ADELPHI
UNIVERSITY

Ruth S. Ammon College of Education and Health Sciences

SCHOOL LEADERSHIP ASSESSMENTS (SLA) LICENSURE SCORES
TAKEN BY EDUCATIONAL LEADERSHIP PROGRAM
2019- 2022 Academic Years

PURPOSE

The purpose of the SLA tests is to assess your professional knowledge as it relates to a school leadership role and are used by states as part of the licensure process for principals, superintendents and school leaders.

ADMINISTRATION

As a proprietary exam, they are administered by New York State Teacher Certification Examinations (NYSTCE) as a computer-based assessment.

INSTRUMENT

School Building Leadership (SBL)
Each part consists of selected-response items and three performance tasks. In Part one, the greatest emphasis is on instructional leadership. In Part two, the greatest emphasis is on human capital management. The minimum passing score is 520.

School District Leadership (SDL)
Part one of the test consists of 60 selected response questions and 2 written assignments. This part of the test covers Developing, Communicating, and Sustaining an Educational Vision and Managing Change, Making Decisions, and Ensuring Accountability. Part two of the test also consists of 60 selected response questions and 2 written assignments. This part of the test covers Leading the District Educational Program and Managing District Resources and Compliance. The minimum passing score is 220.

Exam competencies are aligned with CAEP, NELP, and Culturally Responsive-Sustaining Education Framework standards.

VALIDITY AND RELIABILITY

The New York State Teacher Certification Examinations (NYSTCE) were validated in accordance with professionally accepted procedures for the validation of certification tests and was monitored by the New York State Education Department. Reliability is determined through repeated administrations of each exam. Estimates for reliability for all NYSTCE tests are typically in the range of 0.95 to 0.98.
(http://www.nystce.nesinc.com/content/docs/NYSTCE_Validation_Reliability.pdf)

ANALYSIS

Educational Leadership is the only advanced program required to take these exams. The pass rate for Adelphi candidates seeking advanced certification was 100% for 2019-2020, 2020-2021, and 2021-2022 academic years.

DATA TABLE

EXAM	2019-2020						2020-2021						2021-2022					
	# of Takers	% Pass	Pass Rate	white	non-white	unknown	# of Takers	# Pass	% Pass	white	non-white	unknown	# of Takers	# Pass	% Pass	white	non-white	unknown
EPP	2	2	100%	0%	100%	0%	6	6	100%	33%	33%	33%	13	13	100%	54%	46%	0%
SCHOOL DISTRICT LEADERSHIP PART 1	1	1	100%	0%	100%	0%	3	3	100%	33%	33%	33%	1	1	100%	0%	100%	0%
SCHOOL DISTRICT LEADERSHIP PART 2	1	1	100%	0%	100%	0%	3	3	100%	33%	33%	33%	1	1	100%	0%	100%	0%
SCHOOL BUILDER LEADERSHIP PART 1	0	-	-	-	-	-	0	-	-	-	-	-	6	6	100%	67%	33%	0%
SCHOOL BUILDER LEADERSHIP PART 2	0	-	-	-	-	-	0	-	-	-	-	-	5	5	100%	60%	40%	0%

Note: Test scores are retrieved from NYS Education Reports (Pearson) and TEACH.

SCHOOL BUILDING LEADER REVISED (MAY 2019)

STANDARDS ALIGNMENT:

CAEP RA1.

NELP 1-7 [Click here to view National Educational Leadership Preparation Standards](#);

CR-S 1-4 [Click here to view](#) Culturally Responsive-Sustaining Education Framework standards

