

VERSION 4 (3/20/17) - UNIFIED SET OF BPS LEADER COMPETENCIES

DRAFT FRAMING:

- ***Why did we build these competencies?*** To provide a guide for planning professional learning experiences for BPS leaders
  - ***What is a competency?*** Competencies describe the attitudes, knowledge and skills that school leaders in Boston need to bring to the work of closing opportunity and achievement gaps. They are transferable across multiple contexts within the daily work of school leaders. Competencies will help us plan professional development that is coherent, aligned to the district's vision and the roles that all BPS leaders play in making it a reality.
  - ***How does this list of competencies for leaders relate to good instruction?*** This is complementary to other coherence-building efforts in the district. The competencies are developed to align with the strategic priorities of the district. The guide for the planning of professional learning opportunities. For example, the IPP articulates our vision for teaching and learning that will close achievement and opportunity gaps.. All of these competencies would have direct application in implementation of IPP design principles by describing the leadership actions that will enable that kind of teaching and learning.
  - ***What role will these competencies play in other district efforts?*** These competencies intentionally aim to build coherence, connect school leader beliefs, mindsets, and skills back to district's strategic implementation plan. Purpose of competencies is to focus on the behaviors, attitudes, and knowledge our school leaders need in order to close the opportunity and achievement gaps.
  - ***How do these competencies relate to my evaluation?*** The application of the competencies touches on all four standards for professional practice. School leaders will continue to be evaluated using the standards for professional practice, while the competencies will drive learning opportunities for leaders across BPS. The competencies serve as a guide for growth and development; developing and mastering these competencies will support you in successful summative evaluation in line the professional practice standards.
  - ***How were these competencies created?*** Under the direction of the superintendent, deputy superintendent for ASSET, and chief of schools, a small team from a variety of offices around Bolling developed a first draft of these competencies to share with school leaders for their feedback and continued development. They are still in draft form, and central office will continue to engage school leaders over the spring and summer in making sure we get the competencies right as well as thinking about what professional learning opportunities can support acquisition of these competencies.
1. Lead with equity and authenticity: Use self understanding and reflection to lead anti-bias and anti-racist practices, and affirm, celebrate, and know our students, families, and staff
- 1.1. Recognize and disrupt the effects of personal biases (of self and others) and structural biases
  - 1.2. Build authentic relationships with students, families, and communities to create a learning partnership that engages them as co-owners of learning
  - 1.3. Utilize cultural knowledge of students, families, and communities to adapt practices and materials, create safe and welcoming environments, and engage, motivate, and facilitate deep learning

2. Inspire commitment to a common vision: Build investment in working together to achieve a shared vision around closing opportunity and achievement gaps
  - 2.1. Listen effectively to and learn from different perspectives: educators, school communities, students, and others
  - 2.2. Co-create and communicate a detailed, actionable vision around standards-based instruction, and the climate, culture, and engagement needed to support it
  - 2.3. Cultivates and maintain a culture of unwavering belief and commitment that all students can achieve at high levels
  - 2.4. Establish routines and provide resources (including time) for teachers to take risks, observe one another, support one another, learn from failure, and make practice public
3. Use data to make decisions: Develop, implement, monitor, and adjust implementation of shared vision, strategies, and core values using relevant data sources and appropriate research
  - 3.1. Build formative and summative assessment literacy by developing teacher capacity to identify and use appropriate benchmarks, data and research sources, and systems for progress monitoring
  - 3.2. Regularly collect, analyze, and share out data from multiple sources and match data to appropriate venue to drive decision-making (e.g. data from assessments, observations, classroom practice, climate, behavior, attendance, etc.)
  - 3.3. Connect observation, feedback cycles, and coaching conversations to multiple sources of data, including student achievement data
  - 3.4. Infuse anti-bias practices into data and research analyses, including disaggregating data to uncover gaps in opportunity and/or achievement, and reducing the impact of bias on data analysis
4. Build and sustain thriving teams: Build self-sustaining teams and distribute leadership to achieve shared vision, strategies, and core values
  - 4.1. Establish teams that have clear, consequential, and challenging purposes and tackle interdependent tasks in service of the school's vision
  - 4.2. Set team norms and expectations for participation/behavior; clearly define roles for team members; and hold meetings with clear and actionable agendas, objectives, and next steps
  - 4.3. Establish cross-team structures for communicating wins, maintaining accountability, facilitating team learning, and reward/recognizing accomplishments of teams
  - 4.4. Set and maintain routines and culture for teacher and staff collaboration and leadership, including learning from failure in safe environments
  - 4.5. Provide relevant, job-embedded professional learning experiences/professional development