Syracuse City School District
Building Leadership Framework

<u>Executive Summary</u>

Recognizing the importance of engaging in a continuous improvement process, Syracuse City School District seeks to define what it means to be an effective building leader at all phases of a leader's career. This aim is accomplished by setting high standards for effective leadership based upon research and best practice, supporting leaders to reach those standards, and developing a network of exceptional building leaders who get positive results for their schools.

The Building Leadership Framework and Rubric defines a set of domains and detailed indicators that provide a clear set of expectations for building leaders. The rubric is designed to help building leaders develop the type of leadership practices directly related to substantial gains in student achievement and instructional effectiveness in teaching. Moreover, the leadership practices embedded in the indicators and big concepts are largely tied to the indirect, but vital role and impact school leaders have on student achievement. The rubric also guides observers' assessments of practice for providing feedback and evaluating building leaders.

The Building Leadership Framework Is. . .

- intended to help engage educators in reflective dialogue among and between peers and evaluators to improve practice
- designed to establish a culture of support for building leaders
- used to acknowledge a leader's effective practices that produce results
- a set of clear leadership expectations used to identify specific strengths and areas for growth
- the tool used to guide a fair and transparent evaluation

The Building Leadership Framework is not…

- developed as a checklist, but should be used to weigh the preponderance of evidence over time against the levels of practice defined in the indicators and big concepts
- inclusive of all salient aspects of a building leader's role, rather it focuses primarily on the dimensions of leadership most directly linked to managing teacher effectiveness and increasing student achievement
- meant to address areas of performance related to personal conduct as described in district and state policies

The drafting of the Building Leadership Framework and Rubric was largely informed by the Building Leadership Task Force (made up of senior district leadership, executive directors, principals, and assistant principals) whose suggestions, questions, and concerns regarding the rubric's language were strongly considered during the development of all iterations of the draft.

Glossary of Terms
Data includes, but is not limited to, student achievement, observations, teacher observation data, climate surveys, etc.

- **Diversity** includes race, gender, culture, age, experience, opinion, voice, perspective, and language.

Instructional Leadership 1: Establish and implement a shared vision for success

Big Concept	4: Highly Effective	3: Effective	2: Developing	1: Ineffective

Develop and implement vision of shared success	• Partners with stakeholders to develop, review and adjust vision of success that includes…
	   − vision of high expectations
	   − college/career readiness
	   − close alignment with district's vision
	 • Goals are closely aligned with vision and data is used to adjust if needed throughout the year
	 • Consistently communicates vision of success to internal and external stakeholders
		• Establishes vision of success to include…
		   − high expectations
		   − college/career readiness
		   − close alignment with district's vision
		 • Seeks input and feedback about the vision of success from a variety of stakeholders
		 • Aligns goals with vision
		 • Communicates vision of success to internal and external stakeholders
			• Establishes a vision that is misaligned and does not include elements of success such as…
			   − high expectations
			   − college/career readiness
			   − close alignment with district's vision
			 • Seeks out minimal feedback on the vision
			 • Goals are not aligned to the vision
				• Lacks evidence of having a vision of success
				 • Fails to encourage stakeholders to provide feedback and input <u>or</u> their feedback and input are not considered
				 • Makes no adjustments or revisions to the vision of success

Collective Capacity and Buy-In	• Builds capacity of staff to align plans, actions and behaviors with vision of success and aligned goals
	• Creates structures for educators to assess quantitative and qualitative data to adjust vision of success and goals at key moments throughout the year
	• Succeeds in creating buy in of staff, students and parents
		• Actively seeks out buy in and input from stakeholders about…
		  – setting and adjusting goals
		  – impact of implementation school wide and in classrooms
		  – impact on student achievement and student outcomes
		• Strives to ensure staff, students and parents buy in to the vision of success as evidenced by…
		  – classroom culture and instructional practice
		  – student behavior
		  – parental engagement and communication
			• Attempts opportunities to get buy in but does not make adjustments or respond in a meaningful way
			• Communicates vision of success to internal and external stakeholders inconsistently
				• Makes minimal to no effort to get buy in from staff, students and external stakeholders, or neglects buy in

