

Syracuse City School District

LEAD & LEARN

A Growth and Effectiveness System
For Vice Principals



Implementation Handbook
Updated November 2018





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For the purpose of this growth and development model, Supervisor is defined as the building principal, and Leader is defined as the Vice Principal.

Introduction

In the SCSD, we believe that an effectiveness system should be grounded in growth and support. Effectiveness is about more than measurement; it is about measuring what matters most, using multiple perspectives to identify areas of strengths and areas in need of growth, and providing support structures to help Leaders develop their professional practice. It is about educators working together to motivate and inspire each other through communication, collaboration and reflective dialogue about their craft.

The SCSD LEAD & LEARN Growth and Effectiveness System was developed collaboratively by a task force representing school building and school district leaders from across the district. The program was piloted in 2016-2017 and in 2017-2018 with all Vice Principals, Administrative Interns and Central Office Leaders. Opportunities for reflection and input on the model have helped to influence full implementation.

The goal of LEAD & LEARN is to support the continuous growth and development of each Leader by monitoring, analyzing, and applying pertinent evidence compiled within a system of meaningful feedback. The uniform performance domains provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective Leadership.

Theory of Action

The theory of action below represents what we believe will happen with successful implementation of LEAD & LEARN.

Figure 1: Theory of Action



Part I: LEAD & LEARN Framework

A fair and comprehensive effectiveness system provides sufficient detail and accuracy so that both Leaders and Supervisors will fully understand their expectations. Clearly defined professional responsibilities for Leaders constitute the foundation for the SCSD LEAD & LEARN Framework.

The framework provides Leaders and Supervisors with a qualitative, rubric-based method by which they can measure Leader performance related to performance domains.

Alignment to ISLLC Standards

The framework is anchored with the Interstate School Leaders Licensure Consortium (ISLLC) 2008 Educational Leadership Policy Standards.

Figure 2: SCSD Leader Framework & ISSLC Standards Crosswalk

SCSD Lead and Learn and Effectiveness Framework		ISSLC Standards
Instructional Leadership	1. Establishes and implements a shared vision for success	Standard 1
	2. Builds and maintains a climate of accountability for learning	Standard 2
	3. Drives high quality, rigorous, student centered instructional programs	Standard 2
	4. Creates a culture of data driven decision making	Standard 2
	5. Develops and coaches teachers and instructional staff	Standard 2
Organizational Leadership	1. Manages the Organization, Operations and Resources to Promote a Safe, Efficient, and Effective Learning Environment	Standard 3
	2. Establishes a culture of learning, growth, positive behavior, persistence and high expectations	Standard 2
	3. Leads with integrity, fairness, and ethics	Standard 5
	4. Manages and leads change and innovation	Standard 6
	5. Engages students, families and the entire community of stakeholders in the learning process	Standard 4

Domains

The framework consists of two (2) domains dividing ten (10) big concepts that serve as the basis for the framework and describe the major job categories performed by an educational Leader. Five (5) of these concepts are grounded in tenets of **Instructional Leadership** and five (5) are grounded in tenets of **Organizational Leadership**.

*Supervisors should always refer to the **big concepts** when rating a Leader.*

Leaders shall identify the following:

- (3) big concepts from each of the Instructional Leadership and Organizational Leadership strands should be measured (OL3 Lead with Integrity, fairness and ethics, must be 1 of the 3).
- All measured big concepts should be identified by the conclusion of the **Beginning of the Year Conference**, with the Beginning of the Year Conference completed and agreed upon by both parties by October 31st of each year.

Figure 3 shows the ten big concepts that comprise the LEAD & LEARN Growth and Effectiveness Framework for Leaders.



Big Concepts

Big concepts are examples of the types of performance that will occur if a domain is being successfully met. They help Leaders and Supervisors clarify performance levels and job expectations. While it is likely most of the big concepts will be observed throughout out a Leader’s practice, it is possible that occasionally big concepts may not apply to certain job types. In these instances, Leaders and Supervisors may decide to disregard inapplicable big concepts. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

The complete list of the LEAD & LEARN Growth and Effectiveness Framework Domains and Big Concepts can be found in the Appendix.

Performance Appraisal Rubrics

Leaders will be rated using the performance appraisal rubrics. The performance rubric is a general description of what a performance level entails which guides Supervisors and Leaders in assessing *how well* a performance domain is met, and gives the Leader examples of professional growth areas to continue to develop leadership practices. It states the measure of performance expected of Leaders and provides a qualitative description of performance at each level. The resulting performance appraisal rubric provides a clearly delineated step-wide progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels.

The description provided for **Proficient** of the performance appraisal rubric is the actual performance domain, thus **Proficient** is the expected level of performance. Leaders who earn an **Exceptional** rating must meet the requirements for **Proficient** and beyond.

The rubrics will be used formatively throughout the process to guide conversations between the Supervisor and Leader about continuous improvement. They are provided to increase reliability among Supervisors and to help Leaders focus on ways to enhance their practices.

Performance ratings are based on the **totality of evidence**.

