



NYSTCE[®]

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS[™]

Alignment Between the "New York State Teacher Certification Examinations (NYSTCE) Field 107/108: (SEPT 2013) School Building Leader Competencies and Performance Indicators" (2014) and the "National Policy Board for Education Administration (NPBEA) Professional Standards for Educational Leaders" (2015)

Prepared for:

New York State Education Department

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Alignment Summary

Purpose of Alignment Study

This document summarizes the results of an alignment study between the current NYSTCE Competencies and Performance Indicators for School Building Leader (Field 107/108) and NPBEA Professional Standards for Educational Leaders. The purpose of the study is to determine the degree to which the current Competencies and Performance Indicators match national standards.

- New York State Teacher Certification Examinations (NYSTCE). Field 107/108: School Building Leader Competencies and Performance Indicators (2014)
- National Policy Board for Education Administration (NPBEA). Professional Standards for Educational Leaders (2015)

Discussion of Results

The study indicates that the current NYSTCE Competencies and Performance Indicators for School Building Leader are strongly aligned with the NPBEA Professional Standards for Educational Leaders. The study does suggest the following actions be considered.

- Adding a performance indicator to Part 1 Objective 0001 regarding developing relationships with feeder schools for enrollment management and curricular and instructional articulation
- To strengthen the notion of cultural awareness and acceptance:
 - Splitting performance indicator Part 1 0002e into two performance indicators and expand performance indicator reading “environment that is responsive to and respectful of student diversity”
 - Adding an additional performance indicator to Part 1 Objective 0002 regarding culturally responsive practices in educational leadership
- Adding a performance indicator to Part 1 Objective 0002 regarding the fair and equitable management of conflict among students, faculty and staff, leaders, families and the community
- Adding a performance indicator to Part 2 Objective 0003 regarding school building leaders tending to their own learning and effectiveness through reflection, study, and improvement

Implications for Test Bank

The current NYSTCE School Building Leader test bank is well correlated to the Professional Standards for Educational Leaders. All performance indicators highlighted in the alignment study as aligned to the Professional Standards for Educational Leaders are covered by multiple questions in the test bank. In addition, the major thematic focuses of the PSEL standards are addressed by selected-response item clusters and constructed response assignments currently in the test item bank.

For the areas indicated above where additional performance indicators are recommended, the test design can easily accommodate additional selected-response item clusters, constructed response assignments, and discrete selected-response items to cover areas where alignment was not as strong.

Alignment of Interstate School Leaders Licensure Consortium (ISLLC) Standards and Professional Standards for Educational Leaders (PSEL)

In November 2015, the National Policy Board for Educational Administration (NPBEA), in conjunction with the Council of Chief State School Officers (CCSSO), released the Professional Standards for Educational Leaders (PSEL). The PSEL update and replace the CCSSO's Interstate School Leaders Licensure Consortium (ISLLC) Standards (2008). The ISLLC Standards had been among the professional standard with which the NYSTCE School Building Leader (SBL) Competencies and Performance Indicators were correlated.

In 2016, CCSSO released a crosswalk study of the ISLLC Standards and the PSEL. The crosswalk demonstrates that the PSEL expand significantly on the ISLLC Standards in the thematic areas of equity and cultural responsiveness, the development of school personnel, the role of educational leaders in continuous improvement, and the role of educational leaders in developing intellectually rigorous academic systems. While these themes were addressed by the ISLLC Standards, they are given greater emphasis and covered in greater detail in the PSEL. The Midwest Comprehensive Center at the American Institutes for Research also conducted a review of the ISLLC Standards and the PSEL. In addition to confirming CCSSO's conclusions, the Midwest Comprehensive Center noted that the PSEL expand on the ISLLC Standards coverage of developing collaborative expertise within schools, promoting a schoolwide commitment to accountability, developing community partnerships, using data to inform decision making to drive improvement, and ensuring equitable access.

