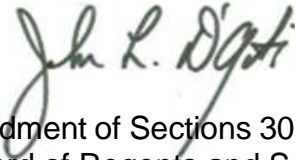




TO: Higher Education Committee

FROM: John L. D'Agati 

SUBJECT: Proposed Amendment of Sections 30-3.2 and 30-3.5 of the Rules of the Board of Regents and Sections 52.21 and 80-3.10 of the Regulations of the Commissioner of Education Relating to the Adoption of the 2015 *Professional Standards for Educational Leaders* with Certain New York Specific Modifications for the Purpose of Registration of School Building Leader Programs and School Building Leader Evaluation

DATE: December 7, 2017

AUTHORIZATION(S):



SUMMARY

Issue for Decision

Should the Board of Regents adopt amendments to §30-3.2 and 30-3.5 of the Rules of the Board of Regents and §52.21 and 80-3.10 of the Regulations of the Commissioner of Education relating to the adoption of the 2015 *Professional Standards for Educational Leaders (PSELs)* with certain New York specific modifications for the purpose of registration of school building leader programs and school building leader evaluation?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This item will come before the Higher Education Committee for action at its December 2017 meeting. A copy of the proposed amendment is included as Attachment A.

Procedural History

A Notice of Proposed Rule Making was published in the State Register on September 27, 2017. Supporting materials are available upon request to the Secretary to the Board of Regents.

Background

History of this Initiative

Late in 2015, the Regents Research Fund (RRF), on behalf of the State Education Department (SED), applied to the Wallace Foundation for a grant to advance state-led efforts to review the quality of school building leadership in New York State.

Acting on behalf of the New York State Education Department, the University of the State of New York (Regents Research Fund) undertook the “Principal Preparation Project,” an initiative funded by the Wallace Foundation. From the outset, the purpose of this project has been to engage stakeholders to review the standards and programs in place to prepare school building leaders, identify where changes are necessary, and develop recommendations to the Board of Regents for consideration and action.

As part of her commitment to this initiative, Commissioner Elia assembled a 37-member Principal Project Advisory Team that met seven times between September 21, 2016 and May 31, 2017. Stakeholders included parents, teachers, principals (or those holding School Building Leader certification), superintendents, district superintendents, local school board members, representatives of civil rights interest groups, and deans of schools of education at institutions of higher education (or their designees). In the course of its due diligence, members of the Advisory Team considered the results from:

- More than 50 interviews of relevant stakeholders
- Six large-group meetings of stakeholder groups
- 1,684 educators and representatives of higher education institutions who replied to seven surveys
- 437 stakeholders who participated in 43 focus groups
- 5,000 pages of documents, including but not limited to research, other state policies and opinions from national stakeholder groups

The work of the Advisory Team culminated in a report that was presented to the Board of Regents on July 18, 2017. As part of this report, the Advisory Team developed nine statements of belief and eleven recommendations which were adopted by a consensus of the Advisory Team.

All material for the Principal Preparation Project Advisory Team can be found at: <http://www.nysed.gov/principal-project-advisory-team>.

History of Professional (Regulatory) Standards that Have Guided School Building Leader (SBL) Preparation in NYS

Since 1996, the *National Policy Board for Educational Administration (NPBEA)* has sponsored a publication of national standards for educational leaders. For over two decades, states have used these national standards to guide the preparation, certification and ongoing support for educational leaders.

- In 1996, the *Standards for School Leaders* were published. Developed in association with the *Interstate School Leaders Licensure Consortium (ISLLC)*, they were titled the *Standards for School Leaders*. To those in the field, they were referred to as the *ISLLC Standards*.
- In 2008, the *ISLLC Standards* published in 1996 were revised and replaced by educational leadership standards that were again prepared and published by the *Interstate School Leaders Licensure Consortium*. Formally titled the *Education Leadership Policy Standards*, they are also referred to as the 2008 *ISLLC Standards*. These 2008 *ISLLC Standards* presently guide initiatives involving school building leaders in New York State. The 2008 *ISLLC Standards* are included as Attachment B.
- In 2015, the *PSELs* were published after a two-year development process. The *National Policy Board for Educational Administration* sponsored and led the development of the 2015 *PSELs* and today holds the *PSELs'* copyright. The *PSELs* are included as Attachment C.

Timeline for Implementation

The recommendation under consideration today calls for the Board of Regents to approve a change in regulations pertaining to the most current national standards for practicing educational leaders. The change in regulation will base the program registration of school building leader programs on these most current national standards. Although the Board is invited to adopt these standards now, implementation and execution takes time. Consequently, this recommendation calls for the standards to be phased in over time with the standards going into effect in 2022 for the evaluation of principals and going into effect in 2020 for the registration of school building leader preparation programs. The “most current national standards” for practicing educational leaders are the 2015 *Professional Standards for Educational Leaders* or *PSELs*.

In this context, the word “principal” refers to anyone who is employed to lead a school in New York State. While those who pursue the School Building Leader (SBL) certificate can include principals, it can also include assistant principals, program coordinators, central office administrators, or staff in other positions who perform administrative duties. It may include classroom teachers who hold the SBL certificate but have not yet attained a position that has the title of “principal,” or teachers who have obtained the SBL certificate to gain additional experience or an administrative position in the school or district, but who do not aspire to the position of school principal.

At the September 2017 meeting, the Department presented a report from the 37-member Principal Preparation Project Advisory Team. The report included 11 consensus recommendations designed to improve the preparation of future school building leaders and support for current principals. The first of these recommendations called for shifting the basis of principal practice and preparation from the 2008 *ISLLC Standards* to the 2015 *Professional Standards for Educational Leaders (PSELs)*. At the same meeting, the Regents moved to release the *PSELs* for public comment. They also requested that, beyond public comment, the Department continue its outreach to gather input from the field regarding the *PSELs* and their implementation.

Further, the Regents requested that the Department address the question:

- What is cultural responsiveness, and what are the guiding principles that define it?

