

Student Centered Accountability Program (S-CAP) SYSTEM SUPPORT REVIEW (SSR): Leadership and Vision

The district has a high-quality leadership and management team with a clear vision, ambition, and goals. The team has a sense of purpose and high aspirations, with an action plan aligned to priorities, focused on student success. It has an organization structure with defined roles, and a system of continuous improvement.

Framework Element	REF #	Sub-Elements
Builds Cognitive Capital (Garmston, Costa and Zimmerman, 2014) 1. Knowledge of pedagogy and academic performance 2. Skills of organizational management.	A.1.	Leadership holds and communicates explicit high expectations for the performance of students and adults (pedagogy and academic performance).
	A.2.	Leadership uses conflict management and resolution strategies effectively (collaborative disposition and facilitation).
	A.3.	Leadership team is regularly visible in classrooms (collaborative disposition and facilitation).
	A.4.	Leadership team encourages and develops the leadership of others (collaborative disposition and facilitation).
	A.5.	Leadership develops and sustains relationships based on trust and respect with students and staff (collaborative disposition and facilitation).
	A.6.	Leadership develops and sustains relationships based on trust and respect with families and community (collaborative disposition and facilitation).
	A.7.	Leadership builds capacity of instructional staff to analyze a variety of assessment data to determine patterns in student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas (pedagogy and academic performance).
	A.8.	Leadership team collects and uses data from visits to coach and support teachers' improvement (collaborative disposition and facilitation).
Continuous Improvement: Leadership creates a system of continuous improvement that optimizes learning	B.1.	Leadership and staff use an inclusive, thoughtful, and thorough process to write, implement, monitor, evaluate and adjust the district's strategic priorities.

and ensures organizational effectiveness.	B.2.	The leadership team designs and implements professional learning opportunities based on strategic priorities.
	B.3.	The leadership team shares SSR results with key stakeholders and uses SSR results to set strategic priorities. (S-CAP member Years 2-5 only)
	B.4.	Strategic priorities are of a manageable number and represent the highest expected impact on results.
	B.5.	The district has the capacity to develop/mentor new staff in understanding and buy-in on strategic priorities.
Communication Effective processes are established for exchange of information, leading to stakeholder input and influence regarding the mission and vision.	C.1.	Leaders consistently demonstrate effective written, spoken, and nonverbal interactions with staff and students. Effective communication is a feature of the system.
	C.2.	Leadership team uses numerous tools (e.g., faculty meetings, community meetings, social media, newsletters) to communicate the vision and strategic priorities with stakeholders.
Vision: The district has a well-articulated vision and mission that is evidenced by decision-making, policy development, instructional practices, strategic planning and the allocation of the budget.	D.1.	The leadership keeps, displays and models the vision/mission (based on beliefs and values of the community), for the whole community and keeps teaching and learning at the center of the district's agenda.
	D.2.	Leadership and staff intentionally align decisions, actions and initiatives to the mission, vision, and strategic priorities.
	D.3.	Leadership continuously communicates the vision and mission of the district and uses them to reinforce the commitment to comprehensive student success.
Board and Leadership	E.1.	The Board keeps the vision and mission at the center of decision-making and policy-making.
	E.2.	The Board demonstrates commitment and alignment with the work of the S-CAP.

Costa, A. L., Garmston, R. J. Zimmerman, D. (2014). *Cognitive Capital: Investing in Teacher Quality*. New York, NY: Teachers College Press.