In the areas identified in both the CCSSO Crosswalk and the Midwest Comprehensive Center study, this study indicates that the NYSTCE SBL Competencies and Performance Indicators are more closely aligned with the PSEL than they are with the ISLLC standards. The suggestions above will further strengthen this alignment. The comparison between the PSEL and the ISLLC Standards is discussed further in the appendix at the end of this document.

Links

NYSTCE Competencies and Performance Indicators 107/108: School Building Leader

http://www.nystce.nesinc.com/content/docs/NY107_108_OBJ_FINAL.pdf

NBPEA Professional Standards for Educational Leaders

<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

Alignment Between the "New York State Teacher Certification Examinations (NYSTCE). Field 107/108: (SEPT 2013) School Building Leader Competencies and Performance Indicators" (2014) and the "National Policy Board for Education Administration (NPBEA). Professional Standards for Educational Leaders" (2015)

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
Professional Standards for Educational Leaders	Field 107/108: School Building Leader
<p>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 <i>each</i> student.</p>	
<p>a) Develop an educational mission for the school to promote the academic success and well-being of each student.</p>	<p>Field 107: 0001a. collaboratively developing and implementing a school vision of high achievement and college/career readiness for all students Field 108:</p>
<p>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.</p>	<p>Field 107: 0001a. collaboratively developing and implementing a school vision of high achievement and college/career readiness for all students 0001b collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed Field 108:</p>
<p>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.</p>	<p>Field 107: 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002.f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity Field 108:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.</p>	<p>Field 107: 0001b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed 0001i. establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results</p>
<p>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.</p>	<p>Field 107: 0001b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed</p>
<p>f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</p>	<p>Field 107: 0002a. establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students</p>
<p>g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.</p>	<p>Field 107: 0002h. modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others</p>
<p>Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote <i>each</i> student’s academic success and well-being.</p>	
<p>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.</p>	<p>Field 107: 0002h. modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	<p>Field 108: 0003h. adhering to laws, regulations, and ethical standards related to student, staff, and parent/guardian rights, protections, and responsibilities; educational equity; student safety and welfare; students with disabilities, students who are English Language Learners, and other protected classes; building management; and other matters relevant to school leadership</p>
<p>b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.</p>	<p>Field 107: 0002h. modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others</p> <p>Field 108: 0001d. creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization 0001i. acting in accordance with local policies and procedures and state and federal laws and regulations related to human resource administration; processes of collective bargaining and contract management; and issues of equity, diversity, and fairness</p>
<p>c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.</p>	<p>Field 107: 0001f ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities) 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students 0002d ensuring that student needs are the primary consideration in all aspects of school decision making and resource use 0002e. creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning</p> <p>Field 108:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.</p>	<p>Field 107: 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity</p> <p>Field 108: 0002e. responding effectively to diverse family and community interests and needs</p>
<p>e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.</p>	<p>Field 107: 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning</p> <p>Field 108:</p>
<p>f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.</p>	<p>Field 107: 0002h modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others</p> <p>Field 108:</p>
<p>Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote <i>each</i> student's academic success and well-being.</p>	

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.</p>	<p>Field 107: 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002h modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others</p>
<p>b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.</p>	<p>Field 107: 0001f ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities) 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning</p>
<p>c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.</p>	<p>Field 107: 0002f ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.</p>	<p>Field 107: 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 002g using effective and equitable behavior management systems and systems for supporting students' social-emotional development</p> <p>Field 108:</p>
<p>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.</p>	<p>Field 107: 0001f ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities) 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students 0002b ensuring that teachers set rigorous academic and behavior expectations for every student 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002f ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity</p> <p>Field 108:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.</p>	<p>Field 107: 0001a collaboratively developing and implementing a school vision of high achievement and college/career readiness for all students 0001d planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002f ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity</p> <p>Field 108:</p>
<p>g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.</p>	<p>Field 107: 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002h modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others</p> <p>Field 108:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>h) Address matters of equity and cultural responsiveness in all aspects of leadership.</p>	<p>Field 107: 0001f ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities) 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002f ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity 0002h modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others</p> <p>Field 108: 0001i acting in accordance with local policies and procedures and state and federal laws and regulations related to human resource administration; processes of collective bargaining and contract management; and issues of equity, diversity, and fairness 0002e responding effectively to diverse family and community interests and needs</p>
<p>Standard 4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote <i>each</i> student's academic success and well-being.</p>	

