
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELDS 107/108: (SEPT 2013) SCHOOL BUILDING LEADER
ASSESSMENT DESIGN AND FRAMEWORK**

**DRAFT
August 2013**

Authorized for Distribution by the New York State Education Department

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELDS 107/108: (SEPT 2013) SCHOOL BUILDING LEADER ASSESSMENT DESIGN

This assessment consists of two parts, administered as two separate tests. In order to pass the overall assessment, candidates are required to achieve a score that meets or exceeds a separate performance standard for each part. Each part consists of selected-response items and three performance tasks. In Part One, the greatest emphasis is on instructional leadership. In Part Two, the greatest emphasis is on human capital management.

Part One includes one extended performance task that requires candidates to read a school-based scenario and analyze student performance data, formative assessment data, student and teacher survey results, and teacher evaluation and observation data. Candidates are asked to use the information provided to respond to a series of prompts, identifying strengths and areas of need in the school's instructional program and outlining and supporting strategies for building on the program's strengths and addressing areas of need. Part One also includes two shorter performance tasks, each of which presents a scenario and data describing an authentic situation involving a school's culture or learning environment, or an equity concern in a school. Candidates are required to use the information to respond to prompts, exploring the situation and explaining strategies for addressing important issues related to the situation.

Part Two includes two extended performance tasks. The first task requires candidates to analyze and evaluate a teacher's video-recorded classroom performance using a state-approved rubric for annual professional performance review. Candidates are required to identify evidence from the video relating to each component, determine a level of performance for each rubric component, and identify a teacher strength and area of need, citing observable evidence as support. The second task requires candidates to analyze teacher evaluation data, as well as other types of authentic evidence related to human capital development (e.g., teacher observation data, teacher survey data, state assessment results). Candidates are asked to use the information provided to respond to four short assignments involving short- and long-term human capital development, as well as actions to promote the development of specific teachers. Part Two also includes one shorter performance task that presents a scenario and data describing an authentic situation involving either family engagement in a school or school interactions with a community organization (e.g., business, institution of higher education). Candidates are required to use this information to respond to prompts, exploring the situation and explaining strategies for addressing important issues related to the situation.

Both Part One and Part Two include selected-response item sets. Each set requires candidates to read a school-based scenario and analyze several pieces of authentic evidence relevant to the competency being assessed in order to answer four or five selected-response items. In addition, Part Two includes discrete selected-response items.

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As indicated in the tables that follow, for Part One, the selected-response items count for 40% of the total test score and the performance tasks count for 60% of the total test score. For Part Two, the selected-response items count for 25% of the total test score and the performance tasks count for 75% of the total test score. Within each part, each selected-response item counts the same toward the total test score for that part. The percentage of the total test score derived from each performance task is also indicated in the tables that follow.

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The total testing time is four hours for each part. Candidates are free to set their own pace during the test administration.

The following estimates were used to determine the total test time for Part One:

- The extended performance task is designed with the expectation of a response up to 60 minutes.
- Each shorter performance task is designed with the expectation of a response up to 30 minutes.
- The selected-response items are designed with the expectation of response time up to 120 minutes.

Further information regarding the content of each competency can be found in the assessment framework.

Part One

Competency	Selected-Response		Performance Tasks	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Tasks	Approximate Percentage of Test Score
0001 Instructional Leadership for Student Success	25	25%	1 (60 minutes)	30%
0002 School Culture and Learning Environment to Promote Excellence and Equity	16	15%	2 (30 minutes each)	30%
Total	41	40%	3	60%

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The following estimates were used to determine the total test time for Part Two:

- Each extended performance task is designed with the expectation of a response up to 70 minutes.
- The shorter performance task is designed with the expectation of a response up to 40 minutes.
- The selected-response items are designed with the expectation of response time up to 60 minutes.

Further information regarding the content of each competency can be found in the assessment framework.