PART ONE

Competency	Performance Expectations
0001 Instructional Leadership for Student Success	The New York State School Building Leader leads the learning community in developing, articulating, and implementing a shared mission and vision of high levels of learning and well-being for each student and effective, research-supported, culturally responsive curriculum and instructional practice in every classroom. The building leader uses the vision and relevant quantitative and qualitative data to analyze patterns and trends; identify ambitious goals for improved school effectiveness and performance; and develop, implement, evaluate, and monitor plans to achieve those goals. The building leader maintains an intense focus on building a learning organization that is responsive to the academic needs and well-being of all students in promoting digital citizenship and preparing them to be college and career ready. The building leader understands the purposes, uses, and limits of assessments and uses assessment data and other data appropriately to monitor instructional outcomes and identify needs for improved teaching and learning. The building leader establishes systems and practices that support continuous improvement, including individual and collective accountability for results, and advocates on behalf of student learning.
0002 School Culture and Learning Environment to Promote Excellence, Equity, and Social Justice	The New York State School Building Leader develops, nurtures, and sustains a school culture of high expectations, achievement and support, continuous improvement, equity and inclusiveness, and caring and trust that is focused on rigorous academic standards and a shared commitment to and accountability for student learning. The building leader works with others in the school community to create a safe, supportive, equitable, and fair environment for all individuals and groups; to use resources efficiently and effectively; to advocate for social justice and confront disproportionality; and to ensure that consideration of students' academic, behavioral, and social-emotional needs is at the center of all school decision-making. The building leader establishes coherent systems of student support, and ensures that the school culture and learning environment are culturally responsive and embrace the diversity of the school community. The building leader supports the continuous improvement of the school culture and learning environment. The building leader serves as a model of professional, ethical, culturally responsive, and respectful behavior at all times.

PART TWO

Competency	Performance Expectations
0001 Developing Human Capital to Improve Faculty and Staff Effectiveness and Student Achievement	The New York State School Building Leader recruits and retains a diverse, educationally effective faculty and staff while fostering continuous improvement in instruction, leadership, and student achievement. The building leader develops the professional capacity of faculty and staff to promote the academic success, love of learning, and well-being of all students. The building leader oversees the development of a professional learning community whose members are committed to achieving the school mission, vision, and goals through collaboration, teamwork, action research, planning, innovation, ethical and equitable practice, and problem-solving grounded in reflection on and analysis of current student and school performance. The building leader uses effective observation and evaluation practices, in order

	to evaluate the performance of faculty and staff; provides differentiated professional growth opportunities to improve performance for faculty and staff and learning for all students; and adheres to requirements related to human resource administration. The building leader models a culture of professional growth, digital citizenship, and personal and professional health through reflection, study, improvement, and attention to work-life balance.
0002 Family and Community Engagement	The New York State School Building Leader ensures that the school and its faculty and staff are accessible to families and the community. The building leader communicates regularly with families and community members and effectively promotes and sustains family and community collaboration and engagement to support student learning and school improvement efforts. The building leader recognizes cultural, social, financial, and intellectual resources in the community as assets and uses leadership skills to reach out to diverse constituencies; develop positive relationships; and create partnerships beneficial to students, their families, the school, and its faculty and staff. The building leader communicates effectively; advocates for student, family, and community needs; and collaborates with district schools and offices following policies and protocols.
0003 Operational Systems, Data Systems, and Legal Guidelines to Support Achievement of School Goals	The New York State School Building Leader uses, maintains, and monitors effective operational, administrative, technological, and fiscal systems and practices in support of the school's mission, vision, and goals. The building leader ensures that all systems support student academic success and the well-being of students, faculty, and staff. The building leader ensures adherence to legal requirements in support of a school organization focused on effective teaching and learning.

SCHOOL DISTRICT LEADERSHIP

PART ONE

Competency	Examples
0001 Understand leadership concepts and principles and their application.	· recognizing key theories of leadership, the research that supports them, and best-practice applications · applying knowledge of leadership principles and concepts to design and execute districtwide systems to promote student achievement · understanding the professional and political environment of district leadership in New York State (e.g., the role of the board of education or other governing entity, the structure of public schooling and governance, the functions of the Board of Cooperative Educational Services [BOCES], state and federal laws/regulations and judicial decisions affecting district management) · demonstrating knowledge of the New York State Code of Ethics for Educators and the role of values and ethics in district leadership · understanding the role of interpersonal skills and communication skills in successful district leadership
0002 Understand processes for developing and implementing a shared, sustainable educational vision for the district.	· demonstrating an understanding of procedures for engaging building leaders and other stakeholders in the development of an educational vision for the district and its schools · identifying characteristics of a sound and sustainable educational vision focused on assisting students to meet state learning standards · demonstrating an understanding of how to align the district-level educational vision with the policies and goals of the board of education or other governing entity and the instructional program · demonstrating an understanding of how to align district-level and school-level educational visions and how to support the development of mutually supportive vision statements at each school · relating the educational vision to the broader context of schooling (e.g., elements of the political, economic, social, and cultural systems of the community, the state, and the nation)