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>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</p>	<p>Field 107:</p> <p>0001b collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed</p> <p>0001c establishing and leading a comprehensive, coherent, and challenging curricular and assessment program aligned to state and college/career readiness standards, including the New York State P–12 Common Core Learning Standards</p> <p>0001d planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment</p> <p>Field 108:</p>
<p>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.</p>	<p>Field 107:</p> <p>0001c establishing and leading a comprehensive, coherent, and challenging curricular and assessment program aligned to state and college/career readiness standards, including the New York State P–12 Common Core Learning Standards</p> <p>0001d planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment</p> <p>0001f ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities)</p> <p>0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning</p> <p>Field 108:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p>	<p>Field 107: 0001d planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment 0001f ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities)</p>
<p>d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p>	<p>Field 107: 0001d planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment 0001f ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities)</p>
<p>e) Promote the effective use of technology in the service of teaching and learning.</p>	<p>Field 107: 0001g using technology and information systems to enhance curriculum and instruction, support student learning, and monitor instructional effectiveness</p>
<p>f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p>	<p>Field 107: 0001d planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment 0001e leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	Field 108:
<p>g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p>	<p>Field 107: 0001b collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed 0001e leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning 0001j using data to anticipate emerging trends and advocate on behalf of students</p> <p>Field 108:</p>
<p>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 <i>each</i> student.</p>	
<p>a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.</p>	<p>Field 107: 0002d ensuring that student needs are the primary consideration in all aspects of school decision making and resource use 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002g using effective and equitable behavior management systems and systems for supporting students' social-emotional development</p> <p>Field 108: 0003e using procedures for allocating and utilizing space and time effectively to meet educational needs and for providing a safe, secure, and healthy environment for all students and staff</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>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.</p>	<p>Field 107: 0001f ensuring teachers' use of instructional practices that promote academic engagement for every student, including students with diverse characteristics and needs (e.g. English Language Learners, students with disabilities) 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning</p> <p>Field 108:</p>
<p>c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.</p>	<p>Field 107: 0001d planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning 0002f ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity</p> <p>Field 108:</p>
<p>d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.</p>	<p>Field 107: 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students 0002f ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity 0002g using effective and equitable behavior management systems and systems for supporting students' social-emotional development</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	<p>Field 108: 0002a guiding staff to establish and maintain positive, productive, and respectful relationships with parents/guardians and engage them in their children’s learning 0002g using effective and equitable behavior management systems and systems for supporting students’ social-emotional development</p>
<p>e) Cultivate and reinforce student engagement in school and positive student conduct.</p>	<p>Field 107: 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students 0002b ensuring that teachers set rigorous academic and behavior expectations for every student 0002c promoting an environment in which students are consistently learning, respectful, and on task and are active and engaged learners 0002g using effective and equitable behavior management systems and systems for supporting students’ social-emotional development</p> <p>Field 108:</p>
<p>f) Infuse the school’s learning environment with the cultures and languages of the school’s community.</p>	<p>Field 107: 0002e creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students’ sense of responsibility and accountability for their own learning</p> <p>Field 108: 0002e responding effectively to diverse family and community interests and needs</p>
<p>Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote <i>each</i> student’s academic success and well-being.</p>	
<p>a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.</p>	<p>Field 107: 0002d ensuring that student needs are the primary consideration in all aspects of school decision making and resource use</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	<p>Field 108: 0001a recruiting, developing, and retaining teachers and other staff to support achievement of school goals</p>
<p>b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.</p>	<p>Field 107:</p> <p>Field 108: 0001c designing and implementing effective induction and mentoring plans to support, retain, and improve the performance of new teachers 0001h providing formal and informal opportunities to mentor emerging leaders, promote teacher leadership, and create a leadership pipeline</p>
<p>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.</p>	<p>Field 107:</p> <p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization 0001g orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning</p>
<p>d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p>	<p>Field 107: 0002b ensuring that teachers set rigorous academic and behavior expectations for every student</p> <p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization 0001e creating professional growth plans and using supervisory approaches appropriate to teacher strengths and needs 0001g orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>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.</p>	<p>Field 107:</p> <p>Field 108: 0001e creating professional growth plans and using supervisory approaches appropriate to teacher strengths and needs 0001f observing and evaluating the performance of teachers and other staff functioning at different levels, and providing effective feedback</p>
<p>f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</p>	<p>Field 107:</p> <p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization</p>
<p>g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.</p>	<p>Field 107:</p> <p>Field 108: 0001h providing formal and informal opportunities to mentor emerging leaders, promote teacher leadership, and create a leadership pipeline</p>
<p>h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.</p>	<p>Field 107:</p> <p>Field 108: 0001c designing and implementing effective induction and mentoring plans to support, retain, and improve the performance of new teachers 0001e creating professional growth plans and using supervisory approaches appropriate to teacher strengths and needs 0001g orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning</p>
<p>i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.</p>	<p>Field 107:</p> <p>Field 108:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote <i>each</i> student's academic success and well-being.</p>	
<p>a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.</p>	<p>Field 107: 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students</p> <p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization 0001g orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning</p>
<p>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.</p>	<p>Field 107:</p> <p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization</p>