A Leader’s final score, which is provided at the end of the year in the Summative Conference Meeting Summary, will be calculated taking scores from the 6 identified big concepts chosen at the Beginning of the Year Meeting, and averaged together to arrive at a final score. Below follows the conversion of the final score:

Exceptional – 3.5 to 4

Proficient – 2.50 to 3.49

Developing – 1.5 to 2.49

Ineffective – 0 to 1.49

Definitions of Performance Levels

The Leader LEAD & LEARN rubric provides a description of four levels of how well the big concepts (i.e., duties) are performed on a continuum from *ineffective to exceptional*. The use of the scale enables Supervisors/Leaders to acknowledge successful performance (i.e., *exceptional and proficient*) and provides two levels of feedback for Leaders not meeting expectations (i.e., *developing and ineffective*). The definitions in Figure 4 offer **general** descriptions of the performance levels. Refer to the detailed framework and rubric in the Appendix for detailed delineation of each big concept.

Figure 4: Definitions of Terms used in Performance Levels

CO Rubric Rating Scale	Description	Definition
Exceptional	The Leader performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the district's /school's/program's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> • sustains high performance and exceeds the expectations of the position. • empowers other Leaders, teachers, and students and consistently exhibits behaviors that have a strong, positive impact on student academic progress and the district/school/program climate • serves as a role model to others
Proficient	The Leader meets the performance standard in a manner that is consistent with the district's /school's/program's mission and goals.	Proficient performance: <ul style="list-style-type: none"> • consistently meets the expectations of the position • engages Leaders and teachers and exhibits behaviors that have a positive impact on student academic progress and the school/program climate • learns and applies new skills
Developing	The Leader is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the Leader's performance is lacking in a particular area (i.e., needs improvement).	Developing performance: <ul style="list-style-type: none"> • requires support in meeting the expectations of the position • results in less than expected quality of student academic progress • requires Leader professional growth be jointly identified and planned between the Leader and Supervisor
Ineffective	The Leader consistently performs below expectations for the established performance domain or in a manner that is inconsistent with the district's /school's/program's mission and goals.	Ineffective performance: <ul style="list-style-type: none"> • does not meet the expectations of the position • results in minimal student academic progress

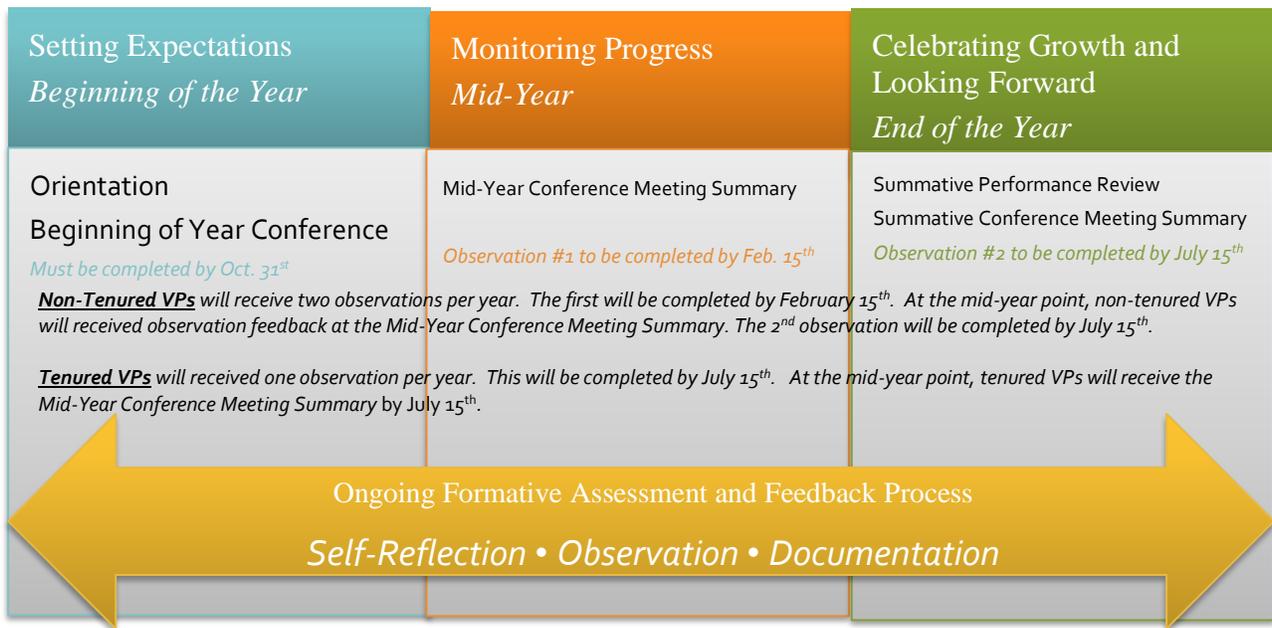
****The completion of the End of the Year Review and the Summative Conference Meeting must occur by July 15th**

Part II: Process

Process Flow

The process by which Leaders will implement the LEAD & LEARN Growth and Effectiveness System is depicted in Figure 5. This flow chart provides broad guidance for the process.

Figure 5: LEAD & LEARN Growth and Effectiveness System Process Flow



The steps below outline the LEAD & LEARN process.

Setting Expectations: Beginning of the Year

Orientation

To ensure both Leaders and Supervisors have a clear understanding of expectations; Supervisors will conduct a LEAD & LEARN Growth and Effectiveness System Orientation for new employees prior to the Beginning of the Year Conference. This orientation should be conducted annually by October 31st. The orientation should review this handbook and the process of the system, develop internal plans for implementation, and address any questions.

Additionally, after Leaders have completed an orientation to the system, they must be provided with opportunities to become more familiar with the LEAD & LEARN process. Continual collaboration and reflection, including ongoing dialogue with Supervisors, and peers/mentors, as well as professional learning opportunities will increase understanding of the system and make the process most effective.

