, and LEA Mandates: The principal/school leader designs protocols and processes in order to comply with federal, state and LEA mandates.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner	The principal/school leader inconsistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and/or complete manner.	The principal/school leader designs protocols and processes in order to comply with federal, state and LEA mandates. The principal/school leader consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.	...and The principal/school leader presents federal, state and LEA mandates so that such mandates are viewed as an opportunity for improvement within the school. The principal/school leader identifies opportunities for improvement to develop programs derived from the mandates. The principal/school leader implements related programs supported by the school community.

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2d: Establishes and Implements Expectations for Students and Staff: The principal/school leader establishes and implements clear expectations, structures, rules, and procedures for students and staff.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to establish clear expectations, structures, rules, and procedures for students and staff.	The principal/school leader utilizes only school rules and procedures required by LEA administration and/or school policy. The principal/school leader inconsistently communicates and enforces expectations, rules, and procedures for students and staff.	The principal/school leader engages students and staff members in developing expectations for learning and improved performance. The principal/school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. The principal/school leader communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.	… and The principal/school leader empowers staff to monitor their own performance and exceed school-wide expectations. The principal/school leader encourages students to monitor their performance and strive to exceed expectations set by their teachers, parents and themselves.
2e: Communicates Effectively and Strategically: The principal/school leader strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to develop a coherent plan to effectively communicate with all staff and stakeholders.	The principal/school leader defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.	The principal/school leader designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders. The principal/school leader provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.	… and The principal/school leader ensures that staff and stakeholders are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.
2f: Manages Conflict Constructively: The principal/school leader	The principal/school leader fails to satisfy the component as defined.	The principal/school leader inconsistently implements processes to resolve problems and/or areas of conflict within	The principal/school leader consistently resolves school-based problems/conflicts in a fair, democratic way.	… and The principal/school leader provides conflict management

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effectively and efficiently manages the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.	The principal/school leader fails to develop and implement conflict management processes to manage the complexity of human interactions and relationships.	the school. The principal/school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.	The principal/school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues. The principal/school leader implements and reviews solutions that address discordant issues.	and relationship building training for students, staff, and other stakeholders. The principal/school leader empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school climate. The principal/school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms.
2g: Ensures School Safety: The principal/school leader ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to develop and implement a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.	The principal/school leader lacks a process for reviewing/revising the school safety plan. The principal/school leader lacks a process to collect data on the effectiveness of the school safety plan that includes prevention, intervention, crisis response, and recovery.	The principal/school leader reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates. The principal/school leader maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents. The principal/school leader communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.	… and The principal/school leader incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.

Domain 3: Leadership for Learning

Principals/school leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Leads School Improvement Initiatives: The principal/school leader develops, implements, monitors, and evaluates a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to develop a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.	The principal/school leader develops a school improvement plan; however, the plan lacks clear and consistent processes and systems to improve student achievement.	The principal/school leader 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.	… and The principal/school leader incorporates principles of continuous improvement into a school improvement plan, which positively impacts the school's culture and exceeds expectations of student achievement.
3b: Aligns Curricula, Instruction, and Assessments: The principal/school leader ensures that the adopted curricula, instructional practices, and associated assessments are implemented within a Standards Aligned System. Data are used to drive refinements to the system.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to monitor that the LEA's curricula are being implemented. The principal/school leader fails to engage staff in curricula planning and instruction.	The principal/school leader inconsistently monitors that the LEA's curricula are implemented with fidelity throughout the school. The principal/school leader inconsistently engages staff in curricula planning and instruction.	The principal/school leader consistently ensures that the LEA's curricula are implemented with fidelity throughout the school. The principal/school leader aligns curricula with assessments and instructional material. The principal/school leader engages staff in curricula planning and instruction based upon state and local assessments. The principal/school leader creates opportunities to	… and The principal/school leader engages staff to assess curricula for strengths and weaknesses. The principal/school leader reports data and recommendations to curriculum committee for refinement of the LEA's curricula.

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Principals/school leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Failing	Needs Improvement	Proficient	Distinguished
			collaboratively use data/assessments to drive instructional decisions and practices.	
3c: Implements High Quality Instruction: The principal/ school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to monitor the effectiveness of professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities.	The principal/school leader inconsistently monitors the effectiveness of and timely feedback to professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities. The principal/school leader inconsistently participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.	The principal/school leader consistently monitors the effectiveness of and timely feedback to professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities. The principal/school leader participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.	...and The principal/school leader collaboratively works with staff members to: • Identify professional development needs based upon observation data. • Plan short and long-term professional development activities to address identified needs based upon observation data. • Monitor performance following professional development to ensure the application of lessons learned.
3d: Sets High Expectations for All Students: The principal/school leader holds all staff accountable for setting and achieving rigorous performance goals for all students.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to hold all staff accountable for setting and achieving rigorous performance goals for all students.	The principal/school leader inconsistently holds all staff accountable for setting and achieving rigorous performance goals for all students.	The principal/school leader articulates a belief in high measureable goals for all students and staff. The principal/school leader leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.	... and The principal/school leader models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students.

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Component	Failing	Needs Improvement	Proficient	Distinguished
			The principal/school leader holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.	
3e: Maximizes Instructional Time: The principal/ school leader creates processes which protect teachers from disruption of instructional and preparation time.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to protect teachers from disruption of instructional and preparation time.	The principal/school leader sporadically permits interruptions to instructional and planning time.	The principal/school leader implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.	... and The principal/school leader structures the school schedule to increase opportunities for teachers to have collaborative planning time. The principal/school leader systematically monitors the effect of the master schedule on collaborative planning and student achievement.

