

Date: _____

Leader Self-Assessment ☐

Evaluator Assessment ☐

Domain 1: Strategic/Cultural Leadership

The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models 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 school leader plans strategically and creates an organizational vision, mission, and goals around personalized student success that is aligned to LEA goals.	Fails to satisfy the component as defined. Fails to develop a school wide vision, mission, or strategic goals. 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.	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.	Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff. Maintains a focus on the vision and strategic goals throughout the school year. Ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.	... and 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. Systematically ensures that the school's vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.

Framework for Leadership – 04/22/13 Draft

<i>1b: Uses Data for Informed Decision Making:</i> The school leader analyzes and uses multiple data sources to drive effective decision-making.	Fails to satisfy the component as defined. Fails to demonstrate the ability to analyze or use data to drive effective decision-making.	Infrequently uses data and assessments to monitor progress. Exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.	Collects, analyzes, monitors, and uses data systematically regarding the school's progress in driving informed decision-making for the attainment of strategic goals and objectives. Develops the capacity of staff and other stakeholders to use data for decision-making.	... and Activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes. Listens, evaluates, and considers staff and other stakeholders input regarding recommended activities and initiatives
<i>1c: Builds a Collaborative and Empowering Work Environment:</i> The school leader develops a culture of collaboration, distributive leadership, and continuous improvement conducive to student learning and professional growth. The school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Fails to satisfy the component as defined. Fails to demonstrate the involvement of staff and stakeholders in discussions and decisions regarding school issues.	Frequently makes unilateral decisions (uses distributive leadership infrequently). Inconsistently includes parents, families, and the larger school community in the decision-making processes. Articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.	Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community. Consistently engages in shared decision-making and distributive leadership. Actively models behaviors that promote a sense of empowerment among staff and stakeholders.	... and Empowers staff and other stakeholders to assume responsibility for making decisions regarding the school culture and student achievement. 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 goals. Lead planning and monitoring efforts.

Framework for Leadership – 04/22/13 Draft

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

Domain 2: Systems Leadership

The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school leader must efficiently, effectively, and safely manage the building to foster staff accountability and student achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Leverages Human and Financial Resources: The school leader establishes systems for marshaling all available resources to better serve students, staff, and the school.	Fails to satisfy the component as defined. Fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.	Utilizes systems for allocating human and financial resources that are not transparent.	Designs transparent systems to equitably manage human and financial resources. Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.	... and Integrates school, LEA, and community resources to maximize the efficiency of school operations. Uses data and feedback to assess the success of funding and program decisions.
2b: Ensures School Safety: The school leader ensures the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.	Fails to satisfy the component as defined. Fails to develop and implement a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.	Lacks a process for reviewing/revising the school safety plan. Lacks a process to collect data on the effectiveness of the school safety plan that includes prevention, intervention, crisis response, and recovery.	Reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates. Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents. Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.	... and Incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.

Framework for Leadership – 04/22/13 Draft

2c: <i>Complies with Federal, State, and LEA Mandates:</i> The school leader designs protocols and processes in order to comply with federal, state and LEA mandates.	Fails to satisfy the component as defined. Fails to comply with policies, mandates, and contractual agreements in a timely and/or complete manner.	Inconsistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and/or complete manner.	Designs protocols and processes in order to comply with federal, state and LEA mandates. Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.	...and Presents federal, state and LEA mandates so that such mandates are viewed as an opportunity for improvement within the school. Identifies opportunities for improvement to develop programs derived from the mandates. Implements related programs supported by the school community.
2d: <i>Establishes and Implements Expectations for Students and Staff:</i> The school leader establishes and implements clear expectations, structures, rules, and procedures for students and staff.	Fails to satisfy the component as defined. Fails to establish clear expectations, structures, rules, and procedures for students and staff.	Utilizes only school rules and procedures required by LEA administration and/or school policy. Inconsistently communicates and enforces expectations, rules, and procedures for students and staff.	Engages students and staff members in developing expectations for learning and improved performance. Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning. Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.	... and Empowers staff to monitor their own performance and exceed school-wide expectations. Encourages students to monitor their performance and strive to exceed expectations set by their teachers, parents and themselves.

Framework for Leadership – 04/22/13 Draft

2e: Communicates Effectively and Strategically: The school leader strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders.	Fails to satisfy the component as defined. Fails to develop a coherent plan to effectively communicate with all staff and stakeholders.	Defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.	Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders. Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholder	... and 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 leader effectively and efficiently manages the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.	Fails to satisfy the component as defined. Fails to develop and implement conflict management processes to manage the complexity of human interactions and relationships.	Inconsistently implements processes to resolve problems and/or areas of conflict within the school. Interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.	Consistently resolves school-based problems/conflicts in a fair, democratic way. Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues. Implements and reviews solutions that address discordant issues.	... and Provides conflict management and relationship building training for students, staff, and other stakeholders. Empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school climate. Encourages staff and students to accept responsibility for their own actions by adhering to operational norms.