Part Two

Competency	Selected-Response		Performance Tasks	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Tasks	Approximate Percentage of Test Score
0001 Developing Human Capital to Improve Teacher and Staff Effectiveness and Student Achievement			1 (70 minutes) 1 (with 4 assignments) (70 minutes)	30% 25%
0002 Family and Community Engagement	10	10%	1 (40 minutes)	20%
0003 Operational Systems, Data Systems, and Legal Guidelines to Support Achievement of School Goals	16	15%		
Total	26	25%	3	75%

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ASSESSMENT FRAMEWORK

Part One

Instructional Leadership for Student Success
School Culture and Learning Environment to Promote Excellence and Equity

Part Two

Developing Human Capital to Improve Teacher and Staff Effectiveness
and Student Achievement
Family and Community Engagement
Operational Systems, Data Systems, and Legal Guidelines to Support
Achievement of School Goals

The New York State School Building Leader has the knowledge and skills necessary to lead stakeholders in developing and implementing a shared vision and goals focused on high levels of student learning and achievement. The building leader knows how to use student achievement data and other evidence to identify vision-aligned goals and to develop, implement, and monitor plans to achieve goals. The building leader has a deep and comprehensive knowledge of research-supported practices for curriculum, instruction, and assessment and knows how to develop and sustain a rigorous, standards-based, data-driven educational program that encourages and enables all students to be successful learners and all teachers to perform at a high level. The building leader is able to develop and enhance an organizational culture of academic excellence, exemplary behavior, and equity that is responsive to all types of student diversity and that promotes students' and educators' accountability for their own performance and outcomes.

To promote the success of every student, the New York State School Building Leader has the knowledge and skills necessary for developing a skilled and dedicated school staff through effective hiring, evaluation, supervision, and professional development opportunities matched to staff needs. The building leader is able to promote a professional learning community of teachers, administrators, and other staff committed to achieving the school vision and goals through ongoing collaboration, professional growth, planning, sharing, and problem solving. The building leader knows how to build positive, productive relationships with families, the business community, institutions of higher education, nonprofit organizations, and other members of the community and gain their active involvement and support in developing and sustaining a strong school program. The building leader understands and adheres to legal and ethical guidelines relevant to school leadership and knows how to implement organizational, fiscal, and operational management systems and practices that support achievement of school goals for teaching and learning.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

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FIELD 107: (SEPT 2013) SCHOOL BUILDING LEADER, PART ONE

COMPETENCY 0001—INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Performance Expectations

The New York State School Building Leader leads the learning community in developing, articulating, and implementing a shared vision of high levels of learning for every student and effective, research-supported curriculum and instructional practice in every classroom. The building leader uses the vision and relevant data to analyze patterns and trends; identify ambitious goals for improved performance; and develop, implement, evaluate, and monitor plans to achieve those goals. The building leader maintains an intense focus on building a learning organization that is responsive to the needs of all students in preparing them to be college and career ready. The building leader uses assessment data to monitor instructional outcomes and identify needs for improved teaching and learning, establishes systems and practices that support individual accountability for results, and advocates on behalf of student learning.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. collaboratively developing and implementing a school vision of high achievement and college/career readiness for all students
- b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed
- c. establishing and leading a comprehensive, coherent, and challenging curricular and assessment program aligned to state and college/career readiness standards, including the New York State P–12 Common Core Learning Standards
- d. planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment
- e. leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning
- f. ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities)
- g. using technology and information systems to enhance curriculum and instruction, support student learning, and monitor instructional effectiveness

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- h. ensuring that time spent on quality instruction is maximized
- i. establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results
- j. using data to anticipate emerging trends and advocate on behalf of students

**COMPETENCY 0002—SCHOOL CULTURE AND LEARNING ENVIRONMENT TO
PROMOTE EXCELLENCE AND EQUITY**

Performance Expectations

The New York State School Building Leader develops, nurtures, and sustains a school culture of achievement focused on rigorous academic and behavior standards and a relentless commitment to high levels of student learning. The building leader works with others in the school community to create a safe, supportive, equitable, and fair environment for all individuals and groups; to use resources efficiently and effectively; and to ensure that consideration of students' academic and social-emotional needs is at the center of all school decision making. The building leader ensures consistent implementation of the building code of conduct and serves as a model of professional, ethical, and respectful behavior at all times.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students
- b. ensuring that teachers set rigorous academic and behavior expectations for every student
- c. promoting an environment in which students are consistently learning, respectful, and on task and are active and engaged learners
- d. ensuring that student needs are the primary consideration in all aspects of school decision making and resource use
- e. creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning
- f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity
- g. using effective and equitable behavior management systems and systems for supporting students' social-emotional development
- h. modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others

