

**OFFICE OF CHIEF ACCOUNTABILITY OFFICER**  
**Summary of State Board of Education Agenda Items**  
**Consent Agenda**  
**April 19, 2018**

**OFFICE OF EDUCATOR LICENSURE**

- T. Approval to establish a passing score for the newly revised version of the *School Leaders Licensure Assessment (SLLA) (Test Code 6990)* as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information: On March 2, 2018, the Commission on Teacher and Administrator Education, Certification and Licensure and Development met in its regularly scheduled meeting and approved the recommendation received from an Ad Hoc Committee of the Commission on Teacher and Administrator Education, Certification and Licensure and Development to adopt a passing score of 151 for the newly revised version of the *School Leaders Licensure Assessment (SLLA) (Test Code 6990)*.

The new version of the *School Leaders Licensure Assessment (SLLA) (Test Code 6990)* will replace the current version of the *School Leaders Licensure Assessment (SLLA) (Test Code 6011)* with an effective date of September 1, 2018.

The current version of the *School Leaders Licensure Assessment (SLLA) (Test Code 6011)* will be discontinued effective August 31, 2018. Adhering to the State Board of Education's Discontinued Test Policy, Mississippi's passing score for the SLLA Test Code 6011 will be accepted through August 31, 2020, if that passing score was achieved on or prior to August 31, 2018.

Recommendation: Approval

Back-up material attached





## School Leader Licensure Assessment (6990)

### Test at a Glance

Test Name	<b>School Leader Licensure Assessment</b>		
Test Code	<b>6990</b>		
Time	<b>240 minutes</b>		
Number of Questions	<b>Section I: 120 selected-response questions</b> <b>Section II: 4 constructed-response questions</b>		
Test Delivery	<b>Computer Delivered</b>		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Strategic Leadership	20	13%
	II. Instructional Leadership	27	17%
	III. Climate and Cultural Leadership	22	13%
	IV. Ethical Leadership	19	12%
	V. Organizational Leadership	16	10%
	VI. Community Engagement Leadership	16	10%
	VII. Analysis Constructed Response (CR)	4	25%

## About This Test

The School Leader Licensure Assessment (SLLA) is designed to measure the extent to which entry-level school leaders demonstrate the standards-relevant knowledge and skills necessary for competent professional practice. The content of the SLLA was defined by a national committee of expert practitioners and preparation faculty and confirmed by a national survey of the field.

The School Leader Licensure Assessment is aligned with the 2015 Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

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This test may contain some questions that do not count toward your score.

## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. Strategic Leadership

#### A. Mission, vision, goals, and core values

A school leader

1. Understands how to develop an educational mission for the school to promote the academic success and well-being of each student
2. Understands how to analyze multiple sources of data about current practice before developing or revising the mission, vision, and goals
  - a. Selects appropriate school goals that are aligned with district goals and based on data
  - b. Evaluates if the current mission, vision, and goals are appropriate
3. Understands how to implement a vision and goals that reflect core values and are created with challenging and measurable expectations for all students and educators
  - a. Determines if expectations are measurable, rigorous, and connected to the vision and goals
  - b. Develops goals that are specific, measurable, attainable, results driven, and time bound
  - c. Identifies resources for developing the mission, vision, and goals
4. Knows how the vision and goals relate to local, state, and federal policies
5. Understands how to model the school's mission, vision, and core values in all aspects of leadership

#### B. Shared commitments to implement the vision and goals

A school leader

1. Understands how to engage staff and community members with diverse perspectives in implementing the vision and achieving goals
  - a. Identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
2. Knows how to develop shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies to achieve the vision and goals
  - a. Builds consensus
  - b. Develops a plan to delegate responsibilities
3. Knows how to determine and implement effective strategies to evaluate progress toward the vision and goals
4. Knows how to communicate the shared vision and goals in ways that facilitate key faculty, staff, students, parents, and community members' ability to understand, support, and act on them
  - a. Selects and assesses communication strategies for faculty, staff, students, parents, and community members

