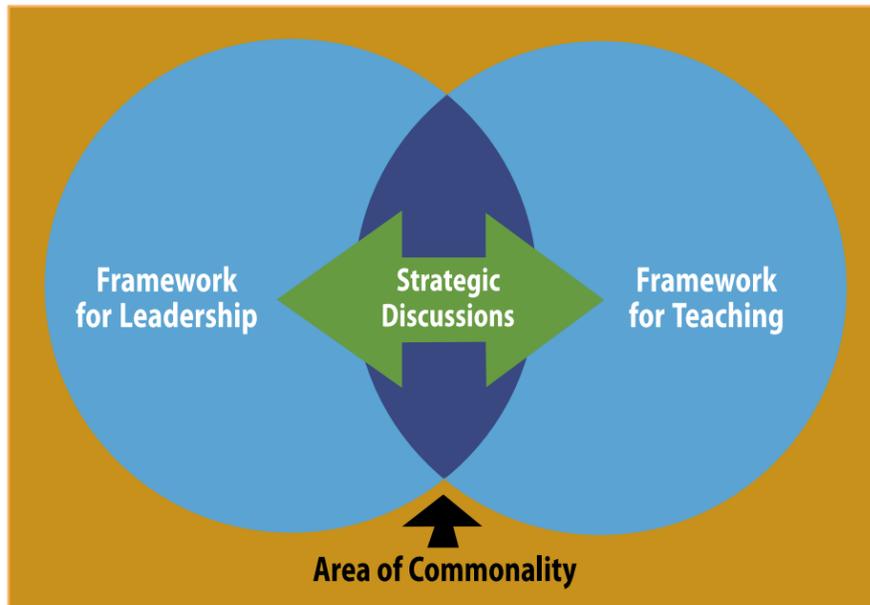


Connectedness Between the Leadership and Teacher Frameworks

There is a broad connection between leadership and teacher effectiveness frameworks that warrants close inspection. Although the differences are obvious in that they apply to

varying positions in the educational system, they have imperative systemic goals in common. Figure 3 illustrates this connectedness:

Figure 3. Connection Between Leadership and Teacher Effectiveness Frameworks



The two overlapping circles of principal and teacher effectiveness create an area of commonality. This area of commonality requires alignment of goals, effort and resources in a system that is student-centered. Eight essential factors contribute to this area of commonality:

- Vision
- Common Standards
- High Expectations for All
- Instruction
- Assessment
- Collaboration
- Safety and Security
- Professionalism

“Today’s principals must be their schools’ chief improvement officers, strengthening instruction, building a culture of high achievement, and marshaling the skills of other educators to boost student performance. After more than a decade of investment in school leadership, we can confirm the empirical link between school leadership and improved student achievement.”

—Will Miller, President of the Wallace Foundation

Sustainability

Focusing on leadership and teaching frameworks concurrently enables schools more opportunities to enhance student achievement and promote collaboration. As Pennsylvania continues its work with the establishment of universal effectiveness frameworks, it is essential that building and system leaders have initial and ongoing training to guarantee sustainability and reliability.

Alignment exists between the Framework for Leadership and the nine Pennsylvania School

Leadership Standards (Core & Corollary Leadership Standards) as mandated by Act 45 of 2007. This provides the advantage of sustainability through the Pennsylvania Inspired Leadership (PIL) Program. Additional resources will be developed for inclusion on the Standards Aligned System (SAS) portal at www.pdesas.org to help provide online, targeted professional development aligned to specific components within the Framework for Leadership.

For more information, contact:

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COMMONWEALTH OF PENNSYLVANIA

Tom Corbett
Governor

DEPARTMENT OF EDUCATION

Carolyn C. Dumaresq, Ed.D.
Acting Secretary of Education



Pennsylvania System for Principal Effectiveness



A Comprehensive Approach to Educator Effectiveness

Everyone involved in education contributes to teaching and learning. The efforts of students, school staff, teachers, specialists, principals and central administration all play an integral role. To underscore the importance of this role, Pennsylvania’s Act 82 of 2012 provides a foundation for the evaluation of education professionals and is an essential part of Pennsylvania’s comprehensive approach to education. This brochure highlights the principal effectiveness aspect of our approach.