Definition of cultural responsiveness (within the context of principal preparation and practice)

In broad terms, cultural responsiveness means creating instructional environments that propel learning by connecting new learning to each student's background and prior experience. Cultural responsiveness is a commitment to practices that help all students use landmarks of their own culture to build knowledge, skills, and attitudes. From an instructional standpoint, cultural responsiveness means making content accessible to students by teaching in a way that students understand. To do this, educational leaders must be able to relate aspects of students' daily lives to the curriculum. If educational leaders value students' cultural and linguistic background then educational leaders (and the members of their school staff) see these as capital to build on, not barriers to student learning. From an instructional standpoint, cultural responsiveness means using students' personal interest as a basis for connecting content to the student's personal experience. The aim is to improve the learning experience by enhancing student engagement. Cultural responsiveness advances and accelerates student learning by honoring and supporting students' cultural, linguistic, and racial experiences.¹

Context

Throughout the United States student composition has changed in ways that require new mindsets and skillsets of our educators. At the same time, our society expects more from all of those who provide services like education. So at the same time that we stand by our mission (prepare every student for success in college, career, citizenship), we face a hard truth. It is one thing to claim that a statement expresses the proper goal and it is another to make the statement a reality for each child. If we accept this statement as our mission in NYS, it means our educators need approaches as diverse as our students. As a result, the concept of "culturally responsive practices" is front and center in our thinking. We are coming to grips with the fundamental idea there is no excellence in education without equity. While it is easy to say, it is more difficult to accomplish. But

¹ Sources: Ladson-Billings (2009 and 1994, see p. 382); K. Rajagopal, Create Success! (July 27, 2017); Aceves, Orosco (July 2014); CEEDAR Center and Gay (2010); Nieto, Bode, Kang, and Raible (2008)

equipping all our staff with skills to meet learning needs of a diverse student population is the right work.

Guiding Principles related to “Cultural Responsiveness”

1. Why is cultural responsiveness needed?

New York has one of the most diverse student populations in the nation. In order to move forward as a State and nation, we must address the needs of our students and provide the necessary supports for our school building leaders.

2. How is cultural responsiveness linked to our mission?

A commitment to the success of a diverse student population impacts the mindset (expectations) and skillset of educators.

3. What is entailed?

A needed shift comes in expectation, personal conduct, and seeing difference (racially, ethnically, linguistically, etc.) as an asset, not as a liability or a deficit.

4. What does cultural responsiveness mean for practicing school building leaders?

As the instructional leader of a school it means:

- Leading, guiding, and supporting staff so they fuse new content to the personal experience of every student, seeking the right combination for every child (it means, he or she has not learned it . . . yet).
- Leading and supporting development of practices so staff recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations²
- Taking steps to ensure each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success²
- Building/maintaining school culture that ensures each student/family is treated fairly, respectfully, responsively, and in a way free from biases associated with race, culture, language, gender, disability, or special status²

5. How is cultural responsiveness achieved?

One way of viewing cultural responsiveness is as a developmental process (Bennett’s 6-stage model of intercultural sensitivity or cultural competence).

- Denial: Unaware of the existence of cultural difference
- Defense: Acknowledge cultural difference but feel threatened by “the other” (uses methods like denigration, superiority, reversal)
- Minimization: Minimize cultural differences to protect one’s own cultural identity.
- Acceptance: Recognize and value cultural differences without judging them as positive or negative

² Source: *National Educational Leadership Preparation Standards (NELP)* forthcoming from UCEA (University Council for Educational Administration)

- Adaptation: Adapt cognitively and behaviorally to cultural differences. Operation successfully within another culture
- Integration: Interact comfortably with a variety of cultures; cultural awareness is integrated into everyday interactions

References

Aceves, T.C. Orosco, M.J. (July 2014). *Culturally Responsive Teaching Innovation Configuration*, (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center

Bennett, M. J. (2004). Becoming inter-culturally competent. In J.S. Wurzel (Ed.) *Toward multiculturalism: A reader in multicultural education*. Newton, MA: Intercultural Resource Corporation.

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Nieto, S., Bode, P., Kang, E. & Raible, J. (2008). Identity, Community & Diversity: Rethorizing multicultural curriculum for postmodern era. In F. M. Connelly, M. F. He, & J. Phillion (Eds.), *The Sage handbook of curriculum and instruction*. Thousand Oaks, CA: Sage.

In the Department's judgment, the best answer to a question about what is cultural responsiveness will come from scholars (in NYS and beyond) with expertise in this arena. One source is the membership of the *Metropolitan Council for Educational Administration Programs*. In response to a Department invitation, the *MCEAP* established a committee on cultural responsiveness and it produced a response to the question that the Regents posed (see Attachment D). Another is the *Professional Standards and Practices Board* that is finalizing work on a forthcoming set of standards to guide educator professional development in New York State. Finally, assistance will come from a team that has been developing *National Educational Leadership Program Standards (NELP Standards)*. Developed to align with the *PSELs* and also with the expectations used to accredit universities (*Council for the Accreditation of Educator Preparation* or *CAEP*), these *NELP Standards* are forthcoming and are expected to be published in final form in January 2018. Once released in final form, the *NELP Standards* will serve as guideposts for university-based principal preparation programs.

At the moment, work is underway by a group at NYSED to develop an over-arching

framework that is intended to make learning more conducive for students of all backgrounds (culturally, linguistically, racially, ethnically, etc.). Encompassing all aspects of the P12 learning enterprise, this framework could provide a structure within which the notion of cultural responsiveness will fit.

Themes Arising from Outreach Sessions (September 28 - November 21, 2017)

At the September 12, 2017 meeting of the Board of Regents Higher Education Committee, the Regents asked staff to conduct face-to-face meetings to collect feedback on action the Regents may take to shift the basis of principal preparation from the 2008 *ISLLC Standards* to the 2015 *PSELs*. To date, 275 individuals attended 11 stops on a listening tour:

Principals or Assistant Principals	115	41%
Higher education faculty with responsibility for principal preparation	72	26%
Administrators in a district central office or a BOCES	27	11%
Organizations representing principals (CSA, SAANYs, ESSAA)	26	9%
Superintendents or Principal Supervisors	16	6%
Teachers	8	3%
Other (parents, Mayor's Office reps, educational community groups)	8	3%
Deans at Education Schools within Institutions of Higher Education	3	1%

Sessions were held in the following locations and on the following dates.

1 Albany Date/Time	NYSED (Members of <i>Professional Standards and Practices Board</i>) Tue., Sept. 28, 2017 from 4:00 pm - 4:30 pm (20 participants)
2 Manhattan Date/Time	City College (Building leaders, administrators, Ed School faculty) Tue., Oct. 10, 2017 from 10:00 am - 11:30 am (8 participants)
3 Manhattan Date/Time	St. John's (<i>Metropolitan Council for Educational Administration Programs</i>) Thur., Oct. 19, 2017 from 10:00 am – noon (35 participants)
4 Rochester Date/Time	Hillside Children's Center (Building administrators, Ed School faculty) Mon., Oct. 23, 2017 from 2:30 pm - 4:00 pm (6 participants)
5 Bronx Date/Time	Lehman College (Principals, Building administrators, Ed School faculty) Wed., Oct. 25, 2017 from 9:30 am - 11:00 am (25 participants)
6 Brooklyn Date/Time	Brooklyn College (Principals, Building administrators, Ed School faculty) Wed., Oct. 25, 2017 from 3:00 pm - 4:30 pm (16 participants)
7 Syracuse Date/Time	Syracuse City School District (School administrators, Ed School faculty) Thur., Nov. 2, 2017 from 3:00 pm – 4:30 pm (91 participants)
8 Manhattan Date/Time	<i>Council of Supervisors & Administrators</i> (Principals, Aps, Administrators) Tue., Nov. 7, 2017 from 4:30 pm – 6:00 pm (24 participants)

- | | | |
|----|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 9 | Buffalo
Date/Time | University at Buffalo (Principals, administrators, and Ed school faculty)
Wed., Nov. 8, 2017 from 2:30 pm - 4:00 pm (22 participants) |
| 10 | Albany
Date/Time | <i>School Administrator Association of NYS</i> (Principals and Administrators)
Mon., Nov. 13, 2017 from 2:00 pm – 3:30 pm (11 participants) |
| 11 | Sleepy Hollow
Date/Time | <i>Empire State Supervisors and Administrators Assoc.</i> (Principals and APs)
Tues., Nov. 21, 2017 from 10:00 – 11:30 am (17 participants) |

While notes were taken during these conversations, no electronic recording was made. Themes that emerged from the listening tour sessions are listed below. A few representative remarks from participants in the listening tour are provided.