Beginning of Year Conference *to be completed by October 31st*

Supervisors will conduct a *Beginning of Year Conference* for all Leaders. The conference follows the Orientation, and will be used to inform the Leader of performance expectations and to support their professional growth. A dialogue on the specific responsibilities will be finalized at this time.

The framework domains, big concepts, and performance appraisal rubrics will be included in the *Beginning of Year Conference* discussion and evidence sources for all framework domains will be discussed. Possible professional learning opportunities that align to the Leader’s needs will also be addressed during the conference, including discussion of any actions, supports or resources that might assist the Leader.

The *Beginning of Year Conference* will be held individually and completion will be noted on the *Beginning of Year Meeting Summary*.

Ongoing Formative Assessment and Feedback Process

Formative Assessment and Feedback

The Formative Assessment process continues throughout the year and allows Supervisors to document progress and to provide ongoing feedback to Leaders. Supervisors will complete one *Mid-Year Formative Assessment Feedback Report* for each Leader, by February 15th, providing an informal performance rating on each of the applicable big concepts using the appraisal rubrics.

At this time, any big concepts the Supervisor feels are at the developing or ineffective levels must be identified with suggestions for improvements and shared with the Leader at the Mid-Year Conference.

Additional feedback can be offered at any time, on one or more of the framework domains using the *Formative Evidence and Feedback Form*.

At the request of the Leader, additional artifacts may be shared by the Leader with his/her Supervisor.

The *Mid-Year Conference Meeting Summary* and the *Formative Evidence and Feedback Form* can be found in the Appendix.

The assessment of the Leader requires a growth and effectiveness system that acknowledges the contextual nature and complexities of the job. Multiple artifacts provide for a comprehensive and authentic “portrait” of the Leader’s work. Therefore, the continuous formative feedback process will include collection of the following types of sources of evidence to provide comprehensive and accurate feedback on Leader performance.

Figure 7: Formative Assessment Data Sources

Data Source	Definition
Observations/ School Site Visits	<p>Observations, applied in a variety of settings, provide information on a wide range of contributions made by Leaders. Observations may range from watching how a Leader interacts with others, to observing programs and shadowing the administrator. Site visits are a method by which Supervisors may gain insight into whether Leaders are meeting the performance domains. Supervisors are encouraged to conduct multiple site visits observing the Leader’s school/program. During a site visit, the Supervisor should discuss various aspects of the job with the Leader. This can take the form of a formal interview or a less structured discussion. Through questioning, the Supervisor may help the Leader reflect on his or her performance, which may provide insight into how the Leader is addressing the performance domains. Such a discussion may also help the Leader to identify and select the artifacts he or she might submit to the Supervisor to demonstrate proficiency in each domain. Following the observation, Supervisors should provide timely and specific feedback to the Leader.</p> <p><u>Non-Tenured VPs</u> will receive two observations per year. The first is to be completed by February 15th. At the mid-year point, non-tenured VPs will received observation feedback and the Mid-Year Conference Meeting Summary.</p> <p><u>Tenured VPs</u> will received one observation per year. This is to be completed by July 15th. At the mid-year point, tenured VPs will receive the Mid-Year Conference Meeting Summary.</p>

Artifacts	Artifacts created in the day-to-day work of running a school or program can provide evidence of meeting the performance domains. While some documentation is collected by the district and reviewed outside of the effectiveness process, it can also be used as a data source for conferencing about Leader growth. Identification of artifacts that support the individual Leader’s growth should be done as a collaborative effort between the Leader and the Supervisor. The Supervisor will identify and use artifacts available through the work cycle. At the same time, the Leader may have access to additional artifacts that support the Leader’s growth. During the conferencing process, documentation for the performance domains will be reviewed and additional artifacts that may be needed by the Supervisor or Leader may be identified and included.
Feedback Surveys	Feedback surveys are an <u>optional</u> piece of evidence that Leaders may choose to collect and use for reflection. Surveys are a valuable data collection tool used to gather client data regarding their perceptions of the Leader’s performance. One of the benefits of using surveys is that the collected information may help the Leader set goals for continuous improvement -- in other words, to provide feedback directly to the Leader for professional growth and development. Surveys also may be used to provide information to Supervisors that may not be accurately obtained through other types of documentation.

Mid-Year Conference Meeting Summary *to be completed by February 15th*

The *Mid-Year Conference* will be held and documented in the review the results of the *Mid-Year Meeting Conference Summary* including discussions regarding effective implementation of performance domains, related artifacts, and feedback form. The *Mid-Year Conference* should be held individually and completion should be noted on the *Mid-Year Meeting Summary*.

* Continued Formative Assessment Process

The Formative Assessment Process continues throughout the second half of the year and allows Supervisors to continue to document progress and to provide ongoing feedback to Leaders. Based on feedback from the Mid-Year Conference, Leaders and Supervisors will continue to collect formative evidence documentation), leading to the Summative Performance Review at year’s end.

End of Year

Reflection

All Leaders will engage in an end of year conference with their Supervisors. Leaders will reflect on successes and further areas of focus for future growth.

Summative Performance Review

The *Summative Performance Review* will be based on the *Mid-Year Conference Meeting Summary*, and additional artifacts collected since the Mid-Year point.

A *Summative Performance Review* will be completed for each Leader. It establishes a final rating on the previously identified performance domains. These ratings will take into account all available artifacts and may be amended until July 31st at the request of the Leader.

The final End of the Year Summative Conference must be completed by July 15th.

