Broward Assessment for School Administrators (BASA) Indicators
2015-2016 – Short Form

Bold = BEST

Student Achievement
The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.
Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (The Florida Standards).
Indicator 2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 3 – <u>Planning and Goal Setting</u>: The leader demonstrates planning and goal setting to improve student achievement.
Indicator 4 - <u>Student Achievement Results</u>: The leader demonstrates evidence of student improvement through student achievement results.
Indicator 5 - <u>Learning Organization</u>: The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 6 – **<u>School Climate</u>: The leader maintains a school climate that supports student engagement in learning.**
Indicator 7 – **<u>High Expectations</u>: The leader generates high expectations for learning growth by all students.**
Indicator 8 - <u>Student Performance Focus</u>: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Instructional Leadership
The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.
Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
Indicator 9 - <u>Standards-based Instruction</u>: The leader delivers an instructional program that implements the state's adopted academic standards (The Florida Standards) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance. <u>Learning Goals Alignments</u>: The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 10 - <u>Curriculum Alignments</u>: The leader implements systemic processes to ensure alignment of curriculum resources with state standards for the courses taught.
Indicator 11 - <u>Quality Assessments</u>: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 12 - <u>Faculty Effectiveness</u>: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Indicator 13 - <u>Feedback Practices</u>: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 14 -<u>Instructional Initiatives</u>: District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 15 - <u>Facilitating and Leading Professional Learning</u>: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Indicator 16 – <u>Student-Centered</u>: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
Indicator 17 – <u>Success-Oriented</u>: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
Indicator 18 - <u>Achievement Gaps</u>: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

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Operational Leadership
The focus is on school operations and leadership practices that integrate operations into an effective system of education.
Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.
Indicator 19 – <u>Problem-Solving</u>: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.
Indicator 20 - <u>Quality Control:</u> The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.
Indicator 21 - <u>Technology Integration</u>: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
Indicator 22 – <u>Delegation:</u> The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
Indicator 23 - <u>Relationships</u>: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.
Indicator 24 - <u>Organizational Skills</u>: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 25 - <u>Strategic Instructional Resourcing</u>: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 26 - <u>Clear Goals and Expectations</u>: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 27 - <u>Accessibility:</u> The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 28 - <u>Recognitions</u>: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Professional and Ethical Behaviors
The focus is on the leader's professional conduct and leadership practices that represent quality leadership.
Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Indicator 29 – <u>Resiliency</u>: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school's vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
<u>Commitment</u>: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.
Indicator 30 - <u>Professional Conduct</u>: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).