- *PSELs* make sense because of the focus (on equity and cultural responsiveness).

“PSELs represent a welcome improvement. In large part that is because of the emphasis on equity and cultural responsiveness. The PSELs are a step in the right direction because they put us in position to better prepare aspiring school building leaders to meet the challenges of the job.”

“The PSELs are moving in the right direction. They are moving us toward the kind of preparation that will equip [aspiring principals] to thrive in the conditions that exist in schools today. They aren’t the whole story, but they help create a better talent pipeline because they focus on the right stuff.”

- Widespread support exists for a closer relationship between universities, districts and BOCES.

“Everyone benefits when there is a healthy and sustained relationship between a university-based principal preparation program and a local school, school district, or schools (and school districts). An ongoing dialogue can be focused on planning and modifying program offerings. It can be focused on identifying future talent and it can help ensure that the internship decisions that are made are productive.”

- Support exists for pilot arrangements that enable NYS to learn what works.

“Universities and school districts absolutely need to co-develop preparation programs. Pilot projects can be really helpful especially if they enable us to identify effective approaches and share promising practices with others in the field. This can help us scale up approaches that work.”

- The most valuable internship is one that is year-long which includes the expectation that a candidate will lead efforts to solve a real school problem. The presumption is that these internships are well supervised learning experiences for the candidate.

“We’d like to see better alignment between what is taught and expected in the university-based principal preparation program and the realities of the P12 school setting. We could see a local district identifying a specific problem of practice (or set of problems) that the aspiring principals would take on as part of preparation. Collecting these can really help the district build a collection of tools, techniques, and approaches that can assist the district and practicing administrators. It might even be a textbook that is created that includes a collection of these problems of practice.”

“We should not under-state the value of an extended period (year-long, if possible), job-embedded, internship (that is ideally paid). The experience should call upon the aspiring school building leader to actually lead, not watch or simply participate as another member of staff.”

- Principals (both novice and experienced ones) benefit from high-quality coaching and mentoring coupled with initial and ongoing professional development.

“A vitally-important piece is the provision of coaching, not just for new principals but for all principals.”

“Coaching and mentoring are vital here. In their university training, candidates may or may not have read a book [about a particular topic] but through coaching and mentoring they can learn what is needed here.”

“PSELs seem to tie together preparation and practice. I hope that what we create helps us go beyond ‘luck of the draw.’ By that I mean that the field experience that aspiring principals have could benefit from quality control. It would help if we tightened expectations. For instance, specify that all candidates who enter the internship should draft the next school-year budget for the building (other examples cited). With due respect to the researchers and post-docs at universities, what they are offering may not be what is needed most. Aspiring principals need close contact with a polished practitioner. So many parts of the job of principal are learned on the job. There we tie together our beliefs and knowledge.”

- Dec. 2020 is a realistic date for university-based principal preparation programs to register their programs consistent with the new PSELs. Additionally, Dec. 2022 is realistic deadline for principal evaluation that is organized around the PSELs to begin.

“The date of 2020 is a realistic timeline for universities to adjust their principal preparation programs so they are organized around the 2015 Professional Standards for Educational Leaders.”

“The deadline of 2022 is OK for the evaluation of principals using a rubric that is based on the Professional Standards for Educational Leaders.”

- Alignment matters. It is desirable for the standards that are used to guide university-based preparation programs were aligned to the *PSELs*; thus the *NELP Standards* (*National Educational Leadership Preparation Standards*) will be valuable. And professional development must align to support implementation. Likewise, efforts should also be made to ensure that the expectations that pertain to principal supervisors and the superintendents of local school districts are similarly aligned.

“There is a lot to like about the PSELs. They’re aligned to important things. As an administrator in a school and a district that experienced the Comprehensive Diagnostic Need Assessment that NYSED conducts (where a tool is used called the Diagnostic Tool for School and District Effectiveness or DTSDE), I think there should be alignment between the PSELs and these processes. As well, I think there should be alignment between PSELs and Annual Professional Performance Review (APPR).”

“Down the road, it will be important to be sure that the requirements that university-based preparation programs must meet (either through CAEP or some other state-approved system) are aligned with the PSELs.”

“I agree that the PD (professional development) is needed across the board so everyone gets a unified understanding of what this looks like in practice (by “this” we mean cultural responsiveness and the PSELs). “

“I’ve been thinking about Professional Development. PD is a learning process. It is not (or should not be) an inoculation. I think the 5th year principal needs a mentor just as much as the first year principal.”

- Attention should be paid to growth.

“Let’s remember that the standards are the goals. We are trying to implement them so students flourish. There isn’t enough of a “growth mindset” around here.”

“I am looking at the question about ‘what are the precursors to a smooth and effective implementation?’ Adapting a growth mindset seems most important here. If we can all come to agreement about the importance of a growth mindset, that will help pave the way.”

- It is important to translate *PSELs* into competencies that can then be used to focus professional development and ultimately principal evaluation.

“A lot of work will be needed to translate these standards into measurable competencies. That is especially true for something that is new like cultural responsiveness.”

“With cultural diversity such a reality for us, we need to infuse preparation with as many points of view as possible. What does a set of competencies look like not just for principals but for their supervisors.”

“I completely agree that we need to move away from one size fits all. The standards will be translated into competencies. That makes sense. But then, depending on the community that is being served, some competencies may have more weight; other competencies may have lesser weight. And if candidates have been exposed to different kinds of schools and different kinds of school communities, then they will see how some competencies are more in play in one community than in another.”

- PSELs are ambitious; if adopted, they should be translated into expectations (rubrics) appropriate for new principals versus experienced principals.

“It seems like we need to have a consistent set of standards, but we need a graduated set of expectations. The novice principal is not evaluated in precisely the same way or with the same expectation of performance as the apprentice or the master principal. Local standards and state standards need to match up.”