Domain 4: Professional and Community Leadership

Principals/school leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement: The principal/school leader designs structures and processes, which result in parent involvement and community engagement, as well as support and ownership for the school.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to design structures and processes, which result in a lack of parent involvement and community engagement.	The principal/school leader's efforts for community outreach do not result in meaningful support for teaching and learning. The principal/school leader unilaterally designs structures and processes that result in limited involvement of parents and other stakeholders.	The principal/school leader 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. The principal/school leader 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.	… and The principal/school leader proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda.
4b: Shows professionalism: The principal/school leader operates in a fair and equitable manner with personal and professional integrity.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to display honesty in interactions with students, staff, and stakeholders. The principal/school leader fails to recognize student needs and contributes to school practices that result in some students being ill served.	The principal/school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are inconsistent.	The principal/school leader articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP). The principal/school leader displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders. The principal/school leader actively serves students to ensure that all students receive a fair opportunity to succeed.	… and The principal/school leader holds the highest standards of honesty, integrity, and confidentiality. The principal/school leader proactively serves students, seeking out resources when needed. The principal/school leader makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Supports Professional Growth: The principal/school leader supports continuous professional growth of self and others through practice and inquiry.	The principal/school leader fails to satisfy the component as defined. The principal/school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.	The principal/school leader implements professional development inconsistently which is not aligned with curricular, instructional, and assessment needs.	The principal/school leader 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. The principal/school leader plans and routinely participates in professional development focused on improving instructional programs and practices.	...and The principal/school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional development needs of individual staff members and self.

Domain	Framework for Leadership Components	Alignment with Legislative Categories (Act 82)	Alignment with the Pennsylvania Inspired Leadership (PIL) Program
Framework for Leadership/Act 82/PIL Crosswalk			
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	Planning and Preparation	Core Standards 1,3 Corollary Standard 3
	1b: Uses Data for Informed Decision Making	Planning and Preparation	Core Standard 3 Corollary Standards 3, 6
	1c: Builds a Collaborative and Empowering Work Environment	School Environment Delivery of Service	Corollary Standards 3, 6
	1d: Leads Change Efforts for Continuous Improvement	Planning and Preparation School Environment	Core Standard 1 Corollary Standards 1,2
	1e: Celebrates Accomplishments and Acknowledges Failures	School Environment Delivery of Service	Corollary Standard 1
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	Planning and Preparation Delivery of Service	Corollary Standards 2,3, 4
	2b: Ensures a High Quality, High Performing Staff	Planning and Preparation Delivery of Service	Corollary Standards 2, 3, 4
	2c: Complies with Federal, State, and LEA Mandates	Planning and Preparation	Corollary Standard 2
	2d: Establishes and Implements Expectations for Students and Staff	School Environment	Corollary Standard 3
	2e: Communicates Effectively and Strategically	Planning and Preparation School Environment	Core Standard 1 Corollary Standard 3
	2f: Manages Conflict Constructively	School Environment	Corollary Standards 2, 3, 4
	2g: Ensures School Safety	Planning and Preparation School Environment Delivery of Service	Core Standard 3 Corollary Standards 2,3
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	Planning and Preparation Delivery of Service Professional Development	Core Standard 1 Corollary Standards 1, 2, 3, 4
	3b: Aligns Curricula, Instruction, and Assessments	Planning and Preparation Delivery of Service	Core Standards 2, 3 Corollary Standards 1, 3
	3c: Implements High Quality Instruction	Planning and Preparation Delivery of Service Professional Development	Core Standard 3 Corollary Standards 1, 3, 6
	3d: Sets High Expectations for All Students	School Environment Delivery of Service	Core Standards 1, 2, 3 Corollary Standards 1, 3
	3e: Maximizes Instructional Time	Delivery of Service	Core Standard 3 Corollary Standards 1, 2, 3
Domain 4:	4a: Maximizes Professional Responsibilities Through Parent Involvement	Planning and Preparation	Corollary Standards 2, 3, 4, 5

	Framework for Leadership/Act 82/PIL Crosswalk		
Domain	**Framework for Leadership Components**	**Alignment with Legislative Categories (Act 82)**	**Alignment with the Pennsylvania Inspired Leadership (PIL) Program**
Professional and Community Leadership	and Community Engagement	School Environment Delivery of Service	
	4b: Shows professionalism	School Environment	Corollary Standards 2, 4, 5
	4c: Supports Professional Growth	School Environment Delivery of Service Professional Development	Core Standard 2 Corollary Standard 6

<u>The following documents were used as reference in the development of this document:</u>

Colorado Department of Education. (November 2011). *Rubric for Evaluating Colorado's Principals and Assistant Principals.* Denver, Co.

Danielson, C. (2011). Framework for Teaching Evaluation Instrument. The Danielson Group

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North Carolina Department of Public Instruction. (May 2008). *Principal and Assistant Principal Evaluation Process.* Raleigh, NC.

Pittsburgh Public Schools. (2009). Administrator Performance Standard Rubric Revised 09-10. Pittsburgh, PA.

Tennessee Department of Education. (September 2011). *Tennessee's Principal Evaluation System.* Nashville, TN