Summative Conference

The *Summative Conference* will be used to discuss *the Summative Performance Review* results and to review the progress towards performance excellence. Professional learning experiences based on the Leader's needs should also be addressed during the conference.

The *Summative Conference* will be held individually so that specific feedback can be provided and completion should be noted within the *Summative Meeting Summary*.

Additional Tools and Support

Training and Calibration

To prepare for implementation of LEAD & LEARN, all Supervisors will be trained in the expectations, and process of the system by a joint committee of SCSD staff and SAAS representatives. Training will also include calibration on the LEAD & LEARN Framework and Rubric. Similar opportunities for continued calibration discussions will be provided throughout the year.

Mentoring

The Task Force recommends that mentoring be offered as an additional professional support for Leaders throughout the district. Mentoring provides day-to-day feedback and coaching for Leaders in real-time settings and provides the Leader a valuable thought-partner to help them navigate their roles and strive for continuous growth.

Ongoing Evaluation of System

Data and feedback will be collected throughout the 2016-2017 pilot implementation to inform revisions before the 2017-2018 full implementation. The Leader Task Force will reconvene to collect and review feedback, making additional recommendations for consideration by the President of SAAS and the Superintendent during the summer of 2017.

Rebuttal Process

If Leaders have concerns about the results of their LEAD & LEARN review, they are advised to submit, in writing, a letter of rebuttal expressing their concerns to their Supervisor, the Office of Human Resources.

Resources, Acknowledgement

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Appendix

Framework / Rubric

Leader LEAD & LEARN Framework Reference Sheet

Leader LEAD & LEARN Framework and Rubric

Formative Evidence and Feedback Form

Beginning, Middle, & End of Year Conference Meeting Summary

Formative Process

Formative Evidence and Feedback Tool

Syracuse City School District

LEAD & LEARN

Vice Principals Framework and Rubric

Instructional
Leadership



Organizational
Leadership

IL1: Supports and implements a shared vision for success

IL2: Supports and maintains a climate of accountability for learning

IL3: Supports high-quality, rigorous, student-centered instructional programs

IL4: Supports a culture of data-driven decision making

IL5: Develops and coaches teachers and instructional staff

OL1: Supports the management of organization, operations and resources to promote a safe, efficient and effective learning environment

OL2: Supports a culture of learning, growth, positive behavior and high expectations

OL3: Leads with integrity, fairness and ethics

OL4: Supports change and innovation

OL5: Supports the engagement of families and the entire community of stakeholders

Instructional Leadership

Instructional Leadership 1: Supports and implements a shared vision for success

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Sharing a vision of success	Leader draws on the input of multiple stakeholders to support a vision of high expectations, high academic achievement, college/career readiness and ensures that it is closely aligned to the district's vision.	Leader shares and supports, with all members of the school community a vision of high expectations, high achievement, college/career readiness aligned to the district's vision.	Leader supports a vision of high expectations, high achievement, and college/career readiness, but staff, students, and stakeholders have limited opportunity to weigh-in on its development.	The Leader does not share a vision with stakeholders.
School and Community implement the vision	Leader creates and/or leads opportunities for families to contribute to the progress of the school's vision and goals.	Leader supports opportunities for families and other community members to contribute to the progress of the school's vision and goals.	Leader supports opportunities for families and other community members to be involved at the school level, but the opportunities do not align to the overall vision of the school.	Leader rarely supports opportunities for families and other community members to be involved in the school.
Engage stakeholders	Leader consistently supports the engagement of families and all other stakeholders in open, two-way dialogues about the importance of how and why their work, their actions, their involvement and their efforts connect to accomplishing the school's vision, priorities, initiatives and goals.	Leader supports the articulation to families and all other stakeholders how and why their work, their actions, their involvement and their efforts connect to accomplishing the school's vision, priorities, initiatives and goals.	Leader recognizes the need to engage stakeholders so that they see how and why their work and efforts connect to the school's vision, priorities and goals but may not actively support the engagement of stakeholders.	Leader does not engage stakeholders in any way regarding how and why their work and efforts connect to the school's vision, priorities and goals.
Defining accountability	Leader, in collaboration with stakeholders, creates, implements and monitors creation of accountability systems that are defined, understood, agreed to and monitored.	Leader implements the articulation to teachers, staff, students and stakeholders' accountability systems that are defined, understood, agreed to and monitored.	Leader supports the defined accountability systems for each stakeholder group, but may not implement or articulate these systems to teachers, staff, students and stakeholders.	Leader does support the defined accountability system for each stakeholder, or articulate the systems to the stakeholders

Instructional Leadership 2: Supports and maintains a climate of accountability for learning

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Reporting school performance	Leader, in collaboration with stakeholders, creates, articulates and reports/explains to all stakeholders a coherent, understandable, and transparent account of individual students', subgroups' and the school's performance based on district/school data.	Leader reviews district reports where available and articulates to school staff and students a coherent, understandable and transparent account of the school's performance.	Leader supports the development of reports intended to provide an account of the school's performance, but the reports are not communicated clearly or at all to stakeholders.	Leader cannot and/or will not articulate the school's performance to stakeholders.
Clear expectations	Leader, in collaboration with stakeholders, creates and implements a school environment plan where behavioral expectations are clear to all teachers, staff and students.	Leader implements a school environment plan where behavior expectations are clear to most teachers, staff and students.	Leader's support of the behavioral expectations may be unclear or inconsistent.	Leader's behavioral expectations are not consistent or clear.

