



Framework for Leadership Types of Evidence

Please note: The evidence identified here is provided to stimulate conversations that occur between a supervising authority and a principal/school leader. The evidence examples should not be viewed as a “checklist” but merely as a resource. The actual evidence gathered should be discussed and agreed upon between the supervising authority and principal/school leader.

Domain 1: Strategic/Cultural Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence - General Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	<p>Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the school’s vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding organizational vision, mission, and strategic goals. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding organizational vision, mission, and strategic goals. • Quarterly and end of year summation reports. • Review of lesson plans to ensure compliance. • Professional Development Plans. 	

	<p>1b: Uses Data for Informed Decision Making</p>	<p>Collects, analyzes, monitors, and uses data systematically regarding the school's progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>Develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<ul style="list-style-type: none"> • Development and implementation of plans for school improvement and student achievement. • Utilization of formative and summative assessments that impact instruction (PSSA, PVAAS, DIBELS, SAT, AP exams, IB exams, local assessments, etc.). • Utilization of student and school data for instructional planning and decision making. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Graduation Rates. ○ Discipline. ○ School Safety Reports. ○ Special Education Referrals. ○ Other tests – local assessments. • Utilization of multiple measures for instructional planning and decision making. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ School Performance Profile data ○ Correlations between teacher ratings and PVAAS) ○ SLO data • Documentation of professional development for staff on assessment tools, data analysis techniques, and utilizing data to drive student achievement. 	
	<p>1c: Builds a Collaborative and Empowering Work Environment</p>	<p>Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.</p> <p>Consistently engages in shared decision-making and distributive leadership.</p> <p>Actively models behaviors that promote a sense of empowerment</p>	<ul style="list-style-type: none"> • Documentation of efforts to establish and promote collaborative workgroups for staff (such as Professional Learning Communities – PLCs). <p>Examples of documentation include, but are not limited to:</p> <ul style="list-style-type: none"> ○ Meeting rosters. ○ Meeting agendas. ○ Meeting minutes. <ul style="list-style-type: none"> • Schedules demonstrating shared planning time. 	

		among staff and stakeholders.	<ul style="list-style-type: none"> • Documentation of staff involvement with hiring. • Documentation of student and parent involvement on school wide committees 	
	Id: Leads Change Efforts for Continuous Improvement	Implements a change process to ensure continuous school improvement.	<ul style="list-style-type: none"> • Documentation of meeting minutes, agendas, and rosters that support the implementation of key elements of a change process as indicated below: <ul style="list-style-type: none"> ○ Priority challenges to be addressed. ○ Activities planned to address the challenges. ○ A plan and timeline for monitoring the progress. 	
	Ie: Celebrates Accomplishments and Acknowledges Failures	<p>Recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>Utilizes failure as an opportunity to improve school culture and student performance.</p>	<ul style="list-style-type: none"> • List of recognition programs. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Award certificates of achievement and appreciation. ○ Student of the Month programs ○ Honor roll. ○ Teacher of the Year. ○ Etc. • Creates and Reviews Incident Reports. • Agenda minutes and proposed plan of action to remedy shortcomings. 	

Domain 2: Systems Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence - General Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	<p>Designs transparent systems to equitably manage human and financial resources.</p> <p>Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<ul style="list-style-type: none"> • School budget and expenditure reports. • Cost comparison of use of internal and external resources. • Description of process involving staff in budget development/resource allocation. • Effectiveness of school partnerships with other agencies/organizations. • A list of available resources assigned to strategic goals. 	

	<p>2b: Ensures a High Quality, High Performing Staff:</p>	<p>Supervises and evaluates all staff in a fair and equitable manner following LEA procedures and uses the results to improve performance.</p> <p>Recruits and retains high quality staff that meets the diverse needs of students.</p> <p>Participates with appropriate personnel to select highly qualified staff.</p> <p>Provides processes to support all new personnel.</p> <p>Maintains a high performing staff, which is focused on improving student achievement.</p>	<ul style="list-style-type: none"> • Documentation that staff observations/evaluations were completed with fidelity. • Utilization of multiple measures for instructional planning and decision making. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ School Performance Profile data ○ Correlations between teacher ratings and PVAAS) ○ SLO data • Documentation of a process to identify instructional needs and development of professional plans for teachers. • Staff turnover: <ul style="list-style-type: none"> ○ % of yearly staff turnover. ○ Reasons for staff leaving. ○ Reasons for staff remaining in position. • Staff recruitment: <ul style="list-style-type: none"> ○ List of recruiting activities. ○ #of staff hired as direct result of recruiting activities. ○ Employment history of those recruited. ○ Quality of observations/demonstrations (if required) ○ Length of time in previous position. • Feedback from staff (professional/support) on quality of induction activities. • Documentation that processes are in place to address concerns that affect student achievement. 	
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	2c: Complies with Federal, State, and LEA Mandates	<p>Designs protocols and processes in order to comply with federal, state and LEA mandates.</p> <p>Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<ul style="list-style-type: none"> • Documentation of timely compliance with federal, state, and LEA mandates. • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding applicable federal, state, and LEA mandates. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding applicable federal, state, and LEA mandates. 	
	2d: Establishes and Implements Expectations for Students and Staff	<p>Engages students and staff members in developing expectations for learning and improved performance.</p> <p>Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding expectations for students and staff. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding expectations for students and staff. • Signed affidavits from parents and faculty indicating understanding and acceptance of student/faculty handbook. 	