<p>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.</p>	<p>Field 107:</p> <p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.</p>	<p>Field 107: 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students 0002d ensuring that student needs are the primary consideration in all aspects of school decision making and resource use</p>
<p>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.</p>	<p>Field 107: Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization</p>
<p>f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p>	<p>Field 107: Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization 0001g orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning</p>
<p>g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p>	<p>Field 107: Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization</p>
	<p>Field 107:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>h) Encourage faculty-initiated improvement of programs and practices.</p>	<p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whole members are committed to continuous improvement on the organization</p>
<p>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 <i>each</i> student’s academic success and well-being.</p>	
<p>a) Are approachable, accessible, and welcoming to families and members of the community</p>	<p>Field 107:</p> <p>Field 108: 0002b engaging families and the community to support planning and implementation of change 0002c promoting family involvement in children’s education and developing partnerships with families that improve the school’s ability to achieve goals for student success 0002e responding effectively to diverse family and community interests and needs</p>
<p>b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p>	<p>Field 107:</p> <p>Field 108: 0002c promoting family involvement in children’s education and developing partnerships with families that improve the school’s ability to achieve goals for student success 0002d building productive partnerships and other relationships with the business community, institutions of higher learning, nonprofit organizations, and others in the community to meet specific school needs.</p>
	<p>Field 107:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p>	<p>Field 108: 0002f establishing effective communication systems between the school and outside stakeholders, including using community and media relations and public information strategies</p>
<p>d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.</p>	<p>Field 107:</p> <p>Field 108: 0002b engaging families and the community to support planning and implementation of change 0002d building productive partnerships and other relationships with the business community, institutions of higher education, nonprofit organizations, and others in the community to meet specific school needs</p>
<p>e) Create means for the school community to partner with families to support student learning in and out of school.</p>	<p>Field 107:</p> <p>Field 108: 0002c promoting family involvement in children’s education and developing partnerships with families that improve the school’s ability to achieve goals for student success</p>
<p>f) Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.</p>	<p>Field 107:</p> <p>Field 108: 0002e responding effectively to diverse family and community interests and needs</p>
	<p>Field 107:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>g) Develop and provide the school as a resource for families and the community.</p>	<p>Field 108:</p> <p>0002a guiding staff to establish and maintain positive, productive, and respectful relationships with parents/guardians and engage them in their children's learning</p> <p>0002c promoting family involvement in children's education and developing partnerships with families that improve the school's ability to achieve goals for student success</p> <p>0002d building productive partnerships and other relationships with the business community, institutions of higher education, nonprofit organizations, and others in the community to meet specific school needs</p>
<p>h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.</p>	<p>Field 107:</p> <p>Field 108:</p> <p>0002b engaging families and the community to support planning and implementation of change</p> <p>0002d building productive partnerships and other relationships with the business community, institutions of higher learning, nonprofit organizations, and others in the community to meet specific school needs.</p> <p>0002e responding effectively to diverse family and community interests and needs</p>
<p>i) Advocate publicly for the needs and priorities of students, families, and the community.</p>	<p>Field 107:</p> <p>Field 108:</p> <p>0002d building productive partnerships and other relationships with the business community, institutions of higher learning, nonprofit organizations, and others in the community to meet specific school needs.</p> <p>0002e responding effectively to diverse family and community interests and needs</p> <p>0002f establishing effective communication systems between the school and outside stakeholders, including using community and media relations and public information strategies</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.</p>	<p>Field 107:</p> <p>Field 108: 0002d building productive partnerships and other relationships with the business community, institutions of higher learning, nonprofit organizations, and others in the community to meet specific school needs.</p>
<p>Standard 9: Operations and Management Effective educational leaders manage school operations and resources to promote <i>each</i> student’s academic success and well-being.</p>	
<p>a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.</p>	<p>Field 107:</p> <p>Field 108: 0003a using technological tools and data systems to support organizational management and increase organizational effectiveness 0003b planning, managing, and monitoring school budgets, and allocating, aligning, and efficiently utilizing fiscal resources to achieve educational goals and priorities 0003c using knowledge of public school financing, sources of funding, restrictions on the uses of funding, and strategies for obtaining additional resources (e.g., grants) to support school programs and promote student success 0003d using efficient and effective procedures for accurate financial management, including recordkeeping, reporting, and internal controls, consistent with legal requirements 0003e using procedures for allocating and utilizing space and time effectively to meet educational needs and for providing a safe, secure, and healthy environment for all students and staff 0003f using procedures for building and information security, crisis planning and prevention, and emergency management in the school setting 0003g using practices to enable the school's physical plant and equipment to operate safely, efficiently, and effectively</p>
	<p>Field 107:</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
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.	Field 108: 0002b assigning and scheduling teachers and other staff to meet student needs and support school goals
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.	Field 107: Field 108: 0003b planning, managing, and monitoring school budgets, and allocating, aligning, and efficiently utilizing fiscal resources to achieve educational goals and priorities
d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.	Field 107: Field 108: 0003c using knowledge of public school financing, sources of funding, restrictions on the uses of funding, and strategies for obtaining additional resources (e.g. grants) to support school programs and promote student success 0003d using efficient and effective procedures for accurate financial management, including recordkeeping, reporting, and internal controls, consistent with legal requirements
e) Protect teachers' and other staff members' work and learning from disruption.	Field 107: 0001h ensuring that time spent on quality instruction is maximized Field 108:
f) Employ technology to improve the quality and efficiency of operations and management.	Field 107: Field 108: 0003a using technological tools and data systems to support organizational management and increase organizational effectiveness
g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.	Field 107: 0001g using technology and information systems to enhance curriculum and instruction, support student learning, and monitor instructional effectiveness