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Reinforce positive behavior	Leader, in collaboration with stakeholders, implements a climate plan where students are encouraged to lead conversations regarding positive behavior, and students self-manage and monitor their peers.	Leader supports and maintains a climate plan where teachers and staff regularly promote and reinforce positive behavior.	Leader inconsistently supports and maintains a climate plan where teachers and staff rarely promote and reinforce positive behavior.	Leader does not promote or reinforce a climate plan of positive behavior.
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Instructional Leadership 3: Supports high quality, rigorous, student centered instructional programs

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Knowledge of standards and assessment	Leader articulates, explains and leads discussions with stakeholders that demonstrates knowledge and understanding of the Common Core State Standards, NY State-specific standards, district pacing guides and district assessment expectations	Leader demonstrates knowledge and understanding of the Common Core State Standards, NY State-specific standards, district pacing and district assessment expectations work with stakeholders.	Leader has partial knowledge and understanding of the Common Core State Standards, NY State-specific standards, district pacing and district assessment expectations but does not fully demonstrate it to stakeholders.	Leader does not demonstrate knowledge and understanding of the Common Core State Standards, NY State-specific standards, district pacing and district assessment expectations.
Focus on learning and teaching	Leader, in collaboration with stakeholders, creates, implements and monitors a plan where student-centered learning is at the core of all planning and is supportive of the curriculum, assessment and differentiated instruction.	Leader consistently monitors the implements a plan where learning is at the center of planning and is supportive of the curriculum, assessment and instruction.	Leader inconsistently monitors the implementation of a plan where learning is at the center of planning and is supportive of the curriculum, assessment and instruction.	Leader does not monitor the implementation of a plan where learning is at the center of planning and does not support curriculum, assessment and instruction.
Formal Observations	<p>Leader completed all assigned formal observations within the designated timeframe.</p> <p>Leader consistently uses evidence-based observation data to reflect with teachers and support them to improve student achievement.</p>	<p>Leader completes all formal observations.</p> <p>Leader uses evidence-based observation data to support teachers to improve student achievement.</p>	<p>Leader conducts some formal observations but does not complete all of them within the designated timeframe.</p> <p>Leader uses some evidenced-based informal observation data to support teachers to improve student achievement.</p>	<p>Leader does not complete any assigned formal observations.</p> <p>Leader does not use informal evidenced-based observation data to support teachers to improve student achievement.</p>
Informal Observation	Leader consistently collects and uses evidence-based informal observation data that is always aligned to the district's teacher effectiveness framework(s).	Leader collects and uses informal evidenced-based observation data that is usually aligned to the district's teacher effectiveness framework(s).	Leader collects informal observation data but does not consistently use the data or data may not be aligned to the district's teacher effectiveness framework(s).	Leader does not collect OR USE informal observation data that is aligned to the district's teacher effectiveness framework(s).

Instructional Leadership 4: Supports a culture of data-driven decision making

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Data analysis and progress monitoring	Leader, in collaboration with stakeholders, creates, monitors and evaluates a plan for a culture of consistent and continuous school-wide focus on high student achievement by analyzing progress monitoring and shared school and student level data.	Leader monitors the plan for a culture of school-wide focus on high student achievement by analyzing and monitoring progress of school-level and student-level data.	Leader inconsistently monitors the plan for a culture of school-wide focus on high student achievement, to analyze and monitor progress on school-level and student-level data.	Leader does not support or monitor the plan for a culture of consistent and continuous school-wide focus on high student achievement or analyze and monitor progress on school-level and student-level data...

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Data capacity-building	Leader, in collaboration with stakeholders, supports and builds the capacity of staff to continuously disaggregate student and staff data and to use the analysis of the data to focus on the identification and addressing of specific needs of teachers and students.	Leader supports and participates in staff conversations on the use of disaggregated student and staff data and focuses the dialogue on identifying and addressing the specific needs of most teachers and students.	Leader participates in the discussion and analysis of student and staff data but may not ensure the conversations identify and address the specific needs of teachers and students for building capacity of staff to disaggregate data.	Leader does not demonstrate evidence of participation in the school staff's data-use-capacity of ensuring the focus of that data is being used to address the unique needs of students and staff.
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Instructional Leadership 5: Develops and coaches teachers and instructional staff

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Implements Individual Coaching and Support	<p>Leader, in collaboration with stakeholders, collaboratively supports and assesses the needs of all assigned teachers and staff using observation data and evidence derived from the district's teacher effectiveness framework(s).</p> <p>Leader consistently uses data and evidence to collaborate with assigned teachers and staff to develop a plan to increase their effectiveness.</p>	<p>Leader supports and assesses the needs of assigned teachers and staff using observation data and evidence derived from the district's teacher effectiveness framework(s).</p> <p>Leader uses information from observation data to support the growth and development of assigned teachers and staff.</p>	<p>Leader assesses the needs of assigned teachers and staff using observation data and evidence derived from the district's teacher effectiveness framework(s).</p> <p>Leader may not use the information from observation data to support the growth and development of assigned teachers and staff.</p>	<p>Leader does not assess the needs of assigned teachers and staff using observation data and evidence derived from the district's teacher effectiveness framework(s).</p> <p>Leader does not provide assigned teachers and staff with the individualized coaching and support needed for their growth and development.</p>
Creates Distributive Leadership Opportunities for Staff	Leader consistently identifies effective and highly effective teachers and staff and encourages and nurtures them with opportunities, when available, to support struggling colleagues and to provide professional development for staff.	Leader identifies effective and highly effective teachers and staff and offers opportunities to support struggling colleagues and provides professional development for staff.	Leader occasionally identifies teachers and staff based on their effectiveness but seldom provides them with opportunities to support struggling colleagues or provides professional development for staff.	Leader does not provide opportunities for effective and highly effective teachers to support struggling colleagues and to provide professional development for staff.

