



SCHOOL BUILDING LEADER

Test Design

The **School Building Leader** assessment consists of **two tests**. Each test contains a section with multiple-choice questions and a section with written assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of multiple-choice questions and written assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the assessment framework.

Part One (Test Code 100)

Subarea	Range of Objectives	Approximate Number of Multiple-Choice Questions	Written Assignments
Developing, Communicating, and Sustaining an Educational Vision	0001–0004	30	1
Managing Change, Making Decisions, and Ensuring Accountability	0005–0008	30	1
	TOTAL	60	2
	Percentage of Test Score	50%	50%

Part Two (Test Code 101)

Subarea	Range of Objectives	Approximate Number of Multiple-Choice Questions	Written Assignments
Leading the Schoolwide Educational Program	0001–0005	37	1
Managing School Resources, Finances, and Compliance	0006–0008	23	1
	TOTAL	60	2
	Percentage of Test Score	50%	50%



SCHOOL BUILDING LEADER

Assessment Framework

**Developing, Communicating, and Sustaining an Educational Vision
Managing Change, Making Decisions, and Ensuring Accountability
Leading the Schoolwide Educational Program
Managing School Resources, Finances, and Compliance**

The accomplished school building leader understands how to lead people in the development and implementation of shared goals for student learning and achievement. The leader works with key educational stakeholders to develop a vision for the school and articulates it clearly to a variety of audiences in a sustained commitment to making it a reality. The leader communicates clearly and effectively, showing confidence and addressing hard questions effectively.

The building leader works purposefully with others, listening to them, motivating them, building trust, and communicating high standards and expectations for self, students, and staff. The leader maintains a strong relationship with the school district leader and other key stakeholders. The leader initiates and manages change aimed at improving student performance and engages in effective planning to support change initiatives consistent with the educational vision. The leader is patient and persistent, taking the long view and steadily building a learning institution that will endure. The leader stays the course, maintains focus on what is important, develops organizational capacity, and anticipates and overcomes resistance.

The building leader supports, develops, and nurtures staff, encouraging initiative, innovation, collaboration, responsible risk taking, and a strong work ethic. The leader ensures compliance with applicable laws and regulations, sets a standard for ethical behavior, and provides opportunities for staff to grow personally and professionally. The leader recognizes talent; assigns responsibility and authority wisely; and identifies, recruits, mentors, and promotes potential leaders.

The building leader accepts responsibility and accountability and expects the same of others. The leader uses data to assess the state of the organization, identify problems, propose solutions, and validate accomplishments. The leader maintains a focus on student learning and strives to provide students with the support needed to achieve to their potential. The leader plans, organizes, and supervises curriculum, instruction, and assessment to attain learning standards, sustain a culture of equity, and provide a positive, productive learning environment for all students. The leader uses effective organizational and operational management techniques, manages resources carefully, and requires staff to establish and meet clear indicators of success through sound pedagogy, judicious assessment, effective classroom practices, and sustained professional development.

The building leader never stops learning and improving. The leader has the courage to take informed risks and the fortitude to win support even in the face of opposition.

Note: Throughout this assessment framework, the term *district* refers to a school district or comparable regional entity.



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART ONE (Test Code 100)

DEVELOPING, COMMUNICATING, AND SUSTAINING AN EDUCATIONAL VISION

0001 Understand leadership concepts and principles and their application in the school.

For example:

- recognizing key theories of leadership, including organizational leadership, the research that supports them, and best-practice applications
- applying knowledge of leadership principles and concepts at the building level
- understanding the professional environment of school building leadership in New York State (e.g., the structure of public schooling and governance, state and federal laws and judicial decisions affecting building management)
- demonstrating knowledge of the role of values and ethics in school leadership (e.g., the New York State Code of Ethics for Educators)
- understanding the role of interpersonal skills and communication skills in successful building leadership



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART ONE (Test Code 100)

0002 Understand processes for developing and implementing a shared, sustainable educational vision for the school.

For example:

- demonstrating an understanding of procedures for engaging key stakeholders in the development of an educational vision for the school and for aligning the building-level vision with the district's vision, goals, and policies
- identifying characteristics of a sound and sustainable educational vision for the school
- analyzing elements of the political, economic, social, cultural, and value systems of the community, the state, and the nation in order to relate the building-level educational vision to the broader context of schooling
- analyzing information about how a school's educational vision relates to and influences student achievement
- understanding methods for promoting implementation and support of the educational vision among key constituencies and stakeholders, including methods for advocating for financial, human, informational, and technological resources to promote the school's educational vision
- analyzing the roles of individuals and groups within and beyond the school in promoting the educational vision
- demonstrating knowledge of how to use the educational vision of the school as a benchmark for analyzing its needs and accomplishments
- demonstrating knowledge of strategies for continually evaluating and refocusing the school's educational vision, for addressing obstacles to realizing the vision, and for creating a school climate to support the vision



