
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELDS 109/110: REVISED (MAY 2019) SCHOOL BUILDING LEADER ASSESSMENT DESIGN AND FRAMEWORK

April 2020

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This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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ASSESSMENT DESIGN**

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

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

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

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

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

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

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

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

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

Part One

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

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

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

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

Part Two

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

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Part One

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

Part Two

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

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

To promote the success and well-being of all students, the New York State School Building Leader has the knowledge and skills necessary for developing a dedicated and educationally effective school faculty and staff through hiring, evaluation, supervision, and professional learning opportunities matched to individual needs. The building leader is able to promote a professional learning community of faculty and staff committed to achieving the school mission, vision, and goals through ongoing collaboration, professional growth and learning, planning, reflecting, sharing, ethical and equitable practice, and problem-solving. The building leader knows how to develop positive, productive relationships with families, business and industry, institutions of higher education, organizations and agencies, and other members of the community and gain their active involvement and support in developing and sustaining a strong school program. The building leader understands and adheres to legal and ethical guidelines relevant to school leadership and knows how to implement operational, administrative, organizational, and fiscal management systems and practices that support achievement of school goals for teaching and learning.

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

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COMPETENCY 0001—INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Performance Expectations

The New York State School Building Leader leads the learning community in developing, articulating, and implementing a shared mission and vision of high levels of learning and well-being for each student and effective, research-supported, culturally responsive curriculum and instructional practice in every classroom. The building leader uses the vision and relevant quantitative and qualitative data to analyze patterns and trends; identify ambitious goals for improved school effectiveness and performance; and develop, implement, evaluate, and monitor plans to achieve those goals. The building leader maintains an intense focus on building a learning organization that is responsive to the academic needs and well-being of all students in promoting digital citizenship and preparing them to be college and career ready. The building leader understands the purposes, uses, and limits of assessments and uses assessment data and other data appropriately to monitor instructional outcomes and identify needs for improved teaching and learning. The building leader establishes systems and practices that support continuous improvement, including individual and collective accountability for results, and advocates on behalf of student learning.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. developing, promoting, modeling, and implementing in collaboration with the school and community members a school mission and vision of student-centered education; equity and inclusiveness; content-relevant technology integration and digital citizenship; continuous improvement; and high achievement, college and career readiness, and well-being for each student
- b. collecting, analyzing, and using data to identify mission- and vision-aligned goals for improved teaching and learning; developing implementation plans and taking actions to achieve goals; monitoring and evaluating progress and effectiveness; and revising plans as needed
- c. establishing, leading, and monitoring a comprehensive, coherent, challenging, technologically rich, and culturally responsive curricular system within and across grade levels that is aligned to state and college- and career-readiness standards, including the New York State P–12 Learning Standards
- d. planning, organizing, supervising, monitoring, and supporting rigorous, equitable, and culturally responsive instructional and assessment systems that are consistent with knowledge of learning and development; are based on research- or evidence-based best practices for curriculum, instruction, and assessment; promote digital literacy; and support the school mission and vision

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- e. leading collaborative efforts to use student assessment data and other relevant data appropriately to monitor student progress, evaluate curriculum, identify instructional strengths and needs, and develop plans for improved learning, including recognizing and addressing the effects of systemic biases on data analysis
- f. ensuring teachers' use of instructional practices that are developmentally appropriate, equitable, and culturally responsive; build on student strengths; integrate content-relevant educational technologies; and promote academic engagement and success, civic responsibility, digital literacy, lifelong learning, and well-being for all students, including students with diverse characteristics and needs (e.g., English language learners, students with disabilities)
- g. making equitable use of technology and information systems to ensure that curriculum and instruction align with current technology and emerging developments, support learning for all students, monitor instructional effectiveness, and promote digital citizenship
- h. ensuring that time spent on quality instruction is maximized, and protecting instruction and student learning from disruption
- i. establishing and using monitoring and accountability systems, including appropriate data collection and analysis, to evaluate the impact of the instructional program and ensure accountability for results
- j. recognizing changing expectations, opportunities, and student needs and using data to identify and respond to emerging trends and advocate on behalf of each student
- k. leading continuous improvement and change processes in support of the school mission and vision, including openly communicating with stakeholders, diagnosing needs, developing implementation plans, promoting coherence among improvement efforts, employing situationally appropriate strategies, instilling accountability, and providing support to stakeholders regarding improvement processes and outcomes