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	<p>Field 108: 0003a using technological tools and data systems to support organizational management and increase organizational effectiveness</p>
<p>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.</p>	<p>Field 107:</p> <p>Field 108: 0001i acting in accordance with local policies and procedures and state and federal laws and regulations related to human resource administration; processes of collective bargaining and contract management; and issues of equity, diversity, and fairness 0003h adhering to laws, regulations, and ethical standards related to student, staff, and parent/guardian rights, protections, and responsibilities; educational equity; student safety and welfare; students with disabilities, students who are English Language Learners, and other protected classes; building management; and other matters relevant to school leadership</p>
<p>i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p>	<p>Field 107:</p> <p>Field 108: 0002d building productive partnerships and other relationships with the business community, institutions of higher education, nonprofit organizations, and others in the community to meet specific school needs</p>
<p>j) Develop and manage productive relationships with the central office and school board.</p>	<p>Field 107:</p> <p>Field 108: 0002d building productive partnerships and other relationships with the business community, institutions of higher education, nonprofit organizations, and others in the community to meet specific school needs 0002f establishing effective communication systems between the school and outside stakeholders, including using community and media relations and public information strategies</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</p>	<p>Field 107: 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students 0002g using effective and equitable behavior management systems and systems for supporting students' social-emotional development</p> <p>Field 108: 0002a guiding staff to establish and maintain positive, productive, and respectful relationships with parents/guardians and engage them in their children's learning 0003h adhering to laws, regulations, and ethical standards related to student, staff, and parent/guardian rights, protections, and responsibilities; educational equity; student safety and welfare; students with disabilities, students who are English Language Learners, and other protected classes; building management; and other matters relevant to school leadership</p>
<p>l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.</p>	<p>Field 107: 0001a collaboratively developing and implementing a school vision of high achievement and college/career readiness for all students 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	<p>Field 108:</p> <p>0002d building productive partnerships and other relationships with the business community, institutions of higher education, nonprofit organizations, and others in the community to meet specific school needs</p> <p>0002f establishing effective communication systems between the school and outside stakeholders, including using community and media relations and public information strategies</p> <p>0003b planning, managing, and monitoring school budgets, and allocating, aligning, and efficiently utilizing fiscal resources to achieve educational goals and priorities</p> <p>0003c using knowledge of public school financing, sources of funding, restrictions on the uses of funding, and strategies for obtaining additional resources (e.g., grants) to support school programs and promote student success</p> <p>0003h adhering to laws, regulations, and ethical standards related to student, staff, and parent/guardian rights, protections, and responsibilities; educational equity; student safety and welfare; students with disabilities, students who are English Language Learners, and other protected classes; building management; and other matters relevant to school leadership</p>
<p>Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote <i>each</i> student’s academic success and well-being.</p>	