“I look at the Professional Standards for Educational Leaders. While they are good, there are 100 items (if you count each item under every standard). It is a bit like an arms race. We just keep stockpiling. We need to remember that work-life balance matters. Let’s bear in mind that we have novice principals, apprentice principals, and those who are highly experienced.”

- When it comes to P20 partnerships, we need standards without standardization.

“I think we need standards but not standardization. If we standardize around one approach a handful of people will fall through the cracks. The exact form of the partnership will reflect the kind of community that is being served. What we need is standards but enough flexibility in the system that we’re responsive to community needs.”

- As we plan for implementation, it is important to be mindful of the impact of changes on equity.

“I want to return to our conversation about standards and standardization. I just ask us all to think about and commit to making sure that we keep a clear focus on one thing. That is equity. Through the transition, will or how will these standards and/or standardization impact equity? It is easy to say that implementation matters. What really matters today is that equity is advanced.”

- If PSELs are adopted, it is important to adjust expectations of principal supervisors (so principals receive needed guidance and support).

“For me, alignment is the main idea. We need to know that the superintendent has a good understanding of the PSELs. I want to be sure that the way I as a principal am evaluated is well understood by the superintendent and by my supervisor.”

“So where does School District Leader (SDL) preparation fit in this conversation? I suggest we think about that. Principals need supportive supervisors. That takes preparation.”

- In NYC, the *Quality Review* (used to organize school improvement) and the principal evaluation process were conflated. Consequently, QR lost its value. Let’s avoid a repetition. The *PSELs* have the potential to be a helpful way to learn how to improve principal preparation and practice.

“I worry that Professional Standards for Educational Leaders will suffer the same fate as QR (Quality Review) rubric. The QR rubric could have been a guide to what “good education process” looks like. But when it was used more for principal evaluation it became tainted. Healthy implementation means we do whatever it takes to avoid that.”

Rationale for Altering Standards to Guide School Building Leader Preparation

National efforts began in 2013 and culminated in 2015 to update the national standards pertaining to school building leaders (2008 *ISLLC Standards*) because evidence was suggesting the job of school principal has become more complex in recent years. In particular, certain changes over the last decade have impacted the work of school building leaders.

Shifting demographics are altering the work of principals throughout the country. According to the U.S. Department of Education (USDE), an increasing proportion of the student population in the United States is from homes that are culturally and linguistically diverse. In 2011, the rate was 48 percent as compared to 39 percent in 2001 (USDE, “Culturally and Linguistically Diverse,” 2014). This is important in light of research showing that familial background factors (e.g., economic disadvantage of the home, literacy in a student’s first language, level of parental literacy) can bring new, different, and often greater academic challenges (e.g., Harry & Klingner, 2006; Orosco & Klingner, 2010; Skiba et al., 2011). Similar demographic shifts are taking place in New York State. Many regions are becoming more diverse and the presence of English language learners is increasingly commonplace in classrooms. In a large number of communities, childhood poverty is growing and racial isolation is increasing.

Technology advances and technological innovations can present new teaching avenues; however, social media and smart phones have brought new challenges and ethical questions related to security, safety, and privacy to the job of a principal.

New laws have heightened educator accountability for results. As the stakes have

climbed, greater attention has been devoted to the way that school building leaders are prepared so that future school building leaders are equipped to provide teaching staff with instructional leadership, guidance, and support.

Other changes affecting the work of principals involve the expansion of school-based educational services for early learners and the expansion of school choice. Taken together, these have made the job of principals more challenging than a decade ago.

The *PSELs* are better aligned to the realities of today's workplace because they place greater emphasis on culturally responsive practices, sound instructional practice, ways principals can better support the professional growth of teachers, methods that foster better community engagement, the importance of engaging with a more-diverse community, and the importance of plans and practices that advance equity in every aspect of the educational enterprise.

The 2015 *PSELs* state that, in order to promote each student's academic success and well-being, effective educational leaders will

- (1) develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student;
- (2) act ethically and professionally and according to professional norms to promote each student's academic success and well-being;
- (3) strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being;
- (4) develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being;
- (5) cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student;
- (6) develop the professional capacity and practice of school personnel to promote each student's academic success and well-being;
- (7) foster a professional community of teachers and other professional staff to promote each student's academic success and well-being;
- (8) engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being;
- (9) manage school operations and resources to promote each student's academic success and well-being; and

- (10) act as agents of continuous improvement to promote each student's academic success and well-being.

The three underlined standards above highlight areas where the *PSELs* represent the greatest change from the 2008 *ISLLC Standards*.

Specific Language of the Standards that is Recommended for Adoption

The Principal Project Advisory Team recommends that the Regents adopt the 2015 *PSELs* with four modifications (which are noted below).

Standards 4, 5, and 6:

In the material that follows, references to students in Standards 4, 5 and 6 have been changed from the original 2015 *PSELs*. Whereas the *PSELs* in the original refer to "each student," for these recommendations, reference is instead made to "all students." The rationale for this is that students differ in many ways. This includes age, gender, disability, socio-economic status, religion, race, ethnicity, sexual orientation, native language, national origin, and other characteristics. Nevertheless, the Standards express the commitment of effective educational leaders to the academic success and well-being of *all* students. "All means all."

Standard 4:

Standard 4 of the *PSELs* pertains to "Curriculum, Instruction, and Assessment." It is recommended that the phrasing of Standard 4 be revised to state the following. "Effective educational leaders develop and support intellectually rigorous, *culturally relevant*, and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of *all* students." The term "culturally relevant" has been added.

Standard 5:

Standard 5 of the *PSELs* pertains to "Community of Care and Support for Students." It is recommended that the language be revised to state the following. "Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *all* students."

Standard 6:

Standard 6 of the *PSELs* pertains to "Professional Capacity of School Personnel." It is recommended that the language be revised to state the following. "Effective educational leaders develop the professional capacity, *cultural competence*, and practice of school personnel to promote *the love of learning*, academic success, and well-

being of *all* students.” The term “cultural competence” and the phrase “the love of learning” have been added.

Proposed Amendment

Currently, the professional practice and evaluation of in-service principals as well as program registration standards for school building leader programs are aligned to the 2008 *ISLLC standards*. The proposed amendment requires that all school building leader programs that are registered or seek registration under §52.21 of the Commissioner’s Regulations on or after December 1, 2020 be aligned to the *PSELs*, with modifications as recommended by the Principal Project Advisory Team.

The proposed amendment also establishes new professional practice expectations for all principals. Any evaluations of the school building leaders under the new standards will go into effect after December 1, 2022. In addition, the proposed amendment requires that any evaluation of principals conducted on or after December 1, 2022 shall be aligned to the *PSELs*, with modifications as determined by the Board of Regents. However, nothing shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on December 1, 2022 that requires the use of the 2008 *ISLLC Standards*. This change will require that all principal practice rubrics be resubmitted to the Department through an updated Request for Proposals, which the Department will release to the field prior to December 1, 2022.