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

Performance Expectations

The New York State School Building Leader develops, nurtures, and sustains a school culture of high expectations, achievement and support, continuous improvement, equity and inclusiveness, and caring and trust that is focused on rigorous academic standards and a shared commitment to and accountability for student learning. The building leader works with others in the school community to create a safe, supportive, equitable, and fair environment for all individuals and groups; to use resources efficiently and effectively; to advocate for social justice and confront disproportionality; and to ensure that consideration of students' academic, behavioral, and social-emotional needs is at the center of all school decision-making. The building leader establishes coherent systems of student support, and ensures that the school culture and learning environment are culturally responsive and embrace the diversity of the school community. The building leader supports the continuous improvement of the school culture and learning environment. The building leader serves as a model of professional, ethical, culturally responsive, and respectful behavior at all times.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. articulating core values and establishing and maintaining a school culture of high expectations and love of learning, student support, equity and inclusiveness, caring and trust, continuous improvement, and shared commitment to and accountability for academic excellence, racial equity, social justice, confronting disproportionality, and well-being for each student
- b. ensuring that faculty and staff set and maintain high academic and behavior expectations for all students
- c. promoting an environment in which all students are consistently learning and respectful, and in which school engagement, active learning, digital citizenship, and positive behavior are expected and supported
- d. navigating uncertainty, risk, and competing initiatives and ensuring that student needs are the primary consideration in all aspects of school decision-making and resource use
- e. creating a personalized, motivating, safe, supportive, and equitable learning environment that enables all students to achieve at the highest levels; allocates educational resources, technologies, and opportunities equitably; fosters positive relationships, acceptance, and trust; and promotes all students' social and emotional development, sense of responsibility, and accountability for their own learning

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- f. establishing and sustaining coherent and equitable systems of academic, behavioral, and social supports, including services, activities, technologies, and accommodations, to meet the needs of all students
- g. promoting a learning environment that is culturally responsive, is respectful and representative of student diversity, and embraces the cultural and linguistic diversity of the school community as an asset for teaching and learning
- h. ensuring that each student has full and equitable access to educational programs, curricula, and available supports; recognizing and confronting implicit and institutional biases that impede access and opportunity; and safeguarding the values of democracy, equity, social justice, community, and diversity
- i. using and monitoring equitable positive behavior systems and systems for supporting all students' social-emotional development, including understanding culture and context and recognizing the impact of adverse childhood experiences
- j. implementing and evaluating procedures for preventing and resolving conflicts within the school community in an equitable manner
- k. using data to evaluate the school culture and learning environment; developing and implementing processes for their continuous improvement; and employing situationally appropriate strategies in support of a positive and inclusive school culture and learning environment
- l. modeling, in all aspects of school leadership, integrity; fairness; transparency; perseverance; cultural responsiveness; digital citizenship; professional, ethical, and respectful behavior; and the belief that each student can learn, as well as expecting the same behavior from others

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

Performance Expectations

The New York State School Building Leader recruits and retains a diverse, educationally effective faculty and staff while fostering continuous improvement in instruction, leadership, and student achievement. The building leader develops the professional capacity of faculty and staff to promote the academic success, love of learning, and well-being of all students. The building leader oversees the development of a professional learning community whose members are committed to achieving the school mission, vision, and goals through collaboration, teamwork, action research, planning, innovation, ethical and equitable practice, and problem-solving grounded in reflection on and analysis of current student and school performance. The building leader uses effective observation and evaluation practices, in order to evaluate the performance of faculty and staff; provides differentiated professional growth opportunities to improve performance for faculty and staff and learning for all students; and adheres to requirements related to human resource administration. The building leader models a culture of professional growth, digital citizenship, and personal and professional health through reflection, study, improvement, and attention to work-life balance.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. recruiting, developing, and retaining a diverse faculty and staff, in order to form an educationally effective team that is committed to the school's mission, vision, goals, and values and to promoting the academic success, love of learning, and well-being of all students
- b. assigning and scheduling faculty and staff strategically to meet student needs, allocate educational resources equitably, support school goals, maximize professional capacity, and promote professional growth and learning
- c. designing and implementing effective induction and mentoring plans, in order to support, retain, and improve the performance of new teachers, and managing faculty and staff turnover and succession
- d. establishing and maintaining a professional learning community that is characterized by collaboration, teamwork, and trust; reflective practice; initiative, innovation, and problem-solving; action research; data use and digital citizenship; ethical and equitable practice; and commitment to continuous improvement and student success and well-being
- e. creating individualized professional growth plans, providing faculty and staff support systems, and using supervisory approaches appropriate to individual strengths and needs