Accountability	• Creates and maintains a climate where staff and students hold self and others accountable to the vision of success • Partners with staff to co-create shared accountability system that is defined, agreed to, understood and monitored	• Holds staff and students accountable to implementing vision of success by… – monitoring school wide plans and instruction to ensure vision alignment • revisiting the vision of success in individual conversations and meetings	• Attempts to establish and maintain accountability among staff and students • Monitors initiatives and progress to goals on an inconsistent basis •	• Neglects establishment of a system of accountability for staff and students • Does not monitor initiatives and progress to goals

Instructional Leadership 2: Drive high-quality, rigorous, student-centered instructional programs

Big Concept	4: Highly Effective	3:Effective	2: Developing	1: Ineffective
Knowledge and application of standards and assessment	- Evidence of deep understanding of standards and assessment and innovative ideas for application to practice - Partners with instructional coaches, lead teachers, department heads and others to lead planning, learning communities and peer-to-peer learning to increase instructional rigor - Assesses educator knowledge of differentiated standards and assessments and provides differentiated professional learning according to needs	- Good working knowledge, understanding and ability to see applications of standards and assessments to practice - Provides professional learning opportunities and resources (time, budget, materials) to educators to support and promote understanding of standards and assessments aligned with needs of staff and students.	- Some knowledge of standards and assessments but unable to transfer to educators in a way that is relevant - Recommendations for professional learning are broad or not aligned with needs	Little or no knowledge or understanding of standards and assessments, including: - Common Core Standards - NY State Standards - District pacing - District assessment expectations - Instructional strategies to promote rigor - Provides misinformation about standards and assessments to educators - Lack of awareness or ability to recommend professional learning opportunities for staff

Focus on teaching and learning	• Collaborates to create, maintain, and share structures for accountability in a learning environment with a focus on teaching and learning where…
	
	  − students have access to challenging work
	  − students engage in high-interest and relevant learning
	  − college and career readiness skills and knowledge are supported and reinforced
	
	• staff and students demonstrate high expectations in goals, learning activities, behavior, and accountability
		• Creates and maintains a learning environment with a focus on teaching and learning where…
		
		  − students have access to challenging work
		  − students engage in high-interest and relevant learning
		  − college and career readiness skills and knowledge are supported and reinforced
		  − staff and students demonstrate high expectations in goals, learning activities, behavior and accountability
		
		•
			• Attempts to maintain a learning environment with a focus on teaching and learning, but prioritizes organizational issues
			
			•
				• Does not demonstrate the ability to create or maintain a learning environment with a focus on teaching and learning.

Observation and Evaluation Data	• Uses observation/evaluation data to support monitoring and adjusting the school vision related/in response to student growth
	• Ensures that educators use observation outcomes as a self-reflection tool for support and growth
	• Builds capacity of assistant principal(s) to
		• Analyzes observation data to determine trends and identify strengths and growth opportunities
		• Uses educator observation data to…
		  − Create a school-wide plan for professional learning aligned to the school's vision of success
		  − Identify individual and cohorts of teachers to receive
			• Examines observation data but does not use it to analyze educator performance
			• Provides access to professional learning opportunities that are not supported by observation data outcomes
			• Communicates to educators about evaluation and observation cycle, but it
				• Does not collect, analyze or use observation data to identify areas of strength and growth for educators
				• Fails to communicate with educators about the evaluation and observation cycle
				• Observes and evaluates educators on an inconsistent basis without a structured implementation plan