The *ISLLC Standards* are also contained in the regulations relating to the clinically rich principal preparation program, which expired on June 30, 2016. In an effort to conform the regulations to current practice, the Department also recommends making a technical amendment to repeal references in §52.21 and § 80-3.10 to the clinically rich principal preparation program.

Next Steps

If the Board of Regents adopts the proposed changes to regulations pertaining to the 2015 *PSELs*, with modifications as suggested by the Principal Preparation Advisory Team, this will be the first step toward revising the professional practice and evaluation of principals and its leadership preparation. The *PSELs* must be used beyond school leadership preparation programs to develop competencies and converted into a rubric that will guide principal professional development and a rubric (or rubrics) to guide principal evaluation.

Related Regents Items

May 2017:

<http://www.regents.nysed.gov/common/regents/files/517hed2.pdf>

July 2017:

<http://www.regents.nysed.gov/common/regents/files/718%20Principal%20Preparation.pdf>

July 2017:

<http://www.regents.nysed.gov/common/regents/files/718Findings%20of%20the%20Principal%20Project%20Advisory%20Team.pdf>

September 2017:

<http://www.regents.nysed.gov/common/regents/files/917hed2.pdf>

Recommendation

VOTED: That §30-3.2 and §30-3.5 of the Rules of the Board of Regents and §52.1, §52.21 and §80-3.10 of the Regulations of the Commissioner of Education be amended, effective December 27, 2017, as submitted.

Timeline for Implementation

It is anticipated that the proposed amendments will be adopted by the Board of Regents at its December meeting. If adopted at the December meeting, the proposed amendment will become effective on December 27, 2017.

Attachments

- A Amendment to the regulations of the Commissioner of Education (52.21)
- B 2008 Standards from the *Inter-State School Leaders Licensure Consortium (ISLLC)*
- C 2015 *Professional Standards for Educational Leaders (PSELs)*
- D Memo from the *Metropolitan Council of Educational Administration Programs (MCEAP)* Committee on Cultural Responsiveness that is titled “Cultural Responsiveness: Definitions and Principles”

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

1. Paragraphs (4), (5) and (6) of subdivision (a) of section 52.1 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(4) every curriculum leading to a certificate or diploma offered by a nonchartered proprietary institution authorized by the Regents to grant degrees, except noncredit curricula approved by another State agency for the purpose of licensure by that agency; and

(5) every curriculum leading to a master's degree in a clinically rich graduate level teacher preparation pilot program as prescribed under section 52.21(b)(5) of this Part [; and

(6) every curriculum leading to certification as a school building leader in a clinically rich graduate level principal preparation pilot program as prescribed under section 52.21(c)(7) of this Part].

2. Subparagraph (vi) of paragraph (2) of subdivision (c) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(iv) Content requirements. (a) [Programs] Prior to December 1, 2020, programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

[(a)] (1) develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;

[(b)] (2) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;

[(c)] (3) communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;

[(d)] (4) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:

[(1)] (i) curriculum development;

[(2)] (ii) instructional strategies and the integration of technology;

[(3)] (iii) classroom organization and practices;

[(4)] (iv) assessment;

[(5)] (v) student support services, including the provision of services to students with disabilities;

[(6)] (vi) professional support and development;

[(7)] (vii) succession planning;

[(8)] (viii) student, family, and community relations;

[(9)] (ix) facilities development; and

[(10)] (x) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students;

[(e)] (5) effect any needed educational change through ethical decision making based upon factual analysis, even in the face of opposition;

[(f)] (6) establish accountability systems for achieving educational goals and

objectives;

[(g)] (7) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;

[(h)] (8) develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;

[(i)] (9) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;

[(j)] (10) establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;

[(k)] (11) apply statutes and regulations as required by law, and implement school policies in accordance with law; and

[(l)] (12) maintain a personal plan for self-improvement and continuous learning.]

(b) On or after December 1, 2020, programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to:

(1) develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student;

(2) act ethically and professionally and according to professional norms to promote each student's academic success and well-being;

(3) strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being;

(4) develop and support intellectually rigorous, culturally relevant, and coherent

systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students;

(5) cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students;

(6) develop the professional capacity, cultural competence, and practice of school personnel to promote the love of learning, academic success, and well-being of all students;

(7) foster a professional community of teachers and other professional staff to promote each student's academic success and well-being;

(8) engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being;

(9) manage school operations and resources to promote each student's academic success and well-being; and

(10) act as agents of continuous improvement to promote each student's academic success and well-being;

3. Paragraph (7) of subdivision (c) of section 52.21 of the Regulations of the Commissioner of the Education shall be repealed.

4. Section 30-3.2 of the Rules of the Board of Regents is amended, to read as follows:

§30-3.2 Definitions. As used in this Subpart:

(m) *Leadership standards* shall mean:

(1) For annual professional performance reviews conducted prior to the 2022-2023 school year, the Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (Council of Chief State School

Officers, Washington DC, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431; 2008- available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, NY 12234). The Leadership Standards provide that an education leader promotes the success of every student by:

[(1)] (i) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

[(2)] (ii) advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

[(3)] (iii) ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;

[(4)] (iv) collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

[(5)] (v) acting with integrity, fairness, and in an ethical manner; and

[(6)] (vi) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(2) For annual professional performance reviews conducted commencing in the 2022-2023 school year, the Professional Standards for Educational Leaders: PSEL 2015 as adopted by the National Policy Board for Educational Administration (1904 Association Drive, Reston, VA 20191 -- available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, NY 12234), as modified by the Board of Regents The New York State Leadership Standards provide that an education leader shall:

(i) develop, advocate, and enact a shared mission, vision, and core values of high-

quality education and academic success and well-being of each student;

(ii) act ethically and professionally and according to professional norms to promote each student's academic success and well-being;

(iii) strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being;

(iv) develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students;

(v) cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students;

(vi) develop the professional capacity, cultural competence, and practice of school personnel to promote the love of learning, academic success, and well-being of all students;

(vii) foster a professional community of teachers and other professional staff to promote each student's academic success and well-being;

(viii) engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being;

(ix) manage school operations and resources to promote each student's academic success and well-being; and

(x) act as agents of continuous improvement to promote each student's academic success and well-being;

Provided, however, that nothing shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on and after December 1, 2022 that requires the use of the ISLLC: 2008 standards until entry into a successor collective

bargaining agreement.

5. Section 30-3.5 of the Rules of the Board of Regents is amended to read as follows:

(10) The evaluator may select a limited number of observable rubric subcomponents for focus on within a particular school visit, so long as all observable [ISLLC] leadership standards are addressed across the total number of annual school visits.

(11) . . .

(12) . . .

