

Condensed Rules, Regulations and Standards Relating to SBL
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This information has been taken and paraphrased from Title XIII of the New York State Rules and Regulations. Please see long form document for the sections verbatim.

Keys:

The department refers to the New York State Education Department.

According to the Commissioners Regulations who are School Building Leaders?

- Principals, Housemaster, supervisor, department chairman, assistant principal, coordinator, unit head and any other person serving more than 25 percent-10 periods per week-of his assignment in any administrative and/or supervisory position.

80-2.2 Who makes the regulations governing training and certification of those pursuant to a school administrator certificate (Provisional and Permanent)?

- The Commissioner of the State Education Department-at this moment-MaryEllen Elia decides on the regulations for certification.

80-2.4

What are the basic outline requirements for an Initial SBL Certificate?

- Baccalaureate degree from a regionally accredited higher institution or from an institution approved by the department.
- Completed in addition 30 semester hours of graduate study.
- An approved administrative/supervisory internship under the supervision of a practicing school administrator and of a representative of the sponsoring institution of higher education.
- 18 of the 30 hours shall be in the field of school administration.
- One year of satisfactory full-time experience as a supervisor or administrator in a school can substitute for the internship.
- Candidates need three years of approved teaching and/or administrative/supervisory/pupil personnel services within grades N-12
- Certificate is valid for 5 years.

What are the basic outline requirements for a permanent SBL certificate?

- In addition to the requirements for the initial certificate, two years of school experience in an administrative/supervisory position.
- Within total program of preparation, the candidate shall have been awarded their master's degree.

80-3.10

Initial SBL Certificate:

Education-

- Candidate shall hold a master's degree or higher from a regionally accredited higher education institution as determined by the department.
- Successfully completed an approved school building leader program leading to certification.

Or,

- Candidate holds a baccalaureate or master's degree from a regionally accredited higher education institution.
- Successfully completed the Clinically Rich Principal Preparation Pilot Program leading to certification.

Examination-

- Evidence of candidates achieving satisfactory level of performance on NYS assessment for SBL will be submitted to the State Education Department.
- Candidates who do not meet all requirements, will also need to achieve a satisfactory level of performance on the educating all students test.

Experience-

- Candidates will have complete three years of classroom teaching service and/or pupil personnel service in public or non-public schools N-12.

Professional SBL Certificate:

- Certification shall be continuously valid, provided that the CTLE requirements are met by certificate holder.
- Candidates will have three years of school experience in an educational leadership position in public or non-public schools N-12-including one year of experience as a school building leader.
- Candidate will participate in a mentored program in the first year of employment, unless candidate has completed two years of educational leadership service.

Alternative Pathway for Out of State:

- Candidates must hold a valid certificate or equivalent authorization to practice as an SBL from another US state, US territory or the District of Columbia.
- Candidate must meet general requirements relating citizenship, study in child abuse identification, reporting, school violence prevention, training in harassment and as criminal history check.
- Candidate must hold a master's degree or higher from a regionally accredited institution.
- Candidates must have three years of satisfactory experience in public school N-12 in another state, US territory or District of Columbia.
- Candidate must present documentation of effective or highly effective evaluation in his/her most recent three years in a public school.

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80-6.2

What are the registration requirements for certificate holders?

- Certificate holders shall register every five years commencing with the 2016/2017 school year.

- Certificate holders not currently practicing in an applicable school, may allow registration to lapse without late fee penalties.
- Each certificate holder shall notify the department of any change in name or address no later than 30 days after such change through the online TEACH system.

80-6.3

What are the requirements for CTLE certificate holders (holders of professional certificates in the educational leadership service).

- All CTLE certificate holders are required to complete 100 clock hours of acceptable CTLE during registration period.
- If there are fewer than 30 English language learners (ELL) students enrolled or ELL make up less than 5% of the districts total student population, CTLE Certificate holder is exempt from language acquisition CTLE requirements.
- CTLE requirements can be completed at any time during registration period.

80-6.4

- Only sponsors with acceptable CTLE approved by the department can grant CTLE credit.
- Credit-bearing University or College courses, each semester-hour of credit is equal to 15 clock hours of CTLE credit, a quarter-hour of credit is equal to 10 clock hours of CTLE
- For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction.

80-6.5

- The department may issue a conditional registration to a CTLE certificate holder, who attests non –compliance if they agree to remedy such deficiency within the conditional registration period.

80-6.7

What records should CTLE certificate holders complete?

- The title of CTLE program, total number of hours completed, number of hours completed in language acquisition for ELL, sponsor's name, identifying number, attendance verification, location and date of the program.
- Records will be retained for three years from the end of the registration period for review by the department.

80-6.9

What are acceptable CTLE?

- Held by a sponsor approved by the department.
- Studies in the content or in pedagogy area of any certificate title held by an individual and include any required study in language acquisition.
- CTLE must be conducted through activities designed to improve the leader's pedagogical and/or leadership skills-targeted at improving student performance.
- Activities shall promote the professionalization of teaching and educational leadership.

- Reflective of district goals.

80-6.10

- Entity seeking sponsor approval shall submit application and \$600 fee.
- Entities that may apply; school districts, board of cooperative educational services, teacher centers, NYS institutions of higher education, professional organizations or unions and any other entity approved by the department.

