Graphic Display of School Building Leader (SBL) Certification

How New York State Laws and Commissioner Regulations are Related to

Standards for Aspiring Principals, SBL Programs, and Institutions of Higher Education

The Constitution of New York State makes the Regents the head of education and assigns Regents the duty to appoint a Commissioner to be the chief administrative officer for education department

The New York State Legislature enacts law directing Commissioner to ensure that curricula for programs leading to SBL certification shall be satisfactory to the Commissioner (8 CRR-NY52.1)

8 CRR-NY 52.3: Any educational program . . . that leads to a certificate . . . in a professional area . . . shall have a curriculum that is adequate in breadth and depth to meet the objectives of the program and that is satisfactory to the commissioner

The Assembly of the State legislature selects Regents who in turn appoint the Commissioner and charge that individual with executing the duties specified by NYS Constitution and NYS law.

Through regulation 52.21, the Commissioner sets standards related to individuals (school building leaders), programs (SBL certification), and the accreditation of colleges and universities.

Individuals: Commissioner sets the professional standards that individuals must meet to earn School Building Leader certification in New York

Programs: Commissioner sets standards SBL programs must address & proficiency rate test-takers must achieve to be certified (80%)

Institutions of Higher Education: Commissioner sets standards colleges and universities must meet to be accredited in New York

Office for College and University Evaluation: Requires IHEs that offer SBL certification to first earn CAEP accreditation.

8 CRR-NY 80-3.10 School building leader
(ii) Requirements for an initial certificate
(a)(1) The candidate shall hold a master's or higher degree from a regionally accredited higher education institution . . . and have successfully completed a program leading to initial certification as a school building leader . . . (2) and have successfully completed the Clinically Rich Preparation Pilot Program leading to initial certification as a school building leader
(b) Experience. The candidate shall have successfully completed three years of classroom teaching service and/or pupil personnel service experience in public or non-public schools N-12.

8 CRR-NY 52.23 (2)(iv) SBL Program Content Requirements: Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

- **a) Develop and implement educational vision . . . for assisting all students to meet State learning standards;**
- **b) 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) Communicate and work effectively with parents, staff, and students from diverse backgrounds**
- **d) Lead comprehensive, long-term planning, informed by multiple data sources, to . . . identify root causes, solutions, and improvements**
- **e) Effect change through ethical decision making**
- **f) Establish accountability systems for achieving educational goals**
- **g) Set a standard for ethical behavior**
- **h) Develop staff capacity for addressing student learning needs by effective supervision and evaluation of teachers**
- **i) Create conditions necessary to provide a safe, healthy, and supportive learning environment**
- **j) Establish a school budget**
- **k) Apply statutes as required by law**
- **l) Maintain a personal plan for self-improvement and continuous improvement**

TEACH: This is the NYSED office that specifies the standards (related to individual knowledge and skill) that shall be used by the SBL program providers at IHEs and the firm that conducts SBL exams (Pearson).