Organizational Leadership

Organizational Leadership 1: Supports the management of organization, operations and resources to promote a safe, efficient, and effective learning environment

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Manages Operations and Resources	Leader in collaboration with stakeholders, seeks out new resources that align to the school's vision and analyzes the impact of district resources on increasing student achievement and accomplishing the school's goals and priorities.	Leader implements his/her assigned management of operations and resources and monitors their impact on student achievement and on accomplishing the school's goals and priorities.	Leader implements the assigned management of operations and resources, but inconsistently monitors how some uses are increasing student achievement and/or aligning with the school's goals and priorities.	Leader does not implement or monitor the assigned resources and/or manage operations for effectiveness.
Creates a Safe Environment	Leader, in collaboration with stakeholders, creates, and monitors a school environment where staff and students are safe through the implementation of the S.A.V.E. School Plan.	Leader monitors and maintains a school environment where staff and students are safe, through the implementation of the S.A.V.E. School Plan.	Leader monitors the safety of the school.	Leader does not monitor the safety of a school and does not implement the S.A.V.E. School Plan.

Organizational Leadership 2: Supports a culture of learning, growth, positive behavior, persistence and high expectations

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
College and Career Readiness	Leader, in collaboration stakeholders, creates, implements and monitors structures and processes that support teachers and staff in creating environments for students to engage in high-interest, relevant and developmentally appropriate learning that prepares them for college and career.	Leader implements and monitors structures and processes that support and staff in creating environments for students to engage in high-interest, relevant and developmentally appropriate learning that prepares them for college and career.	Leader monitors structures and processes that support teachers and staff in creating environments for students to engage in high-interest, relevant and developmentally appropriate learning that prepares them for college and career.	Leader rarely implements and/or monitors structures and processes that support teachers and staff in creating environments for students to engage in high-interest, relevant and developmentally appropriate learning that prepares them for college and career.
Sets High Expectations	<p>Leader, in collaboration with stakeholders, creates, implements and monitors a school environment and climate plan that allows teachers, staff and students to demonstrate high expectations for each other in behavior and in their academic work.</p> <p>Leader, in collaboration with stakeholders, implements and monitors a culture where teachers, staff and students are engaged in their work and understand why it is important and how they can be successful.</p>	<p>Leader implements and monitors a school environment and climate plan where teachers, staff and students demonstrate high expectations for themselves in behavior and work.</p> <p>Leader implements and monitors a culture where teachers, staff and students are engaged in their work and understand why it is important and how they can be successful.</p>	<p>Leader implements a school environment and climate plan where teachers, staff, and students demonstrate high expectations for themselves in behavior and academic work.</p> <p>Leader implements a culture where teachers, staff and students are engaged in their work understand why it is important and how they can be successful.</p>	<p>Leader does not implement a culture where teachers, staff and students demonstrate high expectations for themselves in behavior and work.</p> <p>Leader does not implement a culture where teachers, staff and students are engaged in their work or are highly invested in it.</p>

Organizational Leadership 3: Leads with integrity, fairness, and ethics

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Ethics	Leader's decisions are governed by legal, moral and ethical principles and openly shares rationales for difficult decisions.	Leader's decision are governed by legal, moral and ethical principles.	Leader's decision are inconsistently governed by the legal, moral, and ethical, principles.	Leader's decisions violate ethical, legal or moral codes.
Fairness	Leader consistently treats teachers, staff, students and stakeholders fairly, equitably and with dignity and respect and can articulate criteria for his/her decision making.	Leader treats teachers, staff, students and stakeholders fairly, equitably and with dignity and respect.	Leader inconsistently treats teachers, staff, students and stakeholders fairly, equitably and with dignity and respect,	Leaders treats teachers, staff, students and stakeholders unfairly, inequitably and with indignity.
Integrity	Leader in collaboration with others, consistently protects the rights and confidentiality of students and staff and monitors that stakeholders do the same.	Leader protects the rights and confidentiality of students and staff and monitors that stakeholders do the same.	Leader inconsistently monitors and protects the rights and confidentiality of students and staff	Leader does not protect the rights and confidentiality of students and staff and does not monitor that most stakeholders do the same.

Organizational Leadership 4: Supports and leads change and innovation

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Identify and build capacity of change agents	Leader recruits, supports and encourages capacity building of staff and stakeholders by capitalizing on their strengths to lead change and improvement efforts and initiatives.	Leader supports and encourages capacity building of staff and stakeholders by capitalizing on their strengths to lead change and improvement efforts and initiatives.	Leader supports capacity building of staff and stakeholders to capitalize on their strengths to lead change and improvement efforts and initiatives.	Leader does not build the capacity of staff and stakeholders or capitalize on their strengths to lead change and improvement efforts and initiatives.
Strategic planning for change and innovation	Leader in collaboration stakeholders creates, communicates, implements and monitors the strategic plan to achieve the desired end results and goals of change and innovation.	Leader implements, monitors and communicates the strategic plan to achieve desired end results and goals of change and innovation.	Leader implements and communicates the strategic plan to achieve desired end results and goals of change and innovation.	Leader does not implement or the strategic plan to achieve the desired end results and goals of change and innovation
Change & Innovation	Leader, in collaboration with stakeholders, creates, implements and monitors a plan that embraces change and innovation and active participation in the learning process.	Leader encourages and monitors a plan that allows staff and stakeholders to embrace change and innovation and active participation in the school's progress.	Leader implements a plan to that allows staff and stakeholders to embrace change and innovation and active participation in the learning process.	Leader does not encourage stakeholders to implement the plan that embraces change and innovation or to be active participants in the school's progress.

