




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: August 31, 2017

AUTHORIZATION(S):



SUMMARY

Issue for Discussion

Should the Board of Regents adopt amendments to 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* (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 discussion at its September 2017 meeting. A copy of the proposed amendment is included as Attachment A.

Procedural History

A Notice of Proposed Rule Making will be 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 the 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.
- 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.

Terms Defined

The recommendation under consideration today calls for adoption of the most current national standards for practicing educational leaders and basing the program registration of school building leader programs on these standards. While we are proposing that the Board adopt these standards, we recognize that implementation and execution takes time. Specifically, we are recommending that the standards 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 *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.

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 suggests 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.

- New laws have heightened educator accountability for results. Often attributed to changing federal policy requirements, New York is not immune to these changes. 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.
- 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.
- 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 effective educational leaders:

- (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 highlight areas where the *PSELs* represent the greatest change from the 2008 *ISLLC Standards*.

Specific Language of the Standards that are Recommended for Adoption

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

Standards 4, 5, and 6:

To this work, 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 shift

follows. 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 Section 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 establishes new professional practice guidelines and 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 Sections 52.21 and 80-3.10 to the clinically rich principal preparation program.

Next Steps

If the Board of Regents approves 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 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.p
df](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%20Prin
cipal%20Project%20Advisory%20Team.pdf](http://www.regents.nysed.gov/common/regents/files/718Findings%20of%20the%20Principal%20Project%20Advisory%20Team.pdf)

Recommendation

Not applicable.

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 its December Regents meeting, the proposed amendment will become effective on December 27, 2017.

Attachment A

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.

3. 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...

5. 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.