	· understanding methods for promoting implementation and support of the educational vision among district constituencies and stakeholders, including various methods for securing the financial and human resources necessary to promote the educational vision · analyzing the roles of individuals and groups within and beyond the district in promoting the educational vision · demonstrating an understanding of how to use the educational vision as a benchmark for analyzing the needs and accomplishments of the district and its schools · demonstrating knowledge of strategies for continually evaluating and refocusing the educational vision and for addressing obstacles to realizing the educational vision in specific content areas
0003 Understand principles and practices of clear and effective communication.	· applying knowledge of skills for engaging building leaders, board members, community members, parents/guardians, students, and school staff in an ongoing dialogue regarding core values, goals, policies, practices, and achievements · understanding requirements and procedures for communicating regularly and effectively with board members or members of other governing entities · understanding processes for communicating effectively with diverse audiences through multiple communication modes and for various occasions (e.g., individual and group meetings, activities, media releases, formal presentations) · analyzing methods for articulating the district's educational vision in ways that will promote its implementation and generate support (e.g., relating it to student learning outcomes, core values, shared norms, and educational research) · demonstrating knowledge of strategies for communicating assessment results to parents/guardians and other stakeholders · demonstrating knowledge of how to communicate goals, expectations, and performance/assessment results clearly and accurately, addressing both advances and setbacks · demonstrating an understanding of community relations and public relations in communicating about district needs, goals, and accomplishments · demonstrating knowledge of the uses of technology to support effective communication · demonstrating knowledge of how to use effective writing, speaking, and listening skills in interactions with stakeholders · demonstrating knowledge of how to use effective communication in crises and other heightened emotional environments
0004 Understand processes of collaboration and cooperation.	· understanding strategies for working effectively and collaboratively with the board of education or other governing entity, building leaders, staff, parents/guardians, students, and community members to identify and implement goals, objectives, and methods for achieving the district's educational vision · demonstrating an understanding of strategies for working with key groups within and outside the district that are essential to success (e.g., employees' organizations, businesses, legislators, the state education department, higher education, the media) · understanding strategies for building effective ongoing partnerships with building leaders, community agencies and organizations, and institutions of higher education · demonstrating an understanding of how to work effectively with diverse groups in the community; create an environment that encourages respect, trust, and appreciation for all people; and use the experiences and perspectives of those with diverse backgrounds to achieve the educational vision · demonstrating an understanding of how to apply effective conflict-resolution and consensus-building techniques in varied contexts · understanding strategies for planning with colleges to provide experiences for prospective educators that will enhance the learning of both the college's candidates and the district's students · demonstrating an understanding of behaviors that affirm and communicate the importance of integrity and ethics in all interpersonal contact