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>a) Seek to make school more effective for each student, teachers and staff, families, and the community.</p>	<p>Field 107: 0001b collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed 0001e leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning 0001i establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results 0001j using data to anticipate emerging trends and advocate on behalf of students 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students 0002c promoting an environment in which students are consistently learning, respectful, and on task and are active and engaged learners 0002d ensuring that student needs are the primary consideration in all aspects of school decision making and resource use 0002f ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	<p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization 0002b engaging families and the community to support planning and implementation of change 0003b planning, managing, and monitoring school budgets, and allocating, aligning, and efficiently utilizing fiscal resources to achieve educational goals and priorities 0003h adhering to laws, regulations, and ethical standards related to student, staff, and parent/guardian rights, protections, and responsibilities; educational equity; student safety and welfare; students with disabilities, students who are English Language Learners, and other protected classes; building management; and other matters relevant to school leadership</p>
<p>b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.</p>	<p>Field 107: 0001b collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed 0001e leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning 0001i establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results 0001j using data to anticipate emerging trends and advocate on behalf of students 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students</p> <p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
<p>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.</p>	<p>Field 107: 0001i establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results 0001j using data to anticipate emerging trends and advocate on behalf of students 0002a establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students</p> <p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization 0001g orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning 0002b engaging families and the community to support planning and implementation of change 0002f establishing effective communication systems between the school and outside stakeholders, including using community and media relations and public information strategies</p>
<p>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.</p>	<p>Field 107: 0001b collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed 0001e leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning 0001i establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results 0001j using data to anticipate emerging trends and advocate on behalf of students</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	<p>Field 108: 0001d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization</p>
<p>e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p>	<p>Field 107: 0001i establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results</p> <p>Field 108: 0002b engaging families and the community to support planning and implementation of change</p>
<p>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.</p>	<p>Field 107: 0001j using data to anticipate emerging trends and advocate on behalf of students 0002d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization</p> <p>Field 108:</p>
<p>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.</p>	<p>Field 107: 0001b collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed 0001e leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning 0001g using technology and information systems to enhance curriculum and instruction, support student learning, and monitor instructional effectiveness</p>

