

News & Notes

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Sewanhaka Administrator Inducted as SAANYS President

SAANYS is pleased to announce that Dr. Regina K. Huffman, science chairperson of Elmont Memorial Jr./Sr. High School & district coordinator in the Sewanhaka Central High School District was inducted as president at the SAANYS Annual Conference in Lake Placid on October 14. Huffman succeeds Joyce Carr, supervisor of special education and student support services in the Elmira City School District. Huffman is a long-standing member of SAANYS, having previously served as the representative for Region 2 (Nassau County) and currently as president of the SAANYS Board of Directors and Executive Committee. Huffman is also currently serving as the chair of the newly created SAANYS Board of Directors Diversity Committee. Huffman will serve as SAANYS president for 2018-19 until next October.



Joyce Carr and Regina Huffman, previous and newly inducted president, prepare for their conference welcome and overview.

A native New Yorker, Huffman earned her Doctorate in Administration and Supervision from St. John's University. Huffman also holds a M.S. in Administration and Supervision, a M.A. in Secondary Education

with a concentration in Geological Science as well as a B.A. in Biological Science. Huffman has worked to educate the children, professional staff, and parents of New York State for a little over two decades. She has an innate passion for teaching and learning. She never ceases to be thrilled when she observes that proverbial light bulb ignite when a student of any age, grasps a given concept. She recognizes that no single approach is the right one for every individual and only through continuous collaboration and dialogue will our educational system evolve to ensure a true learning community conducive to growth and success for all. ■

2018 Award Winner Elected as President-elect of NASSP



Peter Kruszynski, principal of Lancaster MS in Lancaster, NY has been elected to serve as president-elect of the National Association of Secondary School Principals (NASSP). Kruszynski has been an NASSP board member as well as a board member for SAANYS, serving as president of SAANYS from 2009-2010. Kruszynski was also the recipient of the 2018 NYS Outstanding Educator Award.

Commented SAANYS Executive Director Kevin Casey, "Peter's exceptional leadership skills and educational experience will undoubtedly be a valuable asset to this already dynamic professional association." ■

Scenes from #SAANYS18