0005 Understand the process of change and its management in the educational environment.	· identifying key concepts, principles, and applications of the change process (e.g., the role of the change agent, methods for building consensus, strategies for overcoming obstacles) · demonstrating an understanding of processes for making the case for change (e.g., eliciting input, identifying needs, clarifying goals, focusing on outcomes) · demonstrating an understanding of methods for supporting the change initiatives of schools and for empowering constituents to drive the improvement process · demonstrating an understanding of strategies for initiating change affecting schools (e.g., working with building leaders and members of the board of education or other governing entity, anticipating resistance, establishing the context for change) and monitoring change and making needed adjustments to achieve goals · understanding and analyzing community culture and power structures and developing strategies for overcoming resistance and enlisting support for change initiatives
0006 Understand comprehensive, long-range planning and implementation.	· demonstrating knowledge of principles and practices of data-driven, long-range planning aligned with the district's core values, goals, and mission · demonstrating knowledge of factors to consider in comprehensive, long-range planning, including the importance of involving all key stakeholders in planning processes · demonstrating knowledge of the role of the district leader in comprehensive, long-range planning · demonstrating an understanding of techniques for initiating, leading, implementing, and sustaining comprehensive, long-range planning efforts at the school and district level, informed by multiple data sources and with the use of technology applications · demonstrating an understanding of processes for succession planning, including identifying, recruiting, developing, mentoring, retaining, promoting, and coaching potential leaders to expand the capacity of the district and sustain its vision
0007 Understand data-driven decision-making and problem-solving skills and procedures.	· demonstrating knowledge of procedures for effective decision making and problem solving (e.g., clarifying issues, identifying goals, analyzing options) · demonstrating an understanding of procedures for gathering, analyzing, and using data from a variety of sources for decision making and problem solving · demonstrating an understanding of risk taking and its appropriate use, procedures for assessing risks continuously and adjusting course quickly to meet identified goals, and strategies for deciding to take a principled risk even without unanimous support · applying principles of critical thinking to decision making and problem solving (e.g., using logic and evidence, recognizing and questioning assumptions, evaluating preconceptions, distinguishing beliefs from provable statements) · applying knowledge of procedures for promoting collaborative decision making and problem solving (e.g., valuing diverse views, applying negotiation skills) to facilitate accomplishment of goals · understanding strategies for developing consensus and facilitating creative problem solving
0008 Understand how to promote accountability.	· demonstrating an understanding of the importance and implications of accountability · identifying methods for assessing educational quality and progress and enforcing educational accountability · demonstrating knowledge of the role of testing in educational accountability and the use of testing data to evaluate instructional effectiveness and promote continuous educational improvement · analyzing procedures for establishing school and district monitoring and accountability systems with respect to educational goals and objectives · demonstrating an understanding of strategies for establishing a culture of accountability · demonstrating an understanding of procedures for reporting district progress toward meeting learning goals and accepting responsibility for outcomes

PART TWO

Competency	Examples
0001 Understand and support learning throughout the district.	· analyzing concepts, principles, and best-practice applications of developmental and learning theories, curriculum development, instructional delivery, and classroom organization and practices with regard to the diverse needs of all students (e.g., special education students, English language learners, gifted and talented students) · understanding procedures for planning and implementing sound assessment practices to support schools and their staff · understanding the implications of student differences (e.g., cultural background, home language, disabilities, family characteristics, learning style) for learning and instruction · demonstrating knowledge of practices that support a district culture of learning and growth and sustain a culture of equity and diversity · demonstrating knowledge of instructional technology and procedures for working with building leaders, teachers, and other professional staff to integrate technology into instruction and assessment · understanding methods for providing schools with resources, flexibility, organizational structures, and policies that support achievement of educational goals
0002 Understand procedures for establishing and promoting standards and expectations.	· recognizing methods for communicating high standards and expectations for oneself, staff, and students · demonstrating knowledge of the role of explicit standards and expectations for students, teachers, and school leaders in promoting achievement of shared goals and fulfilling the educational vision · demonstrating an understanding of strategies for encouraging, at the district and school levels, a culture that promotes excellence and supports informed, responsible risk taking to achieve goals · understanding methods for clearly defining the roles and responsibilities of district and school staff · understanding methods for embodying and promoting ethical conduct, high expectations, and a strong work ethic
0003 Understand effective methods for providing support to students.	· demonstrating an understanding of methods for identifying, securing, and leveraging internal and external resources to support student learning and activities · understanding methods for allocating resources to district schools in an equitable way that supports goals and addresses diverse student needs · demonstrating an understanding of procedures and practices for providing a safe, secure, healthy, and supportive learning environment that is age appropriate and developmentally sound · understanding methods for gathering information about student needs through background research, incisive questioning, and perceptive analysis · recognizing procedures for using resources to provide support services for students, including students with disabilities, students who are English language learners, and at-risk student populations · recognizing procedures for building mutually beneficial collaborative relationships with social service and health service providers and others to meet the needs of students · demonstrating an understanding of the warning signs of violence and other troubling behaviors, strategies for preventing school violence, techniques for intervening in situations involving school violence, and procedures for consulting with police and emergency services
0004 Understand effective methods for providing support to building leaders, teachers, and other staff.	· demonstrating an understanding of strategies for encouraging leadership, creativity, innovation, initiative, action research, informed and responsible risk taking, stress management, collaboration, interdependence, trust, mutual respect, and a strong work ethic · demonstrating knowledge of methods for creating effective induction and retention plans for staff · demonstrating knowledge of procedures for diagnosing staff needs and implementing strategies to address needs and provide ongoing support