National Standards (2015)	NYSTCE Competencies and Performance Indicators (2014)
	Field 108: 0003a using technological tools and data systems to support organizational management and increase organizational effectiveness
h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.	Field 107: Field 108:
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.	Field 107: Field 108:
j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	Field 107: 0002d creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization Field 108: 0001h providing formal and informal opportunities to mentor emerging leaders, promote teacher leadership, and create a leadership pipeline

58 = green = 67%
 22 = yellow = 29%
 3 = red = 4%

5 competencies vs. 10 standards in PSEL
 41 performance indicators vs. 83 in elements PSEL

- % green
- Standard 1 = 86% **Mission, Vision, and Core Values**
 - Standard 2 = 83% **Ethics and Professional Norms**
 - Standard 3 = 63% **Equity and Cultural Responsiveness**
 - Standard 4 = 57% **Curriculum, Instruction, and Assessment**
 - Standard 5 = 67% **Community of Care and Support for Students**
 - Standard 6 = 78% **Professional Capacity of School Personnel**
 - Standard 7 = 86% **Professional Community for Teachers and Staff**
 - Standard 8 = 50% **Meaningful Engagement of Families and Community**
 - Standard 9 = 73% **Operations and Management**
 - Standard 10 = 70% **School Improvement**

Appendix: Responses to NYSED queries

- A. Identify in what way and how much the 2015 *PSELs* depart from the 2008 ISLLC standards.

In a general sense, the 2015 *PSELs* provide greater detail and specificity for educational leaders than the 2008 ISLLC standards. The 2008 ISLLC standards consisted of six standards and thirty-one functions, while the 2015 *PSELs* contain ten standards and eighty-three elements.

The 2015 *PSELs* consist of 10 standards and 83 elements providing detail for the standards. Based on an alignment of the *PSELs* and the ISLLC standards conducted by Pearson, there is a close match with 29% of the *PSEL* elements, a partial match with 32%, and no match with 39%. The alignment between the two sets of standards is strongest in Standard 4 – Curriculum, Instruction, and Assessment where there is either a close or a partial alignment with 100% of the elements. The alignment is not as strong with Standard 6 Professional Capacity of School Personnel 44%, Standard 7 Professional Community for Teachers and Staff 36%, and Standard 9 Operations and Management 42%. The weakest alignment is with the *PSEL* Standard 3 Equity and Cultural Responsiveness, and Standard 5 Community of Care and Support for Students. There was a close match between the *PSELs* and the ISLLC standards in 0% of the elements in these standards.

- B. Assuming certification shifts to 2015 *PSELs*, in what new areas of knowledge/skill will candidates likely need to demonstrate competency in order to show they are ready for SBL certification?

If the *PSEL* standards are adopted, candidates will need to demonstrate competency in confronting and altering bias, cultural competence and responsiveness, the teacher hiring process and establishing a strong professional learning community, maintaining a presence in the community, developing relationships with feeder schools and the central office, and managing conflict.

- C. If the Regents approve adoption of the 2015 *PSELs*, how serviceable is the existing SBL exam for the purpose of identifying candidates who can demonstrate a sound grasp of the knowledge and skill represented by SBL certification standards?

