What is PSEL?

- In November of 2015 the Professional Standards for Educational Leaders (PSEL) were approved by the National Policy Board for Educational Administration (NPBEA).
- These standards, formerly ISLLC standards, articulate the knowledge and skills expected of school leaders.
- The PSEL Standards will be adopted or adapted by many states to guide policies concerning the practice and improvement of educational leaders (e.g., licensure, evaluation and professional learning policies).
Timeline of Standards for Leaders

• Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders 1996 (CCSSO)
• ISLLC Educational Leadership Policy Standards 2008 (CCSSO)
• Professional Standards for Educational Leaders 2015 (NPBEA)
NPBEA Approved October 22 2015
(Member Organizations)

- American Association of Colleges of Teacher Education (AACTE)
- American Association of School Administrators (AASA)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council of Chief State School Officers (CCSSO)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National council of Professors of Educational Administration (NCPEA)
- National School Boards Association (NSBA)
- University Council for Educational Administration (UCEA)
Why New Standards? What was Process for Development and Vetting?

- New knowledge and understanding from research and practice
- Changes in the work of educational leaders
- A transforming educational system and society
- Older standards focused much more on content and theory; new standards focus on moving that content into practice – making it genuinely relevant.

- Two year process
  - Substantial involvement of profession of > 1000 practicing educational leaders and member organizations
  - Extensive research, multiple committees and vetting with public comment
Defining Features of PSEL

- A strong foundation linking research and practice
- Incorporates theory of leadership to learning
- Focuses on central domains of leadership work
- A more systemic view of leadership across levels and roles
- Stronger, clearer emphasis on students and student learning and well-being
Systemic View of Leadership

- Across domains and elements of leadership work
- Across roles (administrative and teacher leaders)
- Across levels of the educational system (school and district)
- Across contexts (school and community)
PSEL 2015: The Drivers

• **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 each student.

• **Standard 2. Ethics and Professional Norms**
  • Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

• **Standard 3. Equity and Cultural Responsiveness**
  • Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

• **Standard 10. School Improvement**
  • Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.
PSEL 2015: The Core

• **Standard 4. Curriculum, Instruction, and Assessment**
  
  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.

• **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 each student.
PSEL 2015: The Supports

- **Standard 6. Professional Capacity of School Personnel**
  - Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student’s academic success and well-being.

- **Standard 7. Professional Community for Teachers and Staff**
  - Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student’s academic success and well-being.

- **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 *each* student’s academic success and well-being.

- **Standard 9. Operations and Management**
  - Effective educational leaders manage school operations and resources to promote *each* student’s academic success and well-being.
Kentucky Regulation and Standards Review

• 16 KAR 3:010 Superintendent;
• 16 KAR 3:020 Supervisor of Instruction;
• 16 KAR 3:030 Director of Pupil Personnel;
• 16 KAR 3:040 Director of Special Education; and
• 16 KAR 3:050 Principals, all levels
## EPP Programs with Educational Leaders Preparation Programs

<table>
<thead>
<tr>
<th>EPP</th>
<th>DPP</th>
<th>Sch Supt</th>
<th>Supv Inst</th>
<th>DOSE</th>
<th>Prin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asbury</td>
<td>X</td>
<td>draft</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Bellarmine</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campbellsville</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EKU</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Georgetown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morehead</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Murray</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Northern</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Spalding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Union</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>University of Cumberlands</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>UK</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UL</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>WKU</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Process for Involving Kentucky Stakeholders

- Sent invitation to all cooperatives, EPPs, and KDE for suggested nominees for committees.
- Sent invitation to all ABC groups including KASA, KASS, KASSP, KAESP, CPE, Chamber of Commerce, Education Workforce Cabinet, Pritchard Committee, Education Cooperatives,
- Scheduled and held first stakeholders meeting with ABC groups for input into standards
- Scheduled and held monthly Principal Preparation meetings
- Met with EPPs with DOSE programs, and Kentucky CASE November 19
Status of Current Standards

- CAEP requirement for Advanced Program Accreditation
- SPA Standards for Advanced Programs
- Kentucky had not revised regulation for educational leadership programs and still required ISLLC standards of 2008
- ISLLC standards were revised in 2015 and changed to the Professional Standards for Educational Leaders.
- Stakeholder groups recommended use of PSEL standards for all educational leadership programs for flexibility – simplifying and strengthening EPPs’ ability to provide different experiences according to leadership roles within those standards.
Regulation Recommendation

• Combine all five regulations into one Educational Leadership Regulation
  • Include PSEL as standards for all
  • Delineate Levels I and II for all
  • Delineate practical internships for all
• Separate Sub-Sections for each
  • Include requirements specific to each area
Timeline

- Revised Standards----recommend to start using with EPSB Board Approval for CAEP Advanced Programs
- Revised Regulations----spring 2018
- Target date for implementation----fall 2018