

**DEPARTMENT OF EDUCATION
PROFESSIONAL STANDARDS BOARD**

Statutory Authority: 14 Delaware Code, Section 1205(b) (14 **Del.C.** §1205(b))
14 **DE Admin. Code** 1590

PROPOSED

PUBLIC NOTICE

Education Impact Analysis Pursuant to 14 Del.C. Section 122(d)

1590 Delaware Administrator Standards

A. TYPE OF REGULATORY ACTION REQUESTED

Amendment to Existing Regulation

B. SYNOPSIS OF SUBJECT MATTER OF REGULATION

The Professional Standards Board, acting in cooperation and collaboration with the Department of Education, seeks the consent of the State Board of Education to amend regulation 14 **DE Admin. Code** 1590 Delaware Administrator Standards. The regulation concerns the nationally recognized standards that describe leadership behaviors and skills established for Delaware school leaders, and serves as the foundation for the preparation and appraisal of school leaders.

Persons wishing to present their views regarding this matter may do so in writing by the close of business on February 2, 2016 to Mr. Chris Kenton, Executive Director, Delaware Professional Standards Board, The Townsend Building, 401 Federal Street, Dover, Delaware 19901. Copies of this regulation are available from the above address or may be viewed at the Professional Standards Board Business Office.

C. IMPACT CRITERIA

1. Will the amended regulation help improve student achievement as measured against state achievement standards? The amended regulation addresses student achievement by establishing standards for the issuance of a standard certificate to educators who have acquired the prescribed knowledge, skill and/or education to practice in a particular area, to teach a particular subject or to instruct a particular category of students to help ensure that students are instructed by educators who are highly qualified.

2. Will the amended regulation help ensure that all students receive an equitable education? The amended regulation helps to ensure that all teachers employed to teach students meet high standards and have acquired the prescribed knowledge, skill and/or education to practice in a particular area, to teach a particular subject or to instruct a particular category of students.

3. Will the amended regulation help to ensure that all students' health and safety are adequately protected? The amended regulation addresses educator certification, not students' health and safety.

4. Will the amended regulation help to ensure that all students' legal rights are respected? The amended regulation addresses educator certification, not students' legal rights.

5. Will the amended regulation preserve the necessary authority and flexibility of decision-makers at the local board and school level? The amended regulation will preserve the necessary authority and flexibility of decision makers at the local board and school level.

6. Will the amended regulation place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels? The amended regulation will not place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels.

7. Will decision making authority and accountability for addressing the subject to be regulated be placed in the same entity? The decision-making authority and accountability for addressing the subject to be regulated rests with the Professional Standards Board, in collaboration with the Department of Education, and with the consent of the State Board of Education.

8. Will the amended regulation be consistent with and not an impediment to the implementation of other state educational policies, in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts and social studies? The amended regulation will be consistent with, and not an impediment to, the implementation of other state educational policies, in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts and social studies.

9. Is there a less burdensome method for addressing the purpose of the amended regulation? 14 **Del.C.** requires that we promulgate this regulation.

10. What is the cost to the state and to the local school boards of compliance with the adopted regulation? There is no additional cost to local school boards for compliance with the regulation.

1590 Delaware Administrator Standards

1.0 ~~Interstate School Leaders Licensure Consortium~~ **Professional Standards for Educational Leaders 2015**

- 1.1 ~~The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders establish a common set of knowledge, skills and attributes expected of school leaders. The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being.~~
- 1.2 These nationally recognized standards describe leadership behaviors and skills established for Delaware School Leaders, and serve as the foundation for preparation and appraisal of school leaders. In accordance with 14 Del.C. §1205, this regulation shall be applied to all school administrators employed within the public schools and charter schools of the State of Delaware.

13 DE Reg. 650 (11/01/09)

2.0 Definitions

- 2.1 The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

"Administrator" means an educator who is licensed and certified as an administrator and is employed in an instructional role in a school district or charter school.

"Education Leader" means a district or charter school building level or central office administrator.