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- f. supervising, observing, and evaluating the performance of faculty and staff using approved systems, and providing actionable and effective feedback
- g. collaborating with faculty and staff to develop, implement, and facilitate high-quality coaching, workshops, team meetings, and other professional learning opportunities to sustain professional growth, reflection, cultural responsiveness, and digital citizenship; develop professional knowledge, skills, and practice; and support school improvement and student learning
- h. providing formal and informal opportunities to mentor emerging leaders in the school community, cultivate and distribute leadership among faculty and staff, create a diverse leadership pipeline, and encourage initiative with regard to school improvement processes
- i. acting in accordance with local policies and procedures and state and federal laws and regulations related to human resource administration; processes of collective bargaining and contract management; and issues of equity, ethics, diversity, and fairness

COMPETENCY 0002—FAMILY AND COMMUNITY ENGAGEMENT

Performance Expectations

The New York State School Building Leader ensures that the school and its faculty and staff are accessible to families and the community. The building leader communicates regularly with families and community members and effectively promotes and sustains family and community collaboration and engagement to support student learning and school improvement efforts. The building leader recognizes cultural, social, financial, and intellectual resources in the community as assets and uses leadership skills to reach out to diverse constituencies; develop positive relationships; and create partnerships beneficial to students, their families, the school, and its faculty and staff. The building leader communicates effectively; advocates for student, family, and community needs; and collaborates with district schools and offices following policies and protocols.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. ensuring that the school and its faculty and staff are accessible and welcoming to families and members of the community
- b. guiding faculty and staff to establish and maintain positive, productive, and respectful relationships with parents/guardians for the benefit of all students; recognize and access funds of knowledge available in students' families; and engage parents/guardians in their children's learning in and out of school
- c. understanding and maintaining a presence in the community; communicating regularly with families and the community in their preferred mode about school strengths and needs; and engaging families and the community in the planning and implementation of school improvement and change processes

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- d. promoting family engagement in children's education and developing partnerships with families and the community to establish and achieve school goals for the academic success and well-being of each student
- e. establishing and sustaining productive partnerships with business and industry; higher education and postsecondary institutions; nonprofit and community-based organizations; government agencies; and other cultural, social, financial, and intellectual resources in the community, in order to access and integrate external resources; promote student learning, health, and well-being; and meet specific school needs
- f. ensuring that the school is a resource for families and the community and responding effectively to diverse family and community interests and needs
- g. establishing effective systems for two-way communication between the school, families, and community members, including the use of community and media relations, digital means of communication, and public information strategies
- h. advocating for the needs and priorities of students, families, and the community, as well as for the school and the district
- i. collaborating with the district office, school board, and other district schools, including feeder and connecting schools, in accordance with established policies and protocols

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

Performance Expectations

The New York State School Building Leader uses, maintains, and monitors effective operational, administrative, technological, and fiscal systems and practices in support of the school's mission, vision, and goals. The building leader ensures that all systems support student academic success and the well-being of students, faculty, and staff. The building leader ensures adherence to legal requirements in support of a school organization focused on effective teaching and learning.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. managing and monitoring operational and administrative systems (e.g., facilities, technologies, security, food services, transportation, budget oversight, governance), in order to support the mission, vision, and goals of the school
- b. using technological tools, data systems, and communications systems, in order to support organizational management; increase organizational effectiveness; deliver effective presentations and reports; promote data literacy, appropriate data use, and digital citizenship; and support school improvement

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- c. planning, managing, and monitoring school budgets, including the use of data to inform planning, and allocating, aligning, and efficiently utilizing fiscal and other resources equitably, in order to achieve educational goals and priorities
- d. using knowledge of public school financing, sources of funding, strategies for obtaining additional resources (e.g., grants), and requirements regarding the uses of funding to maximize fiscal resources; support curriculum, instruction, assessment, and other school programs; and promote academic success and well-being for each student
- e. using efficient and effective procedures for accurate financial management and accountability, including record keeping, reporting, and internal controls, consistent with legal requirements
- f. using procedures for allocating and utilizing facilities, technologies, space, and time effectively and equitably, in order to meet each student's educational needs and provide a safe, secure, and healthy environment for all students
- g. using procedures for building security, information security and privacy, crisis prevention and response planning, and emergency management to maintain a safe and secure school environment
- h. using practices that enable the school's physical plant and equipment to operate safely, efficiently, and effectively
- i. adhering to laws, policies, regulations, professional norms, and ethical standards related to student, staff, and parent/guardian rights, protections, and responsibilities; educational equity; student safety and welfare; students with disabilities, students who are English language learners, and other protected classes; building management; digital citizenship; and other matters relevant to school leadership consistently, fairly, and equitably, in order to support academic success and well-being for each student
- j. conducting investigations in accordance with district policies, protocols, procedures, and collective bargaining agreements