	conduct observations, provide feedback and input on school-wide instructional program	and/or provide targeted support − Place educator by grade-level, content area and student needs • Communicates purpose, expectations and timelines of evaluation and observation cycle to educators on a regular basis •	is incorrect and/or lacks clarity • Observes and/or evaluates teachers to fulfill compliance requirements and does not use it as a tool for support and development •	•
Observations	• Includes educators, school leaders and instructional coaches in peer observations to help improve instructional practice and support struggling educators • Builds capacity of teachers to use observations as a tool for reflection, support and feedback on their classroom practice • Uses observations to track growth and development of individual classroom and school-wide practices	• Adheres to all evaluation processes in accordance with all guidelines • Collects appropriate evidence during the observation with equal balance and focus on teacher and student actions. • Aligns evidence with the Teaching and Learning Framework • Balances informal and formal observations that are intentional and planned at key moments throughout the day, semester and year •	• Adheres to some, not all, evaluation processes in accordance with guidelines • Collects evidence that does not provide adequate and appropriate details about teacher and student actions during a classroom observation • Misaligns evidence with the Teaching and Learning Framework •	• Does not adhere to evaluation processes in accordance with guidelines, which include…. − Timelines for feedback − Follow-up support − Finalizing all required observations • Collects minimal to no evidence during classroom observations • 'Evidence' contains biased statements related to observer's preferences • Fails to align evidence with the Teaching and Learning Framework

Instructional Leadership 3: Create a culture of data-driven decision making

Big Concept	4: Highly Effective	3: Effective	2: Developing	1: Ineffective

Data Analysis and Progress Monitoring	• Engages educators in analysis and track quantitative and qualitative data by class and individual student levels
	• Engages educators in quantitative and qualitative data collection at the class and individual levels and uses results to refine programming implementation for students
		• Uses multiple forms of data to assess instructional programs
		• Creates a system using data to monitor progress at key points…
		  − School-wide
		  − Classroom level
		  − Student sub-groups
		  − Individual students
			• Uses one source of data to assess instructional programs
			Monitors progress in one area and struggles to create a system to monitor multiple areas in the school
				• Does not assess instructional programs using data
				Does not create a progress monitoring system

Reporting School Performance	• Encourages and engages educators in reporting classroom and individual data outcomes to students and parents • Provides school performance reports in multiple formats that are accurate, reporting the most recent available information • Establishes and promotes environment where data is displayed and updated on a consistent basis, accessible to all stakeholders	• Communicates timely, accurate, transparent reports about school performance to educators and students • Provides school performance reports that are accurate, reporting the most recent available information Creates structures for multiple forms of data to be accessible to all stakeholders	• Communicates school performance on an inconsistent basis Shares selective school performance reports that do not provide access to data outcomes	• Makes no attempt to report on school performance • Provides school performance reports that are difficult to read and understand by stakeholders • Provides school performance reports that are inaccurate

Instructional Leadership 4: Develop and coach teachers and instructional staff				
Big Concepts	**4: Highly Effective**	**3: Effective**	**2: Developing**	**1: Ineffective**

Provides Differentiated Professional Development Opportunities	• Partners with educators and colleagues to create, maintain and adjust an annual professional development plan for the teachers, staff, and school support personnel as needed
	• Creates learning climate where educators are encouraged and willing to provide and receive modeling, coaching and support from peers and/or instructional coaches
	• Uses data based feedback from external reviews to create, implement, and monitor professional development opportunities for self and staff
	•
		• Develops a professional development plan using multiple forms of data, which include…
		  – teacher observations
		  – formative assessment data
		  – staff needs assessment
		• Identifies areas of growth for whole staff, sub-groups and individual educators and provides a variety of professional learning opportunities to include:
		  – Whole staff sessions
		  – Focus on grade-level and content area learning
		  – Learning communities
		  – Coaching and Modeling
		• Monitors implementation of knowledge and skills gained from professional learning activities
		• Creates opportunities for school based/led professional
			• Develops professional development without using data to support goals and activities
			• Provides professional learning opportunities to educators that are irrelevant and not aligned to needs
			• Provides professional learning opportunities to whole group without considering sub groups or individual educators
			• Monitors implementation of knowledge inconsistently
			• Relies on district-provided professional learning as the only opportunities for growth and development
				• Delivers professional learning with content that is inappropriate, inaccurate and/or ineffective
				• Does not provide differentiated professional development opportunities
				•

