



Framework for Leadership

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

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
<p>2a: Leverages Human and Financial Resources:</p> <p>The principal/school leader establishes systems for marshaling all available resources to better serve students, staff, and the school.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.</p>	<p>The principal/school leader utilizes systems for allocating human and financial resources that are not transparent.</p>	<p>The principal/school leader designs transparent systems to equitably manage human and financial resources.</p> <p>The principal/school leader ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<p>... and</p> <p>The principal/school leader integrates school, LEA, and community resources to maximize the efficiency of school operations.</p> <p>The principal/school leader uses data and feedback to assess the success of funding and program decisions.</p>
<p>2b: Ensures a High Quality, High Performing Staff:</p> <p>The principal/school leader establishes, supports and effectively manages processes and systems, which ensure a high quality, high performing</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to maintain a high performing staff, which is focused on improving student achievement.</p>	<p>The principal/school leader inconsistently supervises and evaluates staff.</p> <p>The principal/school leader provides limited support to all new personnel.</p>	<p>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.</p> <p>The principal/school leader</p>	<p>... and</p> <p>The principal/school leader proactively recommends decisions regarding hiring, transfers, retention and dismissal.</p>

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staff.	<p>The principal/school leader fails to address ineffective teaching and staff performance.</p> <p>The principal/school leader fails to provide induction support to all new staff.</p> <p>The principal/school leader fails to select and retain highly qualified personnel.</p>	<p>The principal/school leader inconsistently selects and retains highly qualified personnel.</p>	<p>recruits and retains high quality staff that meets the diverse needs of students.</p> <p>The principal/school leader participates with appropriate personnel to select highly qualified staff.</p> <p>The principal/school leader provides induction processes to support all new personnel.</p> <p>The principal/school leader maintains a high performing staff, which is focused on improving student achievement.</p>	<p>The principal/school leader proactively recognizes quality teaching and establishes it as an example of expected performance.</p> <p>The principal/school leader ties human resources decisions to achieving the vision and goals of the school.</p> <p>The principal/school leader proactively creates additional induction opportunities to support all new personnel.</p>
<p>2c: Complies with Federal, State, and LEA Mandates:</p> <p>The principal/school leader designs protocols and processes in order to comply with federal, state and LEA mandates.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner</p>	<p>The principal/school leader inconsistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and/or complete manner.</p>	<p>The principal/school leader designs protocols and processes in order to comply with federal, state and LEA mandates.</p> <p>The principal/school leader consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<p>...and</p> <p>The principal/school leader presents federal, state and LEA mandates so that such mandates are viewed as an opportunity for improvement within the school.</p> <p>The principal/school leader identifies opportunities for improvement to develop programs derived from the mandates.</p> <p>The principal/school leader implements related programs supported by the school community.</p>

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

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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.	<p>the school.</p> <p>The principal/school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.</p>	<p>The principal/school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>The principal/school leader implements and reviews solutions that address discordant issues.</p>	<p>and relationship building training for students, staff, and other stakeholders.</p> <p>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.</p> <p>The principal/school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms.</p>
<p>2g: Ensures School Safety:</p> <p>The principal/school leader ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.</p>	<p>The principal/school leader fails to satisfy the component as defined.</p> <p>The principal/school leader fails to develop and implement a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.</p>	<p>The principal/school leader lacks a process for reviewing/revising the school safety plan.</p> <p>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.</p>	<p>The principal/school leader reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>The principal/school leader maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>The principal/school leader communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<p>... and</p> <p>The principal/school leader incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.</p>

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
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

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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

The following documents were used as reference in the development of this document:

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

Delaware Department of Education. (August 2008). *Delaware Performance Appraisal System*. Dover, DE.

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.

State of Washington: Office of Superintendent of Public Instruction (July 2011). *Teacher and Principal Evaluation Pilot*. Olympia, WA

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