Organizational Leadership 5: Supports the engagement of students, families and the entire community of stakeholders in the learning process

Big Concept	4: Exceptional	3: Proficient	2: Developing	1: Ineffective
Families and community members are active participants in the education process	Leader, in collaboration with stakeholders, creates, implement and monitors a plan that promotes a welcoming school environment and encourages families and stakeholders to actively participate in the learning process.	Leader implements and monitors a plan that promoted a welcoming school environment and encourages families and stakeholders to actively participate in the learning process	Leader implements a plan that promotes a welcoming school environment where families and stakeholders to actively participate in the learning process.	Leader does not promote a plan to promote a welcoming school environment or encourage families and stakeholders to actively participate in the learning process
Positive relationships with all stakeholders	Leader, in collaboration with stakeholders, creates, implements and monitors a plan where school plan staff, students, families and community build mutual trust and show respect for one another.	Leader implements a plan to build positive relationships with staff, families and community members.	Leader implement a plan but does not build positive relationships with staff, families and community members.	Leader does not build positive relationships with staff, families and community members.

Syracuse City School District · LEAD & LEARN Leader Growth and Effectiveness System

Diversity of the school community is highly valued	Leader, in collaboration with stakeholders, creates, implements and monitors a school community plan that values different perspectives, cultures, and languages and seeks opportunities to utilize these assets to improve the overall success and effectiveness of the school.	Leader implements and monitors a school community plan where families and stakeholders value diverse perspectives, cultures, and languages.	Leader implements a school community plan where stakeholders and families value diverse perspectives, cultures and languages.	Leader does not make families and stakeholders feel valued for their perspectives, cultures, and languages.
Community Partnerships	Leader in collaboration with stakeholders, creates community partnerships with local businesses, universities, and community groups and implements and monitors current community relationships to support the school's improvement, goals and objectives.	Leader implements and monitors the school's current community partnerships to support the school's improvement, goals and objectives.	Leader implements partnerships to support community partnerships to support the school.	Leader does not support the school's community partnerships.
Communication Structures, Processes and Plans	Leader in collaboration with stakeholders, creates, implements and monitors structures, processes and plans that foster multiple opportunities for collaboration and communication with stakeholders to increase the school's effectiveness and achievement.	Leader implements and monitors structures, processes and plans that offer many opportunities for collaboration and communication with stakeholders to increase the school's effectiveness and achievement.	Leader implements plans to support collaboration and communication with various stakeholders,	Leader does not implement a school communication plan.
Ongoing Communication	Leader, in collaboration with stakeholders, implements and monitors communications with and update families and stakeholders regarding school information, student performance, school progress and all teaching and learning goals and objectives.	Leader implements and communicates school information, student and school progress and all teaching and learning goals and objectives to families and school community members.	Leader implements but may not communicate school information, student and school progress and all teaching and learning goals and objectives to families and school community members.	Leader does not implement the plan to support the school's communication to stakeholders and community partners.

Conference Meeting Summary

For Vice Principals & Central Office Leaders

Leader Name: _____	Title: _____
Supervisor Name: _____	Title: _____
School/Location: _____	Date: _____

Type of Conference (Select):

	Setting Expectations: <i>Beginning of Year Conference</i>
	Progress Monitoring: <i>Mid-Year Conference</i>
	Celebrating Growth and Looking Forward: <i>End of Year Summative Conference</i>

Conferencing is an integral part of the **LEAD & LEARN** process. Supervisors should ask guiding questions that allow leaders to review and reflect on their work, ensuring a balance between accountability for student growth and academic achievement, operations and procedures, and professional growth discussions. Conferencing provides supervisors and leaders time to develop clear expectations regarding the **LEAD & LEARN** performance domains and to design appropriate professional development as needed.

Supervisors will conduct three conferences throughout the **LEAD & LEARN** process.

1. **Setting Expectations:** The *Beginning of Year Conference* follows the Orientation, Self-Assessment (optional), and the leader’s growth. The conference will be used to inform the leader being reviewed of performance expectations.
2. **Progress Monitoring:** The *Mid-Year Conference* will be held to review the results of the *Mid-Year Formative Assessment Feedback Report*, including discussions regarding effective implementation of performance domains. Use the Implementation Status Key below, to identify the status of each goal’s plan at its current state.
3. **Celebrating Growth and Looking Forward:** The *End of Year Summative Conference* will be held to review the results of the *Summative Performance Review*, including discussions regarding effective implementation of performance domains.

Vice Principals

Vice Principals and Supervisors should collaboratively agree upon **at least three (3) big concepts** to measure **from each of the Instructional Leadership and Organizational Leadership strands**. However, based on the Vice Principal’s discretion, additional Big Concepts may be included; OL3 must be included (integrity, ethics).

Central Office Leaders

Central Office Leaders and Supervisors should collaboratively agree upon **at least eight (8) big concepts** to measure **from the Instructional Leadership and Organizational Leadership strands**. However, based on the Central Office Leader’s discretion, additional Big Concepts may be included; OL3 must be included (integrity, ethics).