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART ONE (Test Code 100)

0003 Understand principles and practices of clear and effective communication.

For example:

- demonstrating knowledge of procedures for ensuring systematic, two-way communication within the school building and between building leaders and outside stakeholders
- understanding processes for communicating effectively with various audiences through multiple communication modes and for various occasions (e.g., individual and group meetings, activities, media releases, formal presentations)
- analyzing methods for articulating the educational vision in ways that will promote its implementation and generate support (e.g., relating it to the school context, student learning outcomes, core organizational values, shared community norms, and educational research)
- demonstrating knowledge of strategies for communicating assessment results to parents/guardians and other stakeholders
- demonstrating knowledge of how to communicate goals, expectations, and performance results clearly and accurately, addressing both advances and setbacks
- demonstrating an understanding of community and public relations in communicating the school's needs, goals, and accomplishments
- demonstrating knowledge of the uses of technology, such as presentation software and data analysis software, to support effective communication
- demonstrating knowledge of how to use effective speaking and listening skills in interactions with community members, parents/guardians, staff, and students



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART ONE (Test Code 100)

0004 Understand processes of collaboration and cooperation.

For example:

- understanding strategies for working effectively with staff, parents/guardians, and community members to identify and implement goals, objectives, and methods for achieving the educational vision
- demonstrating an understanding of strategies for working effectively with key groups outside the school that are essential to its success (e.g., professional organizations, community-based organizations, governmental organizations, businesses, higher education, the media)
- understanding strategies for building effective ongoing partnerships with families and the community
- demonstrating an understanding of how to work effectively with diverse groups in the school and community; create an atmosphere that encourages respect, trust, and appreciation for all people; and use the experiences and perspectives of those with diverse backgrounds to achieve the educational vision
- demonstrating an understanding of how to apply effective conflict-resolution and consensus-building techniques in varied contexts
- demonstrating an understanding of how to effectively collaborate with colleges to provide experiences for prospective and practicing educators that will enhance the learning of both the college's and the school's students
- demonstrating knowledge of how to work collaboratively with other educational leaders in the school system, especially central office leadership
- demonstrating an understanding of the importance of integrity and ethics in all interpersonal contact



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART ONE (Test Code 100)

MANAGING CHANGE, MAKING DECISIONS, AND ENSURING ACCOUNTABILITY

0005 Understand the process of change and its management in the school environment.

For example:

- identifying key concepts, principles, and applications of the change process (e.g., the role of the change agent, methods for building consensus, strategies for overcoming obstacles)
- demonstrating an understanding of processes for making the case for change in order to improve student learning (e.g., identifying needs, clarifying goals, focusing on outcomes)
- demonstrating an understanding of procedures for informing others of contemplated changes, eliciting input, and gathering support
- demonstrating an understanding of strategies for initiating change in the school environment (e.g., working closely with the district leader, anticipating resistance, communicating a cogent vision of the future)
- demonstrating knowledge of strategies for monitoring change and making needed adjustments to achieve goals
- demonstrating knowledge of how to identify stakeholders who may find changes threatening and develop strategies for addressing their concerns and issues
- analyzing community power structures and developing strategies for enlisting opinion leaders in support of change initiatives consistent with the educational vision



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART ONE (Test Code 100)

0006 Understand comprehensive planning.

For example:

- demonstrating knowledge of principles and practices of data-driven, results-based planning
- demonstrating knowledge of factors to consider in comprehensive planning, including the importance of involving all key stakeholders in planning processes
- demonstrating knowledge of the role of the school leader in comprehensive planning
- demonstrating an understanding of techniques for initiating, leading, and sustaining comprehensive planning efforts, informed by multiple data sources and with the use of technology applications
- demonstrating an understanding of processes for succession planning, including identifying, recruiting, developing, mentoring, promoting, and coaching potential building leaders to expand the capacity of the school and sustain its vision



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART ONE (Test Code 100)

0007 Understand data-driven decision-making and problem-solving skills and procedures.

For example:

- demonstrating knowledge of procedures for effective decision making and problem solving (e.g., clarifying pertinent issues, identifying goals, analyzing options)
- demonstrating an understanding of procedures for gathering, analyzing, and synthesizing data from a variety of sources for school decision making and problem solving
- demonstrating an understanding of risk taking and its appropriate use, procedures for assessing risks continuously and adjusting course quickly to meet identified goals, and strategies for deciding to take a principled risk even without unanimous support
- applying principles of critical thinking to decision making and problem solving (e.g., using logic and evidence, recognizing and questioning assumptions, evaluating preconceptions, distinguishing beliefs from provable statements, considering the impact of a decision on those affected by the decision)
- applying knowledge of procedures for promoting collaborative decision making and problem solving (e.g., valuing diverse views, applying negotiation skills) to facilitate accomplishment of school goals
- understanding strategies for developing consensus and facilitating problem solving



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART ONE (Test Code 100)

0008 Understand how to ensure accountability within the school environment.

For example:

- demonstrating an understanding of the relationship between leadership and accountability
- demonstrating an understanding of the importance and implications of accountability in the school environment
- identifying methods for assessing educational quality and progress and enforcing educational accountability
- demonstrating knowledge of the role of assessment in educational accountability and the use of data to evaluate instructional effectiveness and promote educational improvement
- analyzing procedures for establishing monitoring and accountability systems with respect to educational goals and objectives
- demonstrating an understanding of strategies for establishing a culture of accountability among students, teachers, and other staff
- demonstrating an understanding of the role of school department leaders in helping to achieve the school's educational vision
- demonstrating an understanding of procedures for reporting the organization's progress toward meeting its learning goals and accepting responsibility for outcomes



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART TWO (Test Code 101)

LEADING THE SCHOOLWIDE EDUCATIONAL PROGRAM

0001 Understand student development and learning; curriculum planning; supervision of instruction; and procedures for creating a positive, productive learning environment for all students.

For example:

- demonstrating knowledge of major developmental principles and theories and best-practice applications in the school setting
- demonstrating knowledge of learning theories, principles, and concepts and best-practice applications in the school setting
- demonstrating knowledge of principles and methods of standards-based curriculum planning and development (e.g., creating curriculum maps)
- understanding the educational implications of student differences (e.g., cultural background, home language, disabilities, family characteristics, learning style)
- demonstrating knowledge of how to plan, organize, and supervise curriculum and instruction to meet New York State learning standards, fulfill the educational vision, facilitate interdisciplinary learning, and prepare students for life in a multicultural society
- demonstrating knowledge of practices that support a positive school culture of authentic learning and growth, sustain a culture of equity and diversity, and provide a safe, caring environment for students
- demonstrating knowledge of classroom structures, schedules, and grouping approaches that support teaching and learning goals



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART TWO (Test Code 101)

0002 Recognize effective instruction and assessment and procedures for establishing high standards and expectations for students and staff.

For example:

- applying knowledge of various research-based instructional approaches and strategies to promote student learning
- demonstrating knowledge of the uses, benefits, and limitations of various types of formal and informal assessment
- understanding procedures for implementing sound assessment practices and for using assessment results to further the school's vision and shape improvements
- understanding the significance of student diversity (e.g., cultural diversity, language diversity, exceptionalities) for instruction and assessment and strategies for providing instruction and assessment that are responsive to students' diverse characteristics and needs
- demonstrating knowledge of instructional technology and procedures for working with other school and district professionals to integrate technology into instruction and assessment
- utilizing methods for communicating to the school community, both directly and indirectly, high standards and expectations for oneself, school staff, and students
- demonstrating knowledge of the role of standards and expectations for students and teachers in promoting achievement of shared goals and fulfilling the educational vision
- understanding strategies for clearly defining staff roles and responsibilities and for encouraging a school culture that promotes excellence and supports informed risk taking to achieve goals



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART TWO (Test Code 101)

0003 Understand effective methods for providing support to students.

For example:

- demonstrating an understanding of methods for identifying, marshaling, and leveraging internal and external resources to support student learning
- understanding methods for gathering information about student needs through background research, incisive questioning, and perceptive analysis
- demonstrating an understanding of procedures for working with staff, students, communities, and families to plan and manage activity programs to meet students' academic, athletic, cultural, developmental, leadership, and social needs
- recognizing procedures for using internal and external resources to provide support services for students, including students with disabilities, students who are English language learners, and at-risk student populations
- recognizing the characteristics of effective guidance/counseling programs and student discipline codes
- recognizing procedures for building mutually beneficial collaborative relationships with social service and health service providers and others to meet the needs of students
- demonstrating an understanding of procedures for maintaining a safe, secure, healthy, and supportive learning environment for all students, including effective management of student discipline issues
- demonstrating an understanding of the warning signs of violence and other troubling behaviors, strategies for preventing school violence, techniques for intervening in situations involving school violence, and procedures for consulting with police and emergency services