		• development • Matches educators with professional learning opportunities based on identified growth areas		
Creates Distributive Leadership Opportunities for Staff	• Identifies high-performing educators to share and lead professional learning in support of struggling colleagues Develops and communicates school-level program to identify and develop school leaders	• Provides support for educators to develop leadership skills, knowledge and behaviors • Provides opportunities for educators to attend district, regional, state and national learning opportunities and meetings • Creates leadership opportunities for effective and interested educators such as: • Facilitate whole group and team meetings • Create, implement and monitor instructional strategies for struggling educators Mentor and provide assistance to new educator	• Provides leadership opportunities to educators that do not develop or support growth in leadership skills and behaviors • Access to leadership opportunities for educators are minimal or ineffective •	• Does not distribute leadership among staff • Misidentifies educators for leadership opportunities based on superficial criteria

| Feedback and Support | • Establishes two-way feedback structure that encourages educators to provide feedback to the school leader
• Acts on feedback and support in a visible way
• Creates system for educators to provide feedback and support that impacts and supports classroom practices and school | • Uses observation and evaluation data to provide targeted feedback that supports the growth and development of instructional staff and school leaders
• Creates support and growth opportunities for educators that include…
     ○ professional learning goals and targets
• | • Provides feedback that does not address areas of growth in a clear and intentional way
• Provides feedback with follow up with opportunities for support and growth
• Feedback is misaligned to and does not use language from the Teaching and Learning Framework | • Does not provide feedback to educators
• Provides feedback that does not improve classroom practice for the whole school, subgroups or individual teachers |

Organizational Leadership 1: Manage the Organization, Operations and Resources

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective

Secures and Allocates Resources	• Collaborates with staff and community to…
	  – assess school wide and classroom resource needs
	  – plan for and use existing district and state resources
	• seek out new resources to support student achievement and school priorities
		• Allocates resources (time, fiscal, physical, technological) to promote and support the school's mission, vision and goals
		•
			• Allocates resources in ways that lack clarity and do not support or promote the school's mission, vision and goals	• Does not allocate resources strategically or aligns them to initiatives that do not support the school's mission, vision and goals

Creates a Safe Environment	• Reviews behavioral data to assess effectiveness of code of conduct and makes adjustments when necessary
	Provides evidence of supports for educators in
	• creating and maintaining classroom codes of conduct that maximize learning and minimize distractions
	• Collaborates with staff to create and frequently assess the school's safety plan
	• Maintains clear routines and procedures school-wide that maximize instructional time and that are visible/known to all stakeholders
		• Ensures that the school-wide code of conduct is…
		  – communicated to and understood by staff and students
		  – implemented fairly and consistently
		  – defines school wide behavioral expectations
		• Collaborates with staff to create and frequently assess the school's safety plan
		• Creates clear routines and procedures to support transitions that maximize instructional time
			• Develops a school-wide code of conduct that is unclear, not communicated and implemented inconsistently.
			• Creates a school safety plan with minimal to no staff input.
			• Creates routines and procedures that provide some structure but allow for distractions and weak transitions that disrupt instructional time
				• Does not develop a school-wide code of conduct or code of conduct is not adhered to at all times
				• Provides no evidence of a school safety plan
				• Does not have routines and procedures and transitions are disruptive and impede instructional time.
				•

Manages Human Capital	• Uses data to place educators strategically in order to create balanced teacher teams and/or assign high-performing teachers with struggling students	• Places educators in grade-level and/or content areas using data as the primary criteria for teacher placement •	• Considers qualifications when assigning teachers but does not include additional factors for placement	• Does not consider qualifications, past performance and/or effectiveness with placing educators

Organizational Leadership 2: Ethics and Diversity

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
Ethics	– Ensures all decisions and actions align with *AASA's Ethical Code* and openly shares rationales for difficult decisions – Pursues appropriate measures to address those laws, policies, and regulations that are not consistent with sound educational goals. – Avoids using positions for personal gain through political, social, religious, economic, or other influence. – Accepts academic degrees or professional certification only from duly accredited institutions. – Maintains the standards and seeks to improve the effectiveness of the profession through	• Ensures all decisions and actions align with the *American Association of School Administrator's(AASA) Ethical Code* – Makes the well-being of students the fundamental value in all decision-making actions. – Fulfills professional responsibilities with honesty and integrity. – Supports the principle of due process and protects the civil and human rights of all individuals. – Obeys local, state, and national laws. – Implements the governing board of education's policies and administrative rules and regulations.	• Has working knowledge of the *AASA's Ethical Code* but inconsistently makes decisions based on these standards	• Does not follow a code of ethics