(13) Each subcomponent of the school visit category shall be evaluated on a 1-4 scale based on a State-approved rubric aligned to the [ISLLC] leadership standards and an overall score for the school visit category shall be generated between 1-4. Such subcomponent scores must incorporate all evidence collected and observed over the course of the school year in that subcomponent. Scores for each subcomponent of the school visit category shall be combined using a weighted average, producing an overall school visit category score between 1-4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned. Weighting of Subcomponents with Principal School Visit Category. The weighting of the subcomponents with the principal school visit category shall be established locally within the following constraints...

6. Clause (a) of subparagraph (ii) of paragraph (1) of subdivision (a) of section 80-3.10 of the Regulations of the Commissioner of Education shall be amended to read as follows:

(a) Education. [The candidate shall meet the education requirement by meeting the

requirements in one of the following subclass:

(1) The candidate shall hold a master's or higher degree from a regionally accredited higher education institution or an equivalently approved higher education institution as determined by the department and have successfully completed a program leading to the initial certificate as a school building leader in the educational leadership service registered pursuant to section 52.21(c)(2) of this Title, or its equivalent as determined by the department, or an educational leadership program leading to a regular certificate in an equivalent title to a school building leader, accredited by an accrediting body recognized by the United States Department of Education at a regionally accredited institution outside of New York State.

[(2) The candidate shall hold a baccalaureate or graduate degree from a regionally accredited higher education institution or an equivalently approved higher education institution as determined by the department and have successfully completed the Clinically Rich Principal Preparation Pilot Program leading to the initial certificate as a school building leader in the educational leadership service registered pursuant to section 52.21(c)(7) of this Title.]

2008 *Inter-State School Leaders Licensure Consortium (ISLLC) Standards*

- 1: Develops, articulates, implements, and stewards a vision of learning, shared and supported by all stakeholders
 - a) Collaboratively develop and implement a shared vision
 - b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
 - c) Create and implement plans to achieve goals
 - d) Promote continuous and sustainable improvement
 - e) Monitor and evaluate progress and revise plans.

2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth
 - a) Nurture and sustain a culture of collaboration, trust, learning, and high expectations
 - b) Create a comprehensive, rigorous and coherent curricular program
 - c) Create a personalized and motivating learning environment for students
 - d) Supervise instruction
 - e) Develop assessment and accountability systems to monitor student progress
 - f) Develop the instructional and leadership capacity of staff
 - g) Maximize time spent on quality instruction
 - h) Promote the use of the most effective and appropriate technologies to support teaching and learning
 - i) Monitor and evaluate the impact of the instructional programs

3. Manages the school, its operations and resources for a safe, efficient, and effective learning environment
 - a) Monitor and evaluate the management and operational systems
 - b) Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
 - c) Promote and protect the welfare and safety of students and staff
 - d) Develop the capacity for distributed leadership
 - e) Ensure teacher and organizational time is focused to support quality instruction and student learning

4. Collaborates with faculty and community members, responds to diverse community interests and needs, and mobilizes community resources
 - a) Collect and analyze data and information pertinent to the educational environment
 - b) Promote understanding, appreciation, and use of the community's diverse, cultural, social, and intellectual resources
 - c) Build and sustain positive relationships with families and caregivers
 - d) Build and sustain productive relationships with community partners

5. Acts with integrity, fairness, and in ethical manner
 - a) Ensure accountability for every student's academic/social success
 - b) Model principals of self-awareness, reflective practice, transparency, and ethical behavior
 - c) Safeguard the values of democracy, equity, and diversity
 - d) Consider and evaluate the potential moral and legal consequences of decision-making\
 - e) Promote social justice and ensure that individual student needs inform all aspects of schooling

6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context
 - a) Advocate for children, families and caregivers
 - b) Act to influence local, district, state, and national decisions affecting student learning
 - c) Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

2015 Professional Standards for Educational Leaders

Standard 1: Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

- a. Develop an educational mission for the school to promote the academic success and well-being of each student.
- b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g. Model and pursue the school's mission, vision, and core values in all aspects of leadership

Standard 2: Ethics and Professional Norms: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

- a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c. Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3: Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote

each student's academic success and well-being.

- a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h. Address matters of equity and cultural responsiveness in all aspects of leadership

Standard 4: Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

- a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e. Promote the effective use of technology in the service of teaching and learning.
- f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5: Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

- a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b. 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.

c. Provide coherent systems of academic and social supports, services,

- extracurricular activities, and accommodations to meet the range of learning needs of each student
- d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
 - e. Cultivate and reinforce student engagement in school and positive student conduct.
 - f. Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6: Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7: Professional Community for Teachers and Staff: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

- a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual

and organizational learning and improvement.

- d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h. Encourage faculty-initiated improvement of programs and practices.

Standard 8: Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being

- a. Are approachable, accessible, and welcoming to families and members of the community.
- b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e. Create means for the school community to partner with families to support student learning in and out of school.
- f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g. Develop and provide the school as a resource for families and the community.
- h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i. Advocate publicly for the needs and priorities of students, families, and the community.
- j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9: Operations and Management: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

e. Protect teachers' and other staff members' work and learning from disruption.

- f. Employ technology to improve the quality and efficiency of operations and management.
- g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j. Develop and manage productive relationships with the central office and school board.
- k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10: School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

- a. Seek to make school more effective for each student, teachers and staff, families, and the community.
- b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Cultural Responsiveness: Definitions and Principles

**Metropolitan Council for Educational Administration Programs (MCEAP)
Committee on Cultural Responsiveness**

November 28, 2017 revised

Background

On September 12, 2017 the New York State Education Department Board of Regents were invited to take action during its December 2017 meeting to adopt the first of 11 consensus recommendations outlined in its Principal Preparation Project Advisory Team report. These recommendations were designed to improve the preparation of future school building leaders and support for current principals and called for shifting the basis of principal preparation from the *Interstate Leaders Licensure Consortium (ISLLC) Standards 2008 Standards* to the *Professional Standards for Educational Leaders (PSEL) 2015*. This change prompted two questions from the Regents during its July 18, 2017 and September 12, 2017 meetings: (1) *What is cultural responsiveness?* and (2) *What principles define it?* This memo aims to answer these questions in addition to the following six questions regarding its significance and utility in improving student achievement and school performance from a leadership perspective: (1) *Why is it needed?* (2) *How is it linked to our mission as an organization and a profession?* (3) *What is entailed?* (4) *What does it mean for practicing educators?* (5) *How is it achieved?* and (6) *What is the State Education Department's role?*

PSEL Standard 3: Equity and Cultural Responsiveness

The shift from ISLLC 2008 to PSEL 2015 reflects the inclusion of *Standard 3: Equity and Cultural Responsiveness*, which has a total of 8 elements, 3 of which go beyond ISLLC 2008, as outlined below:

Standard 3 – Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

3a – Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

3f – Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

3g – Act with cultural competence and responsiveness in their interactions, decision making, and practice

The key contribution of PSEL Standard 3 is that it “requires leaders to ensure equity and cultural responsiveness for each student by encouraging perceptions of student diversity as an asset for teaching and learning, confronting and altering institutional biases rather than simply recognizing them, and serving as a true advocate for equity and cultural responsiveness in all aspects of leadership. In addition, the standard emphasizes preparing students to be productive in a diverse, global society rather than focusing only on improving their academic or social outcomes” (Center on Great Teachers & Leaders, 2016). We would like to propose a modification of this standard for New York State to go beyond cultural responsiveness to promote leadership that enacts cultural proficiency. We offer the following modification and a set of principles that support this.