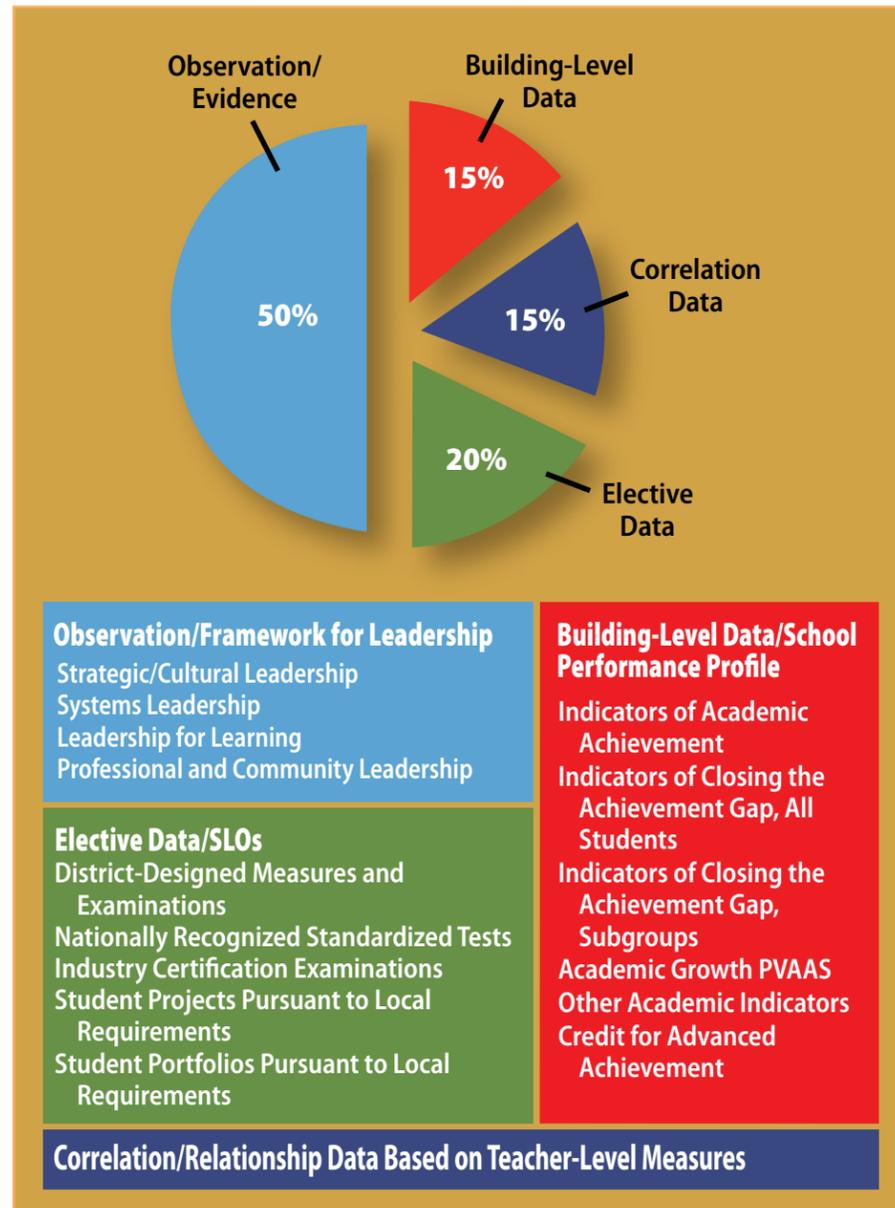
- In 2012, Act 82 changed the way principals are evaluated across the commonwealth and laid the groundwork for increased student achievement by introducing a Principal Evaluation System – providing a clear vision for educational leaders and raising the academic bar.
- As part of the system, principals will be evaluated on their ability to foster excellent teachers, create positive learning environments, and increase and sustain student academic growth.
- Benefits will include assistance with the strategic and tactical behaviors needed to establish a school culture that utilizes best practices and emphasizes accountability.
- A foundation of support will be provided to principals - including locally provided effectiveness training administered by Intermediate Units and extensive opportunity for growth.
- Principals will be evaluated on their effectiveness by their supervising administrator based on a review of observation and practice, and data that reflects the ongoing critical conversations between supervising administrator and principal.

An Evaluation System Based on Multiple Measures

Pennsylvania's Act 82 of 2012 established the parameters for a Principal Evaluation System that includes an assessment of the building leader's practice (50 percent), as measured by a clearly articulated Framework for Leadership, in conjunction with the application of a set of multiple measures comprising the remaining portion of the evaluation. These multiple measures are inclusive of

building-level data derived from the School Performance Profile (15 percent), correlation data that links the teacher performance evaluation and student achievement (15 percent), and elective data to include: principal designed Student Learning Objectives (SLO), LEA assessments, or nationally recognized assessments (20 percent) (See Figure 1).

Figure 1. Principal Effectiveness System in Act 82 of 2012



Framework for Leadership

To meet Act 82 requirements, a Framework for Leadership was developed based on research with a defined domain and component structure.

Domain 1: Strategic/Cultural Leadership

- Creates an Organizational Vision, Mission and Strategic Goals
- Uses Data for Informed Decision Making
- Builds a Collaborative and Empowering Work Environment
- Leads Change Efforts for Continuous Improvement
- Celebrates Accomplishments and Acknowledges Failures

Domain 2: Systems Leadership

- Leverages Human and Financial Resources
- Ensures a High-Quality, High-Performing Staff
- Complies with Federal, State and LEA Mandates
- Establishes and Implements Expectations for Students and Staff
- Communicates Effectively and Strategically
- Manages Conflict Constructively
- Ensures School Safety

Domain 3: Leadership for Learning

- Leads School Improvement Initiatives
- Aligns Curricula, Instruction and Assessments
- Implements High-Quality Instruction
- Sets High Expectations for All Students
- Maximizes Instructional Time

Domain 4: Professional and Community Leadership

- Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement
- Shows Professionalism
- Supports Professional Growth

Performance Levels

Defined within every component of the Framework for Leadership are four performance levels, each with a descriptor that provides specificity for the associated performance level. The levels of failing, needs improvement, proficient, and distinguished are established in Act 82. Language selected for

each of the descriptors was based on research and input of various stakeholder groups representing LEAs throughout the state. **Note that specific leadership competencies defined in the distinguished level builds upon a solid foundation established within the proficient level (Figure 2 provides an example).**

Figure 2. Domain 1: Strategic/Cultural Leadership Performance Level Example

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	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.
Failing	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.
Needs Improvement	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.
Proficient	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 incorporate the school's vision, mission and strategic goals in their instructional plans to assure that students achieve expected outcomes.
Distinguished	In addition to the components outlined in the Proficient designation, the 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. Systematically ensures that the school's vision, mission, values, beliefs, and goals drive decisions that positively influence the culture of the school.