	research and continuing professional development. ‒ Honors all contracts until fulfillment, release, or dissolution that are mutually agreed upon by all parties to contract.			
Diversity	• Actively creates new opportunities to engage and include diverse staff, students and stakeholders in the overall effectiveness of the school	• Values and engages diversity of staff, students and stakeholders	• Recognizes diversity among staff, students and stakeholders but does not actively seek out their input and feedback •	• Does not show evidence of valuing and/or engaging diverse staff, students and stakeholders

Organizational Leadership 3: Manage and Lead Change and Innovation

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
Identify and build capacity of change agents	• Builds staff capacity to assess individual strengths and utilize them to support change and innovative efforts • Builds staff capacity to use data to create, implement and assess new and innovative classroom practices	• Identifies the strengths of staff and utilizes them to promote and support change and innovative efforts • Uses data to maintain, implement and assess new and innovative organizational and instructional practices	• Implements change without assessing staff strengths or utilizing them to support change and innovation • Creates and implements change and innovative efforts without using data •	• Makes minimal to no attempts to create and/or implement change and innovative efforts in the school
Strategic Planning for Change and Innovation	• Collaborates with all staff and stakeholders to establish the strategic plan to achieve desired results and goals of change and innovation • Communicates strategic plan and provides progress updates on a consistent basis	• Establishes and communicates a plan that lays out strategy to achieve desired end results and goals of change and innovation	• Creates strategic plan but does not engage or communicate to stakeholders •	• Shows no evidence of having a strategic plan for change and innovative efforts
Embraces Change	• Collaborates with all staff and stakeholders to embrace change and innovative efforts	• Encourages staff and stakeholders to embrace change and innovative efforts and supports them to be active participants in the school's progress	• Encourages stakeholders to embrace change and innovation but does not help them to become active participants in the school's progress	• Does not encourage stakeholders to embrace change and innovation or to be active participants in the school's progress

Organizational Leadership 4: Engaging Internal and External Stakeholders in the Learning Process

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective

Engaging Families	• Creates structures for educators to create and maintain school-wide and classroom-level protocols for family involvement that…
	  − Build capacity of families to advocate and communicate with other members of the school community about improved student outcomes
	
	• Includes families on school leadership teams or other leadership roles at the school
	• Actively seeks new and varied opportunities for families to engage with school leadership and school activities
	• Maintains a public positive relationship with families that result in increased parental involvement
		• Builds educator capacity to welcome and engage families
		• Establishes communication system for families that…
		  − provides information about their student's progress and learning
		  − expectations
		  − identifies ways families can participate
		  − is readily accessible to all regardless of socioeconomic, cultural or linguistic diversity
		• Offers opportunities for families to participate in decision-making and school initiatives
		• Provides flexible scheduling for engagement activities in response to parent needs
		• Sustains a positive relationship with staff, families and community members
			• Communicates to families in ways that are not timely, welcoming, frequent, relevant and/or accessible
			• Solicits limited to no input from families
			• Schedules activities that are not flexible in response to parent needs
			• States the importance of relationships, but does little to sustain positive relationship with staff, families and community members
				• Does not create or promote an environment that is welcoming or engaging to families
				• Contributes to the mistrust of parents and community members of the school and staff and evidence of disrespect is present
				• Does not communicate with families

Community Partnerships	• Ensures all community partners support the school's goals and regularly reviews partnerships to ensure continued alignment	• Sustains the school's current community partnerships that support the school's mission, vision and goals. • Sets aside time and other resources to support ongoing relationships with community partners	• Examines community partnerships to determine alignment with school's goals and objectives, but may not actively attempt to sustain them. • Does not schedule adequate time to support and engage community partners	• Does not seek out new or sustain existing community partnerships