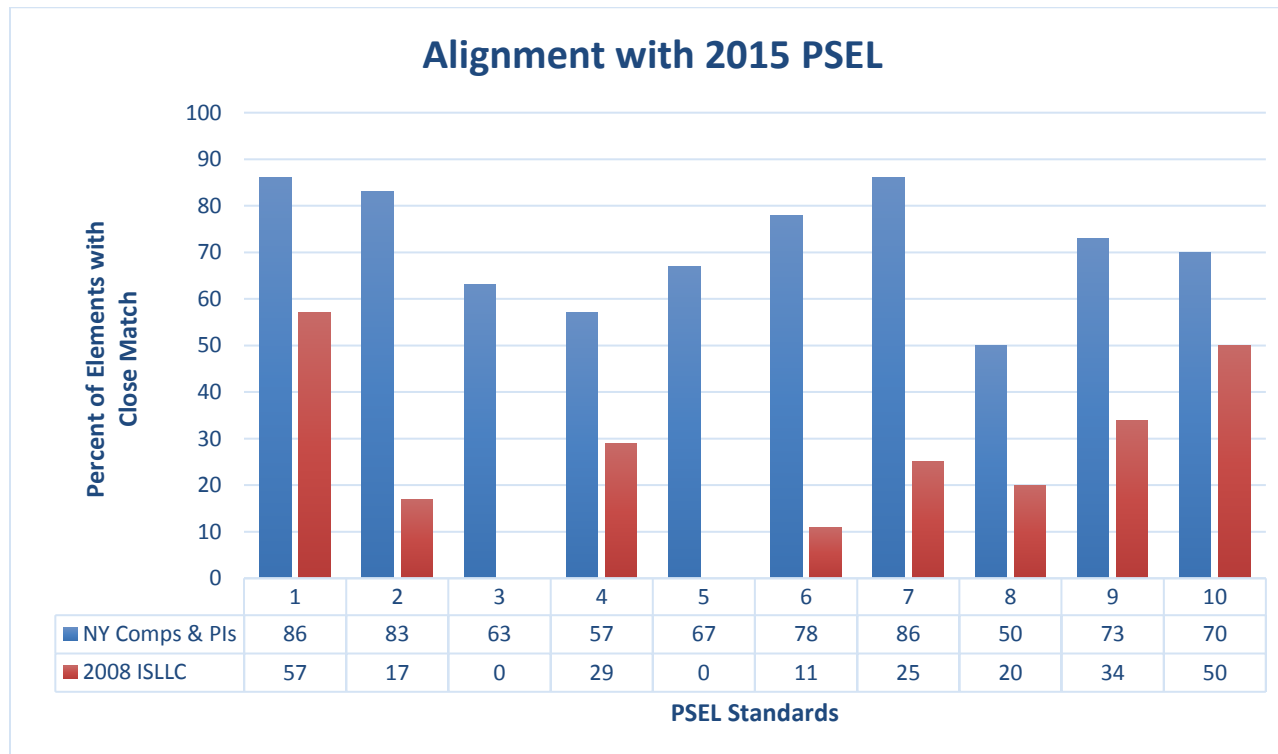
The current NYSTCE School Building Leader assessment is strongly aligned with the new 2015 *PSELs*. The 2015 *PSELs* provide more detailed and specific guidance for educational leaders than the 2008 ISLLC Standards. The NYSTCE School Building Leader also provides more specificity in the Competencies and Performance Indicators on which the test items are based.

There are four suggested revisions to the Competencies and Performance Indicators that will increase the strength of alignment between the Competencies and Performance Indicators and the *PSELs*. Based on these revisions, the test bank will need minor additions.

- D. Quantify the extent of difference between the knowledge/skill that is now tested by the existing SBL exam used in NYS (based on 2008 ISLLC standards) as compared to the knowledge/skill that would need to be tested if the State altered SBL certification so it is based instead on 2015 PSEL.

Based on an alignment of the 2015 PSELs and the NYSTC School Building Leader Competencies and Performance Indicators, there is a close match with 58 of the PSEL elements, a partial match with 22, and no match with 3. The PSELs with which the match is lowest are Standard 3 Equity and Cultural Responsiveness 50% close match, and Standard 8 Meaningful Engagement of Families and Community 50% close match. No match was found in only three of the eighty-three PSEL elements.

The graph below compares the alignment of the SBL Exam Competencies and Performance Indicators and the 2008 ISLLC standard with the 2015 PSEL standards.



- E. If the Regents elect to adopt the 2015 PSELs for the purpose of SBL certification, then when it comes to collecting evidence to identify candidates who are ready for SBL certification, is there evidence of any need to eliminate, revise, or replace the Pearson-created SBL exam?

Minor revisions to the NYSTCE School Building Leader Competencies and Performance Indicators and item bank will bring the assessment into full alignment with the 2015 PSELs.