13 DE Reg. 650 (11/01/09)

3.0 Standard 1

- 3.1 ~~An education leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders. 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.~~
- 3.2 ~~The education leader shall engage in and be responsible for the following leadership behaviors and skills~~ Effective leaders:
 - 3.2.1 ~~Collaboratively develop and implement a shared vision and mission~~ Develop an educational mission for the school to promote the academic success and well-being of each student;
 - 3.2.2 ~~Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning~~ 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;
 - 3.2.3 ~~Create and implement plans to achieve goals~~ 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;
 - 3.2.4 ~~Promote continuous and sustainable improvement; and~~ Strategically develop, implement, and evaluate actions to achieve the vision for the school;
 - 3.2.5 ~~Monitor and evaluate progress and revise plans.~~ 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;
 - 3.2.6 Develop shared understanding of and commitment to mission, vision, and core values within the school and the community; and
 - 3.2.7 Model and pursue the school's mission, vision, and core values in all aspects of leadership.

13 DE Reg. 650 (11/01/09)

4.0 Standard 2

- 4.1 ~~An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.~~

- 4.2 ~~The education leader shall engage in and be responsible for the following leadership behaviors and skills~~
Effective leaders:
- 4.2.1 ~~Nurture and sustain a culture of collaboration, trust, learning, and high expectations~~ Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership;
 - 4.2.2 ~~Create a comprehensive, rigorous, and coherent curricular program~~ Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement;
 - 4.2.3 ~~Create a personalized and motivating learning environment for students~~ Place children at the center of education and accept responsibility for each student's academic success and well-being;
 - 4.2.4 ~~Supervise instruction~~ Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity;
 - 4.2.5 ~~Develop assessment and accountability systems to monitor student progress;~~ Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures; and
 - 4.2.6 ~~Develop the instructional and leadership capacity of staff;~~ Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
 - 4.2.7 Maximize time spent on quality instruction;
 - 4.2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning; and
 - 4.2.9 Monitor and evaluate the impact of the instructional program.

13 DE Reg. 650 (11/01/09)

5.0 Standard 3

- 5.1 ~~An education leader promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient, and effective learning environment.~~ Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- 5.2 ~~The education leader shall engage in and be responsible for the following leadership behaviors and skills~~
Effective leaders:
- 5.2.1 ~~Monitor and evaluate the management and operational systems~~ Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;
 - 5.2.2 ~~Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources~~ Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;
 - 5.2.3 ~~Promote and protect the welfare and safety of students and staff~~ Ensure that each student had equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
 - 5.2.4 ~~Develop the capacity for distributed leadership; and~~ Develop student policies and address student misconduct in a positive, fair, and unbiased manner;
 - 5.2.5 ~~Ensure teacher and organizational time is focused to support quality instruction and student learning.~~ 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;
 - 5.2.6 Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society;
 - 5.2.7 Act with cultural competence and responsiveness in their interactions, decision making, and practice; and
 - 5.2.8 Address matters of equity and cultural responsiveness in all aspects of leadership.

13 DE Reg. 650 (11/01/09)

6.0 Standard 4

- 6.1 ~~An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.~~ 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.
- 6.2 ~~The education leader shall engage in and be responsible for the following leadership behaviors and skills~~
Effective leaders:

- 6.2.1 ~~Collect and analyze data and information pertinent to the educational environment~~ 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;
- 6.2.2 ~~Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources~~ 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;
- 6.2.3 ~~Build and sustain positive relationships with families and caregivers;~~ and Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student;
- 6.2.4 ~~Build and sustain productive relationships with community partners.~~ Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized;
- 6.2.5 Promote the effective use of technology in the service of teaching and learning;
- 6.2.6 Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement; and
- 6.2.7 Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

13 DE Reg. 650 (11/01/09)

7.0 Standard 5

- 7.1 ~~An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.~~ Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- 7.2 ~~The education leader shall engage in and be responsible for the following leadership behaviors and skills~~ Effective leaders:
 - 7.2.1 ~~Ensure a system of accountability for every student's academic and social success~~ Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student;
 - 7.2.2 ~~Model principles of self-awareness, reflective practice, transparency, and ethical behavior~~ 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;
 - 7.2.3 ~~Safeguard the values of democracy, equity, and diversity~~ Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student;
 - 7.2.4 ~~Consider and evaluate the potential moral and legal consequences of decision-making; and~~ Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development;
 - 7.2.5 ~~Promote social justice and ensure that individual student needs inform all aspects of schooling.~~ Cultivate and reinforce student engagement in school and positive student conduct; and
 - 7.2.6 Infuse the school's learning environment with the cultures and languages of the school's community.