	<p>2e: Communicates Effectively and Strategically</p>	<p>Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p>	<ul style="list-style-type: none"> • Documentation of meeting minutes, agendas, rosters, and handbooks that support the implementation of key elements of a communications process. • Documentation of communication with stakeholders using various media. Examples include, but not limited to: <ul style="list-style-type: none"> ○ Newsletters and updates to stakeholders. ○ Utilization of social media / websites. ○ Promotion of two-way communication with all stakeholders. ○ School call system. 	
	<p>2f: Manages Conflict Constructively</p>	<p>Consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>Implements and reviews solutions that address discordant issues.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding mediation processes, as well as agreed upon solutions. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding mediation processes, as well as agreed upon solutions. • Establish and enforce processes that address conflict and appeals. • Establish, publish, and enforce anti-bullying policies. • Professional development for staff to effectively address conflict so that resolutions can be achieved prior to administrator involvement. • School climate surveys completed by stakeholders. • Discipline reports: <ul style="list-style-type: none"> ○ Student-to-teacher. ○ Student-to-student discipline issues. ○ Staff-to-staff discipline issues. 	

	<p>2g: Ensures School Safety</p>	<p>Reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<ul style="list-style-type: none"> • Evidence on the use of safety data sets by school stakeholder groups. • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school safety. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school safety. • Documentation of the implementation of school behavioral and safety policies/ procedures. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Safety drill and reports. ○ Outside speakers dealing with safety issues. ○ Signed affidavits from parents and faculty indicating understanding and acceptance of student/faculty handbook. ○ Written School Safety and Behavioral Policies. ○ Memorandum of Understanding (MOU) with local law enforcement. 	
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Domain 3: Leadership for Learning

Domain	Component	Description from Rubric Proficient Category	Types of Evidence - General Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	<p>Develops a school improvement plan, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> • Implement s school improvement Plan. • Monitor and evaluate progress toward achieving school improvement goals and student outcomes. <p>Revise school improvement goals and outcomes based on data analysis.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding school improvement initiatives. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding school improvement initiatives. • Develops actions plans based on school and student data. • Feedback from stakeholders. • Progress on school performance initiatives. 	
	3b: Aligns Curricula, Instruction, and Assessments	<p>Consistently ensures that the LEA’s curricula are implemented with fidelity throughout the school.</p> <p>Aligns curricula with assessments and instructional material.</p> <p>Engages staff in curricula planning and instruction based upon state and local assessments.</p> <p>Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding alignment of curricula, instruction, and assessments. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding alignment of curricula, instruction, and assessments. • Documentation of resources, tools, strategies, etc. that address alignment of curricula established within the LEA with instructional and assessment practices within the school. 	

<p>3c: Implements High Quality Instruction</p>	<p>Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities <p>Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<ul style="list-style-type: none"> • Documentation of the completion of professional development for: <ul style="list-style-type: none"> ○ Teacher effectiveness and evaluation. ○ Inter-rater reliability. • Review of formative assessments and summative evaluations to determine trends/patterns in staff instruction to inform professional development. 	
<p>3d: Sets High Expectations for All Students</p>	<p>Articulates a belief in high measureable goals for all students and staff.</p> <p>Leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p> <p>Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding high expectations for all students. • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding high expectations for all students. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Systematic use of data for instructional planning and decision making. ○ Utilization of Response to Instruction and Intervention (RTII). ○ Utilization of Student Assistance Programs (SAP). ○ Active involvement in IEP meetings. 	
<p>3e: Maximizes Instructional Time</p>	<p>Implements processes and schedules in a systematic manner to protect instructional and planning time from interruptions.</p>	<ul style="list-style-type: none"> • Documentation of processes that maximize planning time for teachers, while balancing the needs of the school. • Documentation of policy/practices that include steps to reduce and/or eliminate the need for announcements throughout the school day. 	

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Domain 4: Professional and Community Leadership

Domain	Component	Description from Rubric Proficient Category	Types of Evidence - General Provided as Examples Only Local Entity Determines Specific Evidence to be Used for Evaluation	Locally Agreed Upon Evidence, Timelines, Impact
Domain 4: Professional and Community Leadership	4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement	<p>Creates systems and engages parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.</p> <p>Collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<ul style="list-style-type: none"> • Documentation of processes that maximize parent and community engagement. Examples include, but are not limited to: <ul style="list-style-type: none"> ○ Parent advisory groups ○ Business/ Industry advisory groups ○ Civic organizations ○ Back to school nights. ○ Open houses. ○ Parent-Teacher conferences. 	
	4b: Shows professionalism	<p>Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).</p> <p>Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>Actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<ul style="list-style-type: none"> • Documentation of actions regarding honesty, integrity, and confidentiality that proactively serves the needs of all students, staff, and community members. Example include, but are not limited to: <ul style="list-style-type: none"> ○ Policies. ○ Administrative guidelines. ○ Student handbook. • Documentation of actions regarding fair and equitable treatment of all students, staff, and community members. Example include, but are not limited to: <ul style="list-style-type: none"> ○ Policies. ○ Administrative guidelines. ○ Student handbook. ○ Faculty handbook. • Program agendas and rosters, faculty meeting agendas 	

			and minutes, and/or other meeting agendas and minutes regarding professionalism and the code of conduct for school behavior.	
	4c: Supports Professional Growth	<p>Targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>Plans and routinely participates in professional development focused on improving instructional programs and practices.</p>	<ul style="list-style-type: none"> • Program agendas and rosters, faculty meeting agendas and minutes, and/or other meeting agendas and minutes regarding professional development activities. • Record of staff involvement (including administrator) in professional organizations and activities. • Review of formative assessments to determine trends/patterns in staff instruction to inform professional development. • Teacher Induction Plans outcomes. • Involvement in PIL programs. 	