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART TWO (Test Code 101)

0004 Understand effective methods for providing support to teachers and other staff.

For example:

- demonstrating an understanding of strategies for encouraging initiative, leadership, innovation, action research, knowledgeable risk taking, stress management, collaboration, interdependence, trust, mutual respect, and a strong work ethic
- demonstrating knowledge of methods for creating effective induction plans for new staff
- demonstrating knowledge of procedures for diagnosing staff needs and implementing strategies to address needs and provide ongoing support
- demonstrating knowledge of a variety of supervisory models (e.g., developmental, clinical, coaching) used to monitor and improve staff performance
- analyzing strategies for developing staff capability through supervision and evaluation of teachers, effective staff assignments, and systems of mentoring, support, and development, and taking corrective action when necessary
- demonstrating an understanding of procedures for delegating authority appropriately without abrogating responsibility
- demonstrating knowledge of strategies for providing effective professional support and development to school staff that focuses on authentic problems and student outcomes



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART TWO (Test Code 101)

0005 Understand effective strategies for fostering ongoing staff development and sustaining personal professional growth.

For example:

- demonstrating an understanding of strategies for integrating opportunities for continuous learning into the educational environment (e.g., collaborating with staff, identifying needs, setting goals, implementing professional development plans) and for engaging staff in ongoing informal and formal self-assessment and evaluation
- understanding the use of effective and equitable personnel processes—including recruiting, selecting, inducting, and advancing—in order to retain a highly qualified and diverse staff who will further the school's educational vision
- demonstrating knowledge of the uses of technology and other resources to support learning and professional development throughout the organization
- applying knowledge of adult learning principles and motivation theory to ensure appropriate and effective professional development opportunities
- recognizing the need to allocate adequate time, funding, and other resources to ensure the effective implementation of professional development plans
- identifying techniques for developing, maintaining, and modeling a personal plan for self-improvement, accountability, and continuous learning and for using listening, peer interactions, and reflection to foster ongoing learning
- demonstrating knowledge of various types of resources and activities for promoting one's own professional development and stress management
- demonstrating an understanding of effective time management procedures and strategies, including the use of technology to enhance efficiency



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART TWO (Test Code 101)

MANAGING SCHOOL RESOURCES, FINANCES, AND COMPLIANCE

0006 Understand organizational and operational management.

For example:

- recognizing major theories and research from education and other disciplines relating to the management and development of organizations and people
- applying knowledge of group dynamics, team building, process skills, organizational development, systems theory, and formal and informal power structures and relationships in school and community contexts
- demonstrating an understanding of processes for the daily management of school operations within the structure of New York State public education
- demonstrating knowledge of strategies for overseeing the development of a master schedule
- demonstrating knowledge of processes of collective bargaining and contract management that support and extend the educational vision
- demonstrating knowledge of procedures for effectively reporting the school's progress toward meeting its management goals
- analyzing the use of data and technology for monitoring and evaluating the operations of the school and identifying and addressing potential challenges and deficiencies
- applying procedures for assessing the school's effectiveness in meeting goals and reaching out to the broader community (e.g., families, agencies, community organizations)



SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

SCHOOL BUILDING LEADER, PART TWO (Test Code 101)

0007 Understand the management of facilities, resources, and finances.

For example:

- understanding procedures for effective budget planning and management and for working with stakeholders to establish a school budget
- demonstrating knowledge of procedures for managing school finances and facilities to support achievement of educational goals and objectives
- demonstrating knowledge of procedures for increasing capacity in the school by marshaling and creatively allocating resources to fulfill the school's vision and by planning for and obtaining additional resources as needed
- applying knowledge of public school financing at the federal, state, and local levels, including tax revenues and other sources of funding, and restrictions on uses of funding
- demonstrating knowledge of procedures for effectively reporting the school's progress toward meeting its financial goals
- demonstrating knowledge of processes for creating the conditions necessary for a safe, secure, healthy, and supportive learning environment for all students and staff
- demonstrating knowledge of procedures for crisis planning and prevention and for crisis response
- understanding strategies for enabling the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively

0008 Understand the management of compliance with federal, state, and local mandates.

For example:

- applying knowledge of laws and regulations governing building management, human resource management, student rights and responsibilities, parent/guardian rights and responsibilities, and other matters
- demonstrating knowledge of procedures for applying statutes and regulations as required by law and implementing school policies in accordance with the law
- demonstrating an understanding of reporting requirements, including the filing of academic progress, finance, facilities, and other reports
- demonstrating an understanding of student safety and welfare requirements, including New York State requirements related to the identification and reporting of suspected child abuse and maltreatment