PSEL Standard 3: Equity and Cultural proficiency

Standard 3 – Effective educational leaders strive for equity of educational opportunity and culturally proficient practices to promote each student’s academic success and well-being.

3a – Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.

3f – Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

3g – Intentionally demonstrate cultural competence and responsiveness in their interactions, decision making, development of systems and structures, and practice

3h—Model cultural proficiency and promote and develop cultural proficiency in others and their practices, advocate for and empower others to strive for equity of educational opportunities

Response to the Regents’ Question: What Guiding Principles Define Cultural Responsiveness?

Principle of respect. To value diversity and promote respect for all students’ and staff’s cultures and contexts.

Principle of inquiry. To question; to evaluate data, resources and practices; to identify barriers to student progress; to test out new approaches to foster equitable student experiences and outcomes; to engage in continuous improvement.

Principle of change. To disrupt patterns and systems of inequity to promote all students’ academic success and well-being; to collaborate with the broader school community in striving for equity of educational opportunity and culturally proficient practices; to be a change agent to address context specific inequity; and to sustain improved practices while striving for continuous improvement.

Principle of leading learning. To model reflective practice and foster a growth mindset among the staff and larger school community; to promote learning on cultural competence and responsiveness and the preparation of students to live productively and contribute to the diverse cultural contexts of a global society; to engage and empower others to determine needs and solutions to promote equity of educational opportunities.

Principle of social justice. To accept responsibility for creating culturally inclusive and equitable environment; facilitate resource, program and policy equity to redistribute access, opportunities and conditions for equity of educational opportunity.

Given the clear focus on requiring leaders to serve as advocates for cultural responsiveness (as had been our original charge), we present a brief summary of the research literature on cultural responsiveness and related concepts.

Response to the Regents’ Question: What is Cultural Responsiveness?

Cultural responsiveness requires individuals be cultural competent. This competency is having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the

within-group differences that make each student unique, while celebrating the between-group variations that make our [world] a tapestry. that culturally responsive leaders need to continuously support minoritized students through examination of assumptions about race and culture. Further, they argue that as demographics continue to shift, so should practice that responds to student needs, understanding that it is “deleterious for students to have their cultural identities rejected in school and unacknowledged as integral to student learning” (Khalifa, Gooden, & Davis, 2016).

In the most recent and comprehensive literature review of culturally responsive school leadership, Professors Muhammad Khalifa, Mark Gooden, and James Earl Davis (2016) observed that culturally responsive leaders need to continuously support minoritized students through an examination of their assumptions about race and culture. Further, they argue that as demographics continue to shift, so should leadership practices that respond to student needs, understanding that it is “deleterious for students to have their cultural identities rejected in school and unacknowledged as integral to student learning” (1285). While it is important for students to continue to feel comfortable in their respective physical and psychologically learning environments, it is also important for administrators, educators, policymakers and members of the communities to understand the process of being a constant learner. However, due to the fact that most administrators, teachers and policymakers do not always reflect our student populations, cultural experiences and how unknowingly projected into classroom setting, can have implications on the learning environment.

Examples of how educational practitioners (teachers and leaders) enact cultural responsiveness include:

1. Communication of High Expectations
2. Active Teaching Methods
3. Practitioner as Facilitator
4. Inclusion of Culturally and Linguistically Diverse Students
5. Cultural Sensitivity
6. Reshaping the Curriculum or Delivery of Services
7. Student-Controlled Discourse
8. Small Group Instruction

* In her 1994 book, *The Dreamkeepers*, Dr. Gloria Ladson Billings defined culturally responsive [practitioners] as possessing these eight principles

Why do we need it?

The social and cultural contexts of today’s schools are diverse in ways that require greater attention to the educational philosophies, backgrounds, and perspectives of school leaders The cultural and racial identities of students, and those who serve them, have long continued to represent not only a demographic divide (Milner, 2007, 2008), but also growing degrees of *cultural mismatch*, which occurs when students experience incompatibility between their school and home cultures (Boykin, 1986; Delpit, 1995, 2006; Gay, 2000, 2002; Hale-Benson, 1986; Hilliard, 1967; Irvine, 1991; Ladson-Billings, 1994; Pollard & Ajrotutu, 2000). In some instances, this mismatch results in *cultural conflict* (Delpit, 1995), *cultural collision* (Beachum & McCray, 2004, 2008), and in more troubling scenarios, the practice of *cultural collusion* where teachers and school leaders implicitly usher out those students whose culture is not

recognized or valued in the classroom or school setting (Beachum & McCray, 2004). In other cases, schools actively attempt to erase or “subtract” students’ cultures through lack of relevance or responsiveness to the assets they bring with them (Valenzuela, 1999).

How is it linked to our mission as an organization and a profession?

In environments where educators are not aptly prepared or willing to meet the unique needs of students who represent underserved racial, ethnic, and cultural groups, student learning and achievement suffers. Education leaders who are preoccupied with compliance to high-stakes accountability goals and not proficient in terms of understanding their own cultural identity, practices and responsive are not prepared to meet the educational needs of their students. Subsequently, the strained relationships, discourse, and compromised learning opportunities in sites of cultural conflict present an educational challenge that becomes critically important for not only teachers to understand, but also for school leaders to both recognize and manage successfully as education professionals, which is not only ethical, but their professional duty.

What is entailed?

Unlike the field of teacher education, which has engaged in research that considers sociocultural contexts and factors as evidenced in the literature on multicultural education (Banks, 1993, 2005; Banks & Banks, 1988; Grant; 1992, Nieto, 1999; Sleeter & Grant, 1996; Sleeter & McClaren, 1996), culturally relevant pedagogy (Ladson-Billings, 1992, 1994, 1995, 1998), culturally responsive instruction (Gay, 2000, 2002), and anti-racist pedagogy (Cochran-Smith, 1995; Kailin, 2002; Lawrence & Tatum, 1997; Lee, 1998; 2006; Trepagnier, 2006), such considerations remain understudied in the field of educational leadership. There is, however, as Bustamante, Nelson, and Onwuegbuzie, (2009) noted in their work on schoolwide cultural competence and leadership preparation, a growing body of research that documents how “culturally responsive educational leadership positively influences academic achievement and students’ engagement with the school environment (Banks & McGee-Banks, 2004; Gurin, Dey, Hurtado, & Gurin, 2002; Johnson, 2003, 2006; Juettner, 2003; Klingner et al., 2005; Ladson-Billings, 1995; Riehl, 2000; Skrla, Scheurich, Garcia, & Nolly, 2006a, 2006b)” (p. 794). Although we do not entirely attribute persistently racialized gaps in educational achievement and student performance to cultural mismatch, conflict, or collusion, we do believe such contexts warrant serious attention to the ways such manifestations of cultural and racial incongruence impact and inform the work of not only teachers, but the administrators who lead them, and through action or inaction, shape school culture (Brooks & Miles, 2010; Terrence & Deal, 1994).