13 DE Reg. 650 (11/01/09)

8.0 Standard 6

- 8.1 ~~An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.~~ Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- 8.2 ~~The education leader shall engage in and be responsible for the following leadership behaviors and skills~~ Effective leaders:
 - 8.2.1 ~~Advocate for children, families, and caregivers~~ Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty;
 - 8.2.2 ~~Act to influence local, district, state, and national decisions affecting student learning; and~~ Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel;

- 8.2.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. 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;
- 8.2.4 Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student;
- 8.2.5 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;
- 8.2.6 Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement;
- 8.2.7 Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community;
- 8.2.8 Promote the personal and professional health, well-being, and work-life balance of faculty and staff; and
- 8.2.9 Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

9.0 Standard 7

- 9.1 Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- 9.2 Effective leaders:
 - 9.2.1 Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning;
 - 9.2.2 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;
 - 9.2.3 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;
 - 9.2.4 Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole;
 - 9.2.5 Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice;
 - 9.2.6 Design and implement job-embedded and other opportunities for professional-learning collaboratively with faculty and staff;
 - 9.2.7 Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning; and
 - 9.2.8 Encourage faculty-initiated improvement of programs and practices.

10.0 Standard 8

- 10.1 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.
- 10.2 Effective leaders:
 - 10.2.1 Are approachable, accessible, and welcoming to families and members of the community;
 - 10.2.2 Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students;
 - 10.2.3 Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments;
 - 10.2.4 Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school;
 - 10.2.5 Create means for the school community to partner with families to support student learning in and out of school;
 - 10.2.6 Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement;

- 10.2.7 Develop and provide the school as a resource for families and the community;
- 10.2.8 Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community;
- 10.2.9 Advocate publicly for the needs and priorities of students, families, and the community; and
- 10.2.10 Build and sustain productive partnerships with public and private sectors to promote school improvements and student learning.

11.0 Standard 9

- 11.1 Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
- 11.2 Effective leaders:
 - 11.2.1 Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school;
 - 11.2.2 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;
 - 11.2.3 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;
 - 11.2.4 Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices;
 - 11.2.5 Protect teachers' and other staff members' work and learning from disruption;
 - 11.2.6 Employ technology to improve the quality and efficiency of operations and management;
 - 11.2.7 Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement;
 - 11.2.8 Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success;
 - 11.2.9 Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;
 - 11.2.10 Develop and manage productive relationships with central office and school board;
 - 11.2.11 Develop and administer systems for fair and equitable management of conflict among students, faculty, and staff, leaders, families, and community; and
 - 11.2.12 Manage governance processes and internal and external politics toward achieving the school's mission and vision.

12.0 Standard 10

- 12.1 Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.
- 12.2 Effective leaders:
 - 12.2.1 Seek to make school more effective for each student, teachers and staff, families, and the community;
 - 12.2.2 Use methods of continuous improvements to achieve the vision, fulfill the mission, and promote the core values of the school;
 - 12.2.3 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;
 - 12.2.4 Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement;
 - 12.2.5 Employ situational-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation;
 - 12.2.6 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;
 - 12.2.7 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;
 - 12.2.8 Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services;

12.2.9 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; and

12.2.10 Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

1 The Interstate School Leaders Licensure Consortium Standards for School Leaders. Washington, D.C.: Council of Chief State School Officers, 2008. National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

6 DE Reg. 322 (9/1/02)

Renumbered effective 6/1/07 - see Conversion Table

11 DE Reg. 311 (09/01/07)

13 DE Reg. 650 (11/01/09)

19 DE Reg. 554 (01/01/16) (Prop.)