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**COMPETENCY 0001—DEVELOPING HUMAN CAPITAL TO IMPROVE TEACHER
AND STAFF EFFECTIVENESS AND STUDENT ACHIEVEMENT**

Performance Expectations

The New York State School Building Leader recruits and retains high-quality staff while fostering continuous improvement in instructional and leadership quality and student achievement. The building leader oversees the development of a professional learning community whose members are committed to achieving the school vision and goals through collaboration, planning, and problem solving grounded in reflection on and analysis of current student and school performance. The building leader uses effective observation and evaluation procedures to evaluate the performance of teachers and other staff, provides differentiated professional growth opportunities to improve performance for all staff and learning for all students, and adheres to requirements related to human resource administration.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. recruiting, developing, and retaining teachers and other staff to support achievement of school goals
- b. assigning and scheduling teachers and other staff to meet student needs and support school goals
- c. designing and implementing effective induction and mentoring plans to support, retain, and improve the performance of new teachers
- d. creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization
- e. creating professional growth plans and using supervisory approaches appropriate to teacher strengths and needs
- f. observing and evaluating the performance of teachers and other staff functioning at different levels, and providing effective feedback
- g. orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning
- h. providing formal and informal opportunities to mentor emerging leaders, promote teacher leadership, and create a leadership pipeline
- i. acting in accordance with local policies and procedures and state and federal laws and regulations related to human resource administration; processes of collective bargaining and contract management; and issues of equity, diversity, and fairness

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COMPETENCY 0002—FAMILY AND COMMUNITY ENGAGEMENT

Performance Expectations

The New York State School Building Leader effectively promotes and sustains family and community engagement to support student learning and school improvement efforts. The building leader uses leadership skills to reach out to diverse constituencies, develop positive relationships, and create partnerships beneficial to the school and its students.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. guiding staff to establish and maintain positive, productive, and respectful relationships with parents/guardians and engage them in their children's learning
- b. engaging families and the community to support planning and implementation of change
- c. promoting family involvement in children's education and developing partnerships with families that improve the school's ability to achieve goals for student success
- d. building productive partnerships and other relationships with the business community, institutions of higher education, nonprofit organizations, and others in the community to meet specific school needs
- e. responding effectively to diverse family and community interests and needs
- f. establishing effective communication systems between the school and outside stakeholders, including using community and media relations and public information strategies

COMPETENCY 0003—OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

Performance Expectations

The New York State School Building Leader uses, maintains, and monitors effective technological, fiscal, and operational systems and practices and ensures adherence to legal requirements in support of a school organization focused on effective teaching and learning.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. using technological tools and data systems to support organizational management and increase organizational effectiveness
- b. planning, managing, and monitoring school budgets, and allocating, aligning, and efficiently utilizing fiscal resources to achieve educational goals and priorities

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- c. using knowledge of public school financing, sources of funding, restrictions on the uses of funding, and strategies for obtaining additional resources (e.g., grants) to support school programs and promote student success
- d. using efficient and effective procedures for accurate financial management, including recordkeeping, reporting, and internal controls, consistent with legal requirements
- e. using procedures for allocating and utilizing space and time effectively to meet educational needs and for providing a safe, secure, and healthy environment for all students and staff
- f. using procedures for building and information security, crisis planning and prevention, and emergency management in the school setting
- g. using practices to enable the school's physical plant and equipment to operate safely, efficiently, and effectively
- h. adhering to laws, regulations, and ethical standards related to student, staff, and parent/guardian rights, protections, and responsibilities; educational equity; student safety and welfare; students with disabilities, students who are English Language Learners, and other protected classes; building management; and other matters relevant to school leadership