Use the box below to indicate which big concepts will be measured.

SCSD LEAD & LEARN Big Concepts to be measured:	Instructional Leadership		IL1		IL2		IL3		IL4		IL5
	Organizational Leadership		OL1		OL2		OL3		OL4		OL5

Written Summary of Meeting:

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Recommendations and Next Steps:

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For Summative Conferences (only), use the matrix below to identify the Vice Principal's/Central Officer Leader's final summative rating:

Instructional Leadership	
Big Concept:	
Supervisor Rating	Supervisor's Evidence and Feedback
E (4)	
P (3)	
D (2)	
I (1)	
NA	
Big Concept:	
Supervisor Rating	Supervisor's Evidence and Feedback
E (4)	
P (3)	
D (2)	
I (1)	
NA	
Big Concept:	
Supervisor Rating	Supervisor's Evidence and Feedback
E (4)	
P (3)	
D (2)	

	I (1)	
	NA	
Big Concept:		
Supervisor Rating	Supervisor's Evidence and Feedback	
	E (4)	
	P (3)	
	D (2)	
	I (1)	
	NA	
Big Concept:		
Supervisor Rating	Supervisor's Evidence and Feedback	
	E (4)	
	P (3)	
	D (2)	
	I (1)	
	NA	

Organizational Leadership		
Big Concept: OL 3: Leads with integrity, fairness and ethics		
Supervisor Rating	Supervisor's Evidence and Feedback	
	E (4)	
	P (3)	
	D (2)	
	I (1)	
	NA	
Big Concept:		
Supervisor Rating	Supervisor's Evidence and Feedback	
	E (4)	
	P (3)	
	D (2)	
	I (1)	
	NA	
Big Concept:		
Supervisor Rating	Supervisor's Evidence and Feedback	
	E (4)	
	P (3)	
	D (2)	
	I (1)	
	NA	
Big Concept:		
Supervisor Rating	Supervisor's Evidence and Feedback	
	E (4)	
	P (3)	
	D (2)	
	I (1)	
	NA	
Big Concept:		
Supervisor Rating	Supervisor's Evidence and Feedback	
	E (4)	
	P (3)	

	D (2)	
	I (1)	
	NA	

The rubrics will be used formatively throughout the process to guide conversations between the Supervisor and Leader about continuous improvement. They are provided to increase reliability among Supervisors and to help Leaders focus on ways to enhance their practices.

Performance ratings are based on the **totality of evidence**.

A Leader’s final score, which is provided at the end of the year in the Summative Conference Meeting Summary, will be calculated taking scores from the 6 identified big concepts chosen at the Beginning of the Year Meeting, and averaged together to arrive at a final score. Below follows the conversion of the final score:

Rating	Score Range
Exceptional	3.50 to 4.00
Proficient	2.50 to 3.49
Developing	1.50 to 2.49
Ineffective	0.00 to 1.49

Calculate the Final Score:

Average of Rated Big Concepts:	
Rating:	

Leader’s name:

Leader’s signature:

Date:

My signature indicates that I have participated in this conference and have reviewed this summary. It is not an indication that I agree with the content.

Supervisor’s name:

Supervisor’s Signature

Date:

Formative Evidence and Feedback Form

For Vice Principals & Central Office Leaders



Leader Name: _____ **Title:** _____

Supervisor Name: _____ **Title:** _____

School/Location: _____ **Date:** _____

Supervisors will use this tool to prepare feedback for a leader based on an observation / site visit, or other evidence collection. Refer to the big concepts for each leadership performance domain to find examples of behaviors that, when documented, support a degree of effectiveness for that standard.

Supervisors should provide feedback that is evidence-based, specific to the performance domains, and that will assist the leader in professional growth and overall effectiveness. In conversations, use open-ended questions to guide conversation specific to the performance domains and follow-up questions as needed to solicit responses that are evidence-based.

Request evidence beyond what has already been seen to support each performance standard as needed. Allow leaders to submit additional evidence of their effectiveness on performance standards as desired.

Instructional Leadership	
IL1. Supports and implements a shared vision for success	
Evidence	Supervisor's Feedback
IL2. Supports and maintains a climate of accountability for learning	
Evidence	Supervisor's Feedback
IL3. Supports high quality, rigorous, student centered instructional programs	
Evidence	Supervisor's Feedback
IL4. Supports a culture of data driven decision making	
Evidence	Supervisor's Feedback

IL5. Develop and coach teachers and instructional staff	
Evidence	Supervisor's Feedback

Organizational Leadership	
OL1. Supports the management of organization, operations and resources to promote a safe, efficient, and effective learning environment	
Evidence	Supervisor's Feedback
OL2. Supports a culture of learning, growth, positive behavior, persistence and high expectations	
Evidence	Supervisor's Feedback
OL3. Leads with integrity, fairness, and ethics	
Evidence	Supervisor's Feedback
OL4. Supports and leads change and innovation	
Evidence	Supervisor's Feedback
OL5. Supports the engagement of students, families and the entire community of stakeholders in the learning process	
Evidence	Supervisor's Feedback

Summary of Strengths:

Opportunities for Growth:

Recommendations and Next Steps:

Leader's name: _____

Leader's signature: _____ Date: _____

My signature indicates that I have participated in this conference and have reviewed this summary. It is not an indication that I agree with the content.

Supervisor's name: _____

Supervisor's Signature _____ Date: _____