What does it mean for practicing educators?

Instructionally, education leaders must consider the decisions being made and assessing and evaluating the roles they will play as culturally responsible teachers and classroom leaders. In his book “Culturally and Linguistically Responsive Teaching and Learning” (2012) Sharroky Hollie identifies the following eight elements of a culturally responsive learning environment:

1. Print Rich Environment
2. Learning Centers
3. Culturally Colorful
4. Optimum Arrangement
5. Multiple Libraries
6. Technology

7. Relevant Bulletin Boards
8. Displayed student work and images of students

These points are certainly not new to educators, but the goal is to be culturally mindful and aware while addressing them.

How is it achieved?

Enacting the changes needed to create learning environments for students that are created by educators who intentionally employ culturally proficient practices starts with agreement about and a common conceptual understanding of the concept of cultural responsiveness. Thoughtfully designed professional development follows from and seeks to build on a common conceptual understanding. Not surprisingly, effective professional development will account for the reality that individual educators approach this topic and view it through the lens of their own experience and background. For that reason, a scaffold of learning opportunities is needed that enables individual school building leaders to advance toward the aim of achieving cultural proficiency not just in their individual practice but also toward the goal of fostering that proficiency in staff. This means not just recognizing it and understanding it but expecting it, modeling it, coaching it, inspecting it, and rewarding it. To that end, we outline what we view as necessary to advance culturally responsive leadership.

In their framework for culturally relevant leadership, which they regard as interchangeable with Standard 3's conception of cultural responsiveness, Horsford, Grosland, and Gunn posit the following four P's as essential to the effective leadership: (1) political context, (2) pedagogical approach, (3) personal journey, and (4) professional duty. This framework serves as a synthesis of the research on culturally responsive pedagogy, culturally relevant pedagogy, and anti-racist pedagogy coupled with the expectation that education leaders demonstrate a solid understanding of their political and policy contexts, as well as the fact that their individual commitment to equity and cultural responsiveness is central to their professional duty as leaders.

We view educational leaders as going beyond having cultural proficiency knowledge and understanding. We believe that leaders must have the skills and capacities to create school conditions that remove barriers and reverse the effects of achieve better equity and learning outcomes for all children. We draw on Byrne-Jimenez and Orr (2013) and their discussion of social justice leadership to frame this further. As they stated:

“One way to analyze this complexity is to explore how any definition addresses one of, or all, four basic questions: social justice *for whom*, social justice *by whom*, social justice *how*, and social justice *for what*. For purposes of evaluating social justice leadership preparation, we discuss what is included in the target (e.g. social justice for whom?), the actors to pursue social justice (e.g. social justice by whom?), the actions and strategies they are to take pursue social justice (e.g. social justice how?), and the equity outcomes to be achieved (e.g. social justice for what?), it is important to be aware of our “place” in this discussion. Without careful attention to doing *with* others instead of *on* others, we run risk of unintentionally replicating existing systems of oppression.” (Byrne-Jimenez & Orr, 2013)

Their table below outlines a set of leadership skills and proficiencies that might be similarly applicable to our understanding of culturally proficient leadership.

Table : Social Justice Leadership Framework (Byrne-Jimenez & Orr, 2013)

Recognition	Reversal	Redistribution
Awareness of <i>self</i> as separate from cultural, historical context.	Awareness of <i>self</i> in context, culture, history and acceptance as a benefactor of disparate educational outcomes	Awareness of <i>self</i> in context of own power and privilege and acceptance of role in eradicating inequitable systems
Awareness of culture and history as factors in disparate educational outcomes.		
Develop of self-consciousness	Develop critical thinking and an equity conscious Develop analytic skills to identify inequities in opportunities and outcomes	Develop critical interculturalism (locally/globally) Develop action-oriented skills to challenge and dismantle systems of inequity
Tolerate individual differences as necessary.	Appreciate and accommodate group differences	Value difference as a source of organizational/systemic strength and learning
Focus on racism of <i>others</i> . Localize effort in a personal context	Focus on <i>individual</i> “-isms” Localize effort in local/national context	Focus on <i>institutional</i> “-isms” Localize effort in global/transnational context that recognizes human and ecological connectivity
Develop an awareness of the capacity of leadership to foster social justice	Develop capacity to facilitate resources, program and policy equity to reversal inequitable outcomes and counter marginalizing forces Recognize barriers to student progress and create reactive systems and structures Develop the capacity to be a change agent to facilitate social justice Develop capacity to advocate for individuals/groups who suffer marginalization Enhance capacity to work on microsystem equity to address and/or compensate inequities	Extend capacity to work on macrosystem equity & transformation in order to prevent future inequities Develop capacity to facilitate resource, program and policy equity to redistribute access, opportunities, and conditions Develop capacity to create intercultural organization and proactive systems Make unequal distribution of resources to eradicate unequal conditions
Maintain power in order to address needs of other	Share power in order to empower others	Relinquish power in order to allow others to empower themselves

Source: Byrne-Jimenez, M., & Orr, M. T. (2013). Evaluating social justice leadership preparation. In L. Tillman & J. J. Scherich (Eds.), *Handbook of Research on Educational Leadership for Equity and Diversity*, . NY: Routledge.

What is the role of the State Department of Education?

The role of the State Department of Education (SED) is both supporting and holding school districts accountable for culturally responsive education and leadership practices.

1. Conduct or commission a labor workforce study on building and district-level administrators that capture the demographic profile and characteristics of New York state’s education leaders.
2. Fund and support culturally responsive leadership preparation and ongoing professional development opportunities at the district level.
3. Provide technical assistance and support to school districts seeking external funding that supports culturally responsive education and leadership strategies and programming
4. Require school districts to include equity audits based in their annual reports that include data on a variety of deliverables, including administrator and teacher diversity, to include race, gender, years of teaching and administrative experience, licensure, certification, etc.
5. Recruit, hire, and sustain a racially, ethnically, culturally, and linguistically diverse cadre of administrators (departmental curriculum experts and program leaders) who mirror the diversity of the student body and demonstrate proficiency in culturally responsive education subjects, methods and pedagogy, including culturally responsive analysis, assessment, and evaluation.

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