	· demonstrating knowledge of a variety of supervisory models (e.g., developmental, clinical, coaching) used to monitor and improve performance · analyzing strategies for developing staff capability through supervision and evaluation of teachers and building leaders, effective staff assignments, and systems of mentoring, support, and development · demonstrating an understanding of procedures for delegating authority appropriately without abrogating responsibility · demonstrating knowledge of strategies for providing effective professional support and development to school staff that focuses on authentic problems and student outcomes
0005 Understand effective strategies for fostering ongoing staff development and sustaining personal professional growth.	· demonstrating an understanding of strategies for integrating opportunities for continuous learning into the educational environment (e.g., collaborating with staff, identifying needs, setting goals, implementing professional development plans) and for engaging staff in ongoing informal and formal self-assessment and evaluation · understanding the use of effective and equitable personnel processes—including recruiting, selecting, inducting, assigning, terminating, advancing, and awarding tenure—in order to retain a highly qualified and diverse staff who will further the district's educational vision · demonstrating knowledge of the uses of technology and other resources to support learning and professional development throughout the organization · applying knowledge of adult learning principles and motivation theory to ensure appropriate and effective professional development opportunities · recognizing the need to allocate adequate time, funding, and other resources to ensure the effective implementation of professional development plans · identifying techniques for developing and maintaining a personal plan for self-improvement and continuous learning and for using listening and reflection to foster ongoing learning · demonstrating knowledge of various types of resources and activities for promoting one's own professional development and stress management · demonstrating an understanding of effective time management procedures and strategies, including the use of technology to enhance efficiency
0006 Understand district-level operational management.	· recognizing major theories and research from education and other disciplines relating to the management and development of organizations and people · applying knowledge of group dynamics, team building, process skills, systems theory, and formal and informal power structures and relationships in various contexts · demonstrating an understanding of processes for the supervision and direction of school-level management and other staff within the district · demonstrating knowledge of processes of collective bargaining and contract management that support and extend the educational vision · analyzing the use of data and technology to monitor and evaluate school and district management and to identify and address potential issues · applying procedures for assessing effectiveness in meeting goals and reaching out to the broader community · demonstrating an understanding of processes for aligning resources and making resource decisions based on the identified mission, goals, and priorities
0007 Understand district financial and facilities management.	· demonstrating knowledge of political, economic, and social factors that can affect a district's financial planning · understanding procedures for effective budget planning and management and for working with stakeholders to establish a district budget · understanding procedures for managing district finances and facilities to support achievement of educational goals and objectives · demonstrating knowledge of procedures for building district capacity by securing and creatively allocating resources to fulfill the district's vision and by planning for and obtaining additional resources as needed

	· applying knowledge of public school financing at the federal, state, and local levels, including tax revenues and other sources of funding, and restrictions on uses of funding · demonstrating knowledge of procedures for communicating regularly and effectively with the board of education or other governing entity, and reporting financial information to a variety of audiences · demonstrating knowledge of procedures for emergency management and crisis response · understanding strategies for enabling the district's physical plant, equipment, and support systems to operate safely, efficiently, and effectively
0008 Understand how to supervise compliance with federal, state, and local mandates.	· understanding laws and regulations governing district and building management, human resource management, student rights and responsibilities, parent/ guardian rights and responsibilities, and other matters · demonstrating knowledge of education case law and its relevance to district and building management · demonstrating an understanding of techniques for communicating effectively with local, state, and federal representatives · demonstrating knowledge of procedures for applying statutes and regulations as required by law, techniques for developing and implementing policies in accordance with the law, and strategies for limiting a district's vulnerability to legal action · demonstrating an understanding of federal, state, and local reporting requirements · demonstrating an understanding of student safety and welfare requirements, including New York State requirements related to the identification and reporting of suspected child abuse and maltreatment