Framework for Leadership – 04/22/13 Draft

2g: Ensures a High Quality, High Performing Staff: The school leader establishes, supports and effectively manages processes and systems which ensure a high quality, high performing staff.	Fails to satisfy the component as defined. Fails to maintain a high performing staff which is focused on improving student achievement. Fails to address ineffective teaching and staff performance. Fails to provide induction support to all new staff. Fails to select and retain highly qualified personnel.	Inconsistently supervises and evaluates staff. Provides limited support to all new personnel. Inconsistently selects and retains highly qualified personnel.	Supervises and evaluates all staff in a fair and equitable manner following District procedures and uses the results to improve performance. Recruits and retains high quality staff that meets the diverse needs of students. Participates with appropriate personnel to select highly qualified staff. Provides induction processes to support all new personnel. Maintains a high performing staff which is focused on improving student achievement.	Proactively recommends decisions regarding hiring, transfers, retention and dismissal. Proactively recognizes quality teaching and establishes it as an example of expected performance. Ties human resources decisions to achieving the vision and goals of the school. Proactively creates additional induction opportunities to support all new personnel.
---	---	---	---	---

Domain 3: Leadership for Learning

The school leader assures a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, and 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 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.	Fails to satisfy the component as defined. Fails to develop a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.	Develops a school improvement plan; however, the plan lacks clear and consistent processes and systems to improve student achievement.	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 Incorporates principles of continuous improvement into a school improvement plan, which positively impacts the school's culture and exceeds expectations of student achievement.

Framework for Leadership – 04/22/13 Draft

3b: Aligns Curricula, Instruction, and Assessments: The 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.	Fails to satisfy the component as defined. Fails to monitor that the LEA's curricula are being implemented. Fails to engage staff in curricula planning and instruction.	Inconsistently monitors that the LEA's curricula are implemented with fidelity throughout the school. Inconsistently engages staff in curricula planning and instruction.	Consistently ensures that the LEA's curricula are implemented with fidelity throughout the school. Aligns curricula with assessments and instructional material. Engages staff in curricula planning and instruction based upon state and local assessments. Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.	... and Engages staff to assesses curricula for strengths and weaknesses. Reports data and recommendations to curriculum committee for refinement of the LEA's curricula.
3c: Implements High Quality Instruction: The 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.	Fails to satisfy the component as defined. Fails to monitor the effectiveness of professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities.	Inconsistently monitors the effectiveness of and timely feedback to professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities. Lacks participation in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.	Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of: • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.	...and 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.

Framework for Leadership – 04/22/13 Draft

3d: Sets High Expectations for All Students: The school leader holds all staff accountable for setting and achieving rigorous performance goals for all students.	Fails to satisfy the component as defined. Fails to hold all staff accountable for setting and achieving rigorous performance goals for all students.	Inconsistently holds all staff accountable for setting and achieving rigorous performance goals for all students.	Articulates a belief in high measureable goals for all students and staff. Leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students. Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.	... and Models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students.
3e: Maximizes Instructional Time: The school leader creates processes which protect teachers from disruption of instructional and preparation time.	Fails to satisfy the component as defined. Fails to protect teachers from disruption of instructional and preparation time.	Sporadically permits interruptions to instructional and planning time.	Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.	... and Structures the school schedule to increase opportunities for teachers to have collaborative planning time. Systematically monitors the effect of the master schedule on collaborative planning and student achievement.

Domain 4: Professional and Community Leadership

The school leader promotes 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 Parent and Community Involvement and Outreach: The school leader designs structures and processes, which result in parent and community engagement, support, and ownership for the school.	Fails to satisfy the component as defined. Fails to design structures and processes, which result in a lack of parent and community engagement, support, and ownership for the school.	Efforts for community outreach do not result in meaningful support for teaching and learning. Unilaterally designs structures and processes that result in limited involvement of parents and other stakeholders.	Creates systems and engages parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school. Collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.	... and 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.

Framework for Leadership – 04/22/13 Draft

4b: Shows professionalism: The leader operates in a fair and equitable manner with personal and professional integrity.	Fails to satisfy the component as defined. Fails to display honesty in interactions with students, staff, and stakeholders. Fails to recognize student needs and contributes to school practices that result in some students being ill served.	Interacts honestly with students, staff, and stakeholders, but attempts to serve students are inconsistent.	Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP). Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders. Actively serves students to ensure that all students receive a fair opportunity to succeed.	... and Holds the highest standards of honesty, integrity, and confidentiality. Proactively serves students, seeking out resources when needed. Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
4c: Supports Professional Growth: The school leader supports continuous professional growth of self and others through practice and inquiry.	Fails to satisfy the component as defined. Fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.	Implements professional development inconsistently which is not aligned with curricular, instructional, and assessment needs.	Targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students. Plans and routinely participates in professional development focused on improving instructional programs and practices.	...and 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.

Framework for Leadership – 04/22/13 Draft

The following provides alignment to Legislative Categories and PIL Standards

Domain	Component	Alignment with Legislative Categories	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 School Safety	- Planning and Preparation - School Environment - Delivery of Service	- Core Standard 3 - Corollary Standards 2, 3
	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 a High Quality, High Performing Staff	- Planning and Preparation - Delivery of Service	Corollary Standards 2,3, 4
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

Framework for Leadership – 04/22/13 Draft

Domain 4: Professional and Community Leadership	4a: Maximizes Parent and Community Involvement and Outreach	• Planning and Preparation • School Environment • Delivery of Service	• Corollary Standards 2, 3, 4, 5
	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