C. Continuous improvement toward the vision and goals

A school leader

1. Understands how to use and interpret multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers
2. Knows how to use data-driven decision making, research, and best practices systematically to design and monitor plans, programs, and activities to achieve the vision and goals
3. Knows effective strategies to facilitate needed change
  - a. Manages uncertainty and risk
  - b. Supports the needs of individuals during the change process
  - c. Communicates the needs, process, and outcomes of improvement efforts
  - d. Identifies and knows strategies to address barriers to achieving the vision and goals
4. Knows how to engage staff, students, and community in planning, implementing, and assessing programs and activities
5. Understands the strategic planning process to promote alignment among all aspects of the school organization
  - a. Formulates appropriate critical questions to outline processes and criteria
  - b. Uses relevant data and evidence-based inquiry to formulate a plan
  - c. Identifies and aligns resources, including technology, to support and achieve the mission, vision, goals and core values
  - d. Engages faculty, staff, family and community members

II. Instructional Leadership

A. Professional development and building capacity

A school leader

1. Knows how to develop and implement job-embedded, standards-based professional development that meets the learning needs of students and staff
  - a. Develops processes to support teachers' growth and student learning
  - b. Analyzes situations and recommends appropriate teaching and learning practices
2. Understands how to use data to provide ongoing feedback to teachers that improves practice and student learning
  - a. Develops a process to provide actionable feedback (e.g., co-teaching, peer coaching, and classroom walk-throughs) to increase teacher effectiveness and student performance
  - b. Participates in collaborative data analysis (e.g., evaluates student work and disaggregates test scores) to increase teacher effectiveness and student performance
3. Understands how to guide and monitor individual teacher professional development plans and progress for continuous improvement of teaching and learning
  - a. Identifies the professional development needs of each teacher
  - b. Creates a professional development plan
  - c. Monitors and assesses the effectiveness of the professional development plan

4. Understands how to establish expectations and provide opportunities for teachers to strengthen their content knowledge, skills, and practice to achieve intended outcomes for students
5. Understands how to provide differentiated professional development opportunities for faculty and staff
  - a. Understands and provides a variety of resources (e.g., seminars, book studies, workshops, mentoring, coaching) to support job-embedded professional learning
  - b. Develops and supports a culture of collaborative learning through a professional learning community
6. Knows how to develop the capacity of faculty and staff
  - a. Provides support and opportunities for teacher leadership
  - b. Provides support and opportunities for leadership from other members of the school community
7. Understands how to promote a healthy work-life balance for self and others
8. Understands his or her own learning and effectiveness through self-reflection, professional development, and informal and formal peer collaboration
9. Knows how to foster continuous improvement of personal and collective instructional capacity to achieve intended outcomes for each student

## B. Rigorous curriculum and instruction

### A school leader

1. Understands how to strengthen teachers' knowledge of rigorous curriculum and standards-based instructional programs
  - a. Creates a culture supporting rigor and relevance in curriculum and instruction
  - b. Ensures collaborative schoolwide practices and programs focus on a rigorous curriculum and standards-based instruction to meet student and staff needs
2. Understands how to work with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
  - a. Collaboratively facilitates disaggregation of data to inform instruction
  - b. Provides time for collaborative discussion of data and instructional strategies
3. Understands how to develop and implement curricular and instructional programs to ensure student needs are met
  - a. Identifies student needs
  - b. Develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
  - c. Evaluates the effectiveness of instructional programs
4. Knows how to align rigorous curriculum and instruction horizontally and vertically to ensure consistency and coherence
  - a. Engages in constructive discussions within the school and with feeder schools
  - b. Engages in ongoing development with feeder schools to ensure consistency and coherence of curriculum
5. Understands how to assure alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development with content standards
  - a. Analyzes school improvement plans to ensure these elements are met and linked together systematically

6. Understands how to assist teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
7. Knows how to work with faculty and staff to evaluate emerging educational trends and use research findings for school improvement
8. Knows how to identify and use research-based and evidence-based strategies and practices in ways that close opportunity and achievement gaps
9. Understands how to conduct frequent classroom visits, walk-throughs, and observations to provide constructive, meaningful, actionable feedback that supports the development of faculty and staff
10. Understands how to promote the effective use of technology in teaching and learning
  - a. Provides students with access to technology tools that enhance learning and support the curriculum
  - b. Supports teachers in the use of technology in instruction and assessment of student learning

## C. Assessment and accountability

### A school leader

1. Understands how to use assessment and accountability systems to improve the quality of teaching and learning for each student
  - a. Facilitates ongoing analyses of data about the performance of subgroups and all students to improve instructional programs
2. Understands how to analyze multiple sources of data, including formative and summative assessments
  - a. Uses data to evaluate student learning, effective teaching, and program quality
  - b. Provides timely feedback to teachers, students, and parents
3. Knows how to analyze, interpret, and communicate data to the school community about progress being made toward the vision and goals
4. Knows how to support teachers in development of appropriate classroom assessments that are aligned with the school's curriculum and provides meaningful feedback for student performance and instructional purposes
  - a. Develops a plan that provides opportunities for collaboration and feedback about classroom assessments
5. Knows how to use valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement
  - a. Understands the different types of assessments
  - b. Uses assessments appropriately to evaluate and maximize student learning



### III. Climate and Culture Leadership

#### A. Community of care and support for teachers of care and support for teachers

##### A school leader

1. Knows how to create opportunities and a safe environment in which the faculty and staff examine and express their beliefs, ideas, values, and practices about teaching and learning
2. Knows how to provide opportunities for teachers to take appropriate risks for improving teaching and learning
3. Knows how to create structures and procedures that provide time and resources for a collaborative teaching and learning community
  - a. Promotes shared responsibility and accountability within the teaching and learning community
4. Understands how to empower and motivate teachers and staff to improve their professional practice and focus on continuous learning and improvement
5. Understands how to hold faculty and staff accountable for a safe and supportive climate
6. Knows how to promote a healthy work-life balance for self and others
7. Understands how to develop and support open, productive, caring, and trusting working relationships

#### B. Equity and cultural responsiveness

##### A school leader

1. Understands that each student should be treated fairly, respectfully, and with an understanding of students' culture and context
2. Knows how to recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning
  - a. Ensures the use of culturally relevant curriculum and instructional strategies
  - b. Integrates the cultures and languages of the school community into the school's learning environment
3. Understands how to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, cocurricular programs, and other resources for student success
  - a. Identifies opportunity gaps
4. Understands how to implement policies and practices that address student misconduct in a positive, fair, and unbiased manner
  - a. Conducts legal, fair, and timely investigations
  - b. Analyzes disaggregated discipline incident data
  - c. Protects privacy, rights and due process

5. Knows how to confront and alter institutional biases toward protected social groups (e.g., race, class, culture and language, gender and sexual orientation, and special status students or students with disabilities) to promote each student's academic success and well-being
  - a. Identifies and alters systems of practice that perpetuate inequities
  - b. Eliminates marginalization
  - c. Avoids practices of deficit-based schooling
6. Understands how to develop a shared understanding of and commitment to maintaining high standards for all students and closing achievement gaps
  - a. Creates a culture of high expectations for all students
  - b. Identifies achievement gaps
  - c. Develops plans to reduce gaps
7. Understands how to act with cultural competence and responsiveness in interactions, decision making, and practice
  - a. Displays openness to change and differences
  - b. Communicates cultural competence to faculty and staff
  - c. Investigates reports of inequity
  - d. Engages people from different social groups (e.g., race, class, culture and language, gender and sexual orientation, and special status students or students with disabilities)
8. Understands how to address matters of equity and cultural responsiveness in all aspects of leadership
9. Understands the traditions and cultural history of the school and community

## C. Community of care and support for students

### A school leader

1. Understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of students
  - a. Implements a school safety program
  - b. Implements support systems (e.g., peer mediation, positive behavior programs)
  - c. Coordinates with appropriate professional support services (e.g., social worker, crisis counselor, and programs by school counselors)
  - d. Facilitates the implementation of programs for students who are economically disadvantaged
2. Understands how to create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community
  - a. Ensures the implementation of awareness and prevention programs addressing harassment, intimidation, and bullying
3. Knows how to provide resources and coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of students and promote student engagement
  - a. Identifies and provides information about school and community outreach programs (e.g., nutrition, hygiene, and medical)
4. Understands how to promote adult-student, student-peer, and school-community relationships that value and promote academic learning and positive social and emotional development
5. Understands how to cultivate and reinforce student engagement in school and positive student conduct

## IV. Ethical Leadership

### A. Ethical and legal behavior

A school leader

1. Understands how to model personal and professional ethics, integrity, justice, and fairness and expects the same of others
  - a. Behaves in a trustworthy manner
  - b. Recognizes when ethics have been breached and takes appropriate action
  - c. Holds self and others accountable for ethical behavior
  - d. Practices appropriate technology use (e.g., social media)
  - e. Understands how to reference the mission, vision, goals, and core values
2. Knows how to safeguard and promote the values of individual freedom and responsibility, equity, social justice, community, and diversity
3. Understands how to use appropriate systems and procedures to protect the rights and confidentiality of faculty, staff, and students
4. Understands that he or she is responsible for each student's safety, academic success, and well-being
5. Knows how to model transparent, consistent decision-making practices
  - a. Makes data and rationales explicit
  - b. Communicates reasons for decisions as appropriate
  - c. Facilitates an open decision-making process
  - d. Disseminates data in a transparent or open manner within legal constraints

6. Understands how to implement practices that hold faculty, staff, and students accountable for ethical and legal behavior
  - a. Implements practices to hold staff members accountable for their actions
7. Understands how to establish and maintain an inclusive school community
8. Knows how to address unethical behavior as it may adversely affect students and adults
  - a. Recognizes how unethical behavior may adversely affect students and adults and takes appropriate action

### B. Ethical values and beliefs

A school leader

1. Understands the importance of self-reflection and establishing goals for improvement
2. Understands how to employ ethical decision making regarding policies
  - a. Provides equitable access for students
  - b. Offers equitable access to hiring and promotion for faculty and staff
3. Understands how to provide moral direction for the school and promote ethical behavior among faculty, staff, and students
4. Understands that the school leader is responsible for each student's safety, academic success, and well-being

## V. Organizational Leadership

### A. Managing operational systems

#### A school leader

1. Knows how to implement district policy for facility use and needs
  - a. Prioritizes short term and long-range facilities' needs
  - b. Follows procedures for community use of school facilities
2. Knows district policy on how to develop a process to ensure compliance with local, state, and federal safety regulations for the building and grounds
  - a. Ensures readiness for required inspections (e.g., fire, safety, water, and air)
3. Knows how to use technology to improve the quality and efficiency of operations and management
  - a. Acquires equipment and technology and monitors its maintenance and appropriate use
  - b. Develops a plan for acquisition and maintenance of equipment and technology
  - c. Implements an appropriate Internet-use policy and monitors compliance
4. Knows how to institute, manage, and monitor operations and administrative systems that promote the mission, vision, goals, and core values
5. Knows how to use and maintain data and communication systems to deliver accountable information

### B. Aligning and obtaining fiscal and human resources

#### A school leader

1. Knows how to allocate funds based on student needs within the framework of local, state, and federal regulations
  - a. Develops and monitors a collaborative budget process
  - b. Acts as a responsible, ethical, and accountable steward of the school's resources
2. Knows how to implement effective strategies to recruit, select, support, develop, and retain effective and caring certified faculty and other staff
  - a. Plans for effective induction and mentoring programs
  - b. Ensures a process for teacher recruitment that is reflective of the diversity of the school community
3. Understands how to assign personnel to address student needs, legal requirements, and equity goals
4. Understands how to evaluate educational programs to ensure that all instructional and student support needs are met
  - a. Advocates for hiring needs
5. Knows how to strategically manage personnel assignments for optimizing student-learning needs

C. Protecting the welfare and safety of students and staff

A school leader

1. Understands how to ensure a safe environment by proactively addressing challenges to the physical and emotional safety and security of students faculty, and staff
  - a. Develops a comprehensive safety and security plan in accordance with local, state, and federal policy
  - b. Involves appropriate faculty, staff, students, parents, and community members to develop the plan
  - c. Conducts ongoing reviews of the plan
2. Knows how to develop and advocate for a system of support to ensure the welfare and safety of students, faculty, and staff
  - a. Identifies counseling and health services for students and staff
  - b. Aligns resources to meet the identified needs
3. Knows how to involve teachers, students, and parents in developing, implementing, and monitoring guidelines for student welfare and safety
  - a. Is familiar with student health programs (e.g., vision screening, scoliosis, health, and immunization records)
  - b. Plans student safety programs (e.g., background checks, student identification, and safe transportation to and from school)
4. Knows how to identify and document key emergency support personnel in and outside of the school
  - a. Communicates the information about key emergency support and school personnel to appropriate parties
5. Knows how to communicate with faculty, staff, students, parents and community members on a regular basis to discuss safety expectations
  - a. Documents communication of safety expectations to faculty, staff, students, parents, and community members

VI. Community Engagement Leadership

A. Collaborate with families and other community members

A school leader

1. Knows how to access and use resources from the school, family members, and community to support student and adult learning, with a focus on removing barriers to learning
  - a. Collaborates with faculty, staff, students, parents, and community members to use resources and ensure barriers to learning are removed
  - b. Integrates a variety of programs and services that fully engage the school and the entire community
2. Understands how to support and engage families in decision making about their children's education
3. Understands how to use effective public information strategies to communicate with families and community members (e.g., social media, e-mail, night meetings, and multiple languages)
  - a. Understands and models the need for two-way communication
4. Knows how to apply communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
  - a. Organizes internal and external venues and practices to celebrate the successes of the students and school
5. Knows how to use appropriate strategies for communicating effectively with the media
  - a. Uses a communication plan shared with faculty, staff, students, parents, and community members
  - b. Demonstrates an ability to communicate with the media

B. Community interests and needs

A school leader

1. Knows how to identify the competing perspectives of faculty, staff, students, parents, and community members
2. Understands how to engage with the local community in a proactive manner
  - a. Participates, actively and regularly, in a variety of community events
  - b. Advocates for the school within the community
3. Knows how to accommodate diverse student and community dynamics by using appropriate strategies and research methods
4. Understands how to use diverse representatives of the community to strengthen educational programs and planning
  - a. Involves members of diverse community groups in all school planning and improvement efforts
5. Understands how to demonstrate cultural sensitivity and competence by engaging members of communities in shared responsibilities that improve education and achievement of all students

C. Maximizing community resources

A school leader

1. Understands how to collaborate with community agencies that provide health, social, and other services to families and children
2. Knows how to develop mutually beneficial relationships with business, religious, political, and service organizations to share both school and community resources, such as buildings, playing fields, parks, and medical clinics
  - a. Provides school resources for families and the community
  - b. Identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible
3. Understands how to use resources from the community appropriately and effectively to support student learning
  - a. Evaluates the effective use of current community resources in support of student learning
4. Knows how to seek community support to sustain existing resources and identifies additional resources as needed
  - a. Provides information to the community about the benefits of existing and needed resources
  - b. Identifies and solicits community resources to support student learning
5. Knows how to advocate publicly for the school and district and for the importance of education, student needs, and priorities of families and the community
  - a. Facilitates constructive discussions with the school community about local, state, and federal laws, policies, and regulations
  - b. Fosters relationships with policy makers to meet student needs (e.g., increases resources and influences policy)
  - c. Advocates for excellence and equity in education

## VII. Analysis

A school leader

1. Understands the strategic planning process and how to use and interpret multiple sources of data to ensure continuous improvement toward the vision and goals
2. Understands how to work with teachers to implement a rigorous, standards-based curriculum and effective instructional practices consistently to ensure student academic success
3. Understands how to act with cultural competence and establish a culture of high expectations for all students, including addressing opportunity gaps, inequity, and institutional bias in all aspects of decision making and practice
4. Understands how to model and hold others accountable for ethical and legal behavior, including implementing practices that hold faculty, staff, and students accountable for ethical and legal behavior