52-21

Requirements for Programs leading to certification in educational leadership service.

- Selection criteria; minimum score on GRE or equivalent admission examination, a cumulative GPA average of 3.0 or its equivalent.
- Programs cannot exempt more than 15% of their incoming class from selection criteria.
- A program shall report to the department the number of students admitted pursuant to such exemption and selection criteria used for such exemptions.

Standards for programs leading to certification.

- Programs registered as leading to professional certificate shall lead to a master's degree or higher.
- Programs shall meet requirements for an initial certificate.
- The authority to admit new students shall be suspended, if for three consecutive academic years, fewer than 50% of its students who have satisfactorily completed the program pass each examination for initial or provisional certification.
- Suspended programs may submit an appeal to the commissioner within 30 days of suspension.
- Institutions will be continuously accredited by either an acceptable professional education accrediting association or the Regents.

Specific Standards for programs leading to Educational Leadership Service certification.

- Program providers must be graduate programs through institutions of higher education or by institutions of higher education collaborating with school districts or with educational leadership associations.

Program Framework;

- Candidates must understand child and adolescent development and learning focusing on achievement to meet state standards.
- Candidates should be recruited from groups historically underrepresented in educational leadership.
- Candidates should demonstrate these nine essential characteristics; Know what it takes and means to be a leader, have a vision for schools to share and promote, communicate clearly and effectively, collaborate and cooperate with others, persevere and take long view, support and develop staff, accountability and responsibility for actions, continue learning and honing skills, and to have the courage to take informed risks.
- Programs should establish formal relationships with distinguished practitioners and scholars in field for the purpose of program development.

- Programs ensure that candidates complete two clock hours of training in each; school violence prevention/intervention and identifying and reporting suspected child abuse or maltreatment.
- Programs ensure that candidates complete six clock hours of training in the social patterns of harassment, with a minimum of three hours conducted face-to-face.

Standards specific to School Building Leader

- Candidates must possess a permanent or professional certificate in classroom teaching or pupil personnel service in a public or non-public N-12.
- Candidate must have completed three years of classroom teaching and/or pupil personnel service in a public or non-public N-12.
- Candidates must demonstrate the same nine characteristics listed above.
- Candidates with prior learning may be granted graduate credit if determined through assessment and an individual study plan is created with program personnel.

Program Content Requirements

- Programs will require candidates to demonstrate the following knowledge and skills; develop an educational vision, build and/or sustain an existing one with the intent to assist students to meet state standards, collaboratively identify goals and objectives for achievement, seek out diverse perspectives and alternative points of view, build understanding through precise questioning, communicate and work effectively with students, staff, parents and community members-providing clear accurate information, creating school goals and performance results.
- Candidates must learn how to lead comprehensive, long-range planning informed by multiple data sources to identify and propose solutions to problems in regards to all aspects of the school including but limited to; curriculum development, instructional strategies, classroom practices, assessment, student support services, professional development, student/family/community relations, facility development and planning with colleges for providing experiences for college students in educator prep programs.
- Candidates should be given the skills to make ethical and analytical decisions for achieving student goals.
- Candidates shall learn to establish accountability.
- Candidates shall set an ethical example, encouraging mutual respect within institution and community.
- Candidate shall learn how to address and develop staff capability.
- Candidate shall learn how to create a safe environment for students, staff and institution.
- Candidate shall have the ability to establish a school budget and manage finances.
- Candidate shall have the ability to apply statutes and laws according to the state and government.
- Candidate shall maintain a personal plan for continuous self-improvement and learning.

Leadership Experience in Program:

- Candidates are required to have experience in districts serving students at different developmental levels with a variety of socio-economic backgrounds.

- Candidate's leadership experience should be carefully selected and planned by program faculty in collaboration with school district leaders.
- All leadership experiences shall be supervised by certified school district leaders and program faculty.
- Candidate shall have culminated in a full-time experience of at least 15 weeks.
- Candidate shall meet all program requirements established by institution in order to be considered a program completer.

Institutional Accountability:

- The Institution is accountable for the quality of the SBL program and shall perform regular program evaluations to determine program quality.
- If fewer than 80% of students satisfactorily complete the institution's program and the SBL examination the department shall conduct a registration review.
- Institutions will be required to submit a corrective plan within four months of notification of their registration review.

Accreditation:

- Programs shall be accredited by either a professional education accrediting association determined by the department or the Regents pursuant to the Regents accreditation process.

52.3

Professional Education Programs

- Any educational program leading to professional licensure shall have a curriculum that is adequate in breadth and depth to meet the objectives of the program and satisfactory to the commissioner.
- The department may use standards put forth by nationally recognized accrediting organizations in the professions when reviewing professional education programs.

53.3

- Institutions shall provide a list of degree, certificate and diploma programs provided.
- Institutions shall provide information on student retention and graduation rates based on a summary of the most recent cohort and survival statistics.

Professional Standards for Educational Leaders 2015 (Formerly ISLLC Standards)

1. 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.
2. Effective educational leaders act ethically and according to professional norms to promote each student's academic success.
3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. 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.
5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. 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.
9. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
10. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

CAEP Standards for Advanced Programs:

1. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
2. The provider ensures that effective partnerships and high quality clinical practice are central to preparation so that candidates develop the knowledge, skills and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.
3. The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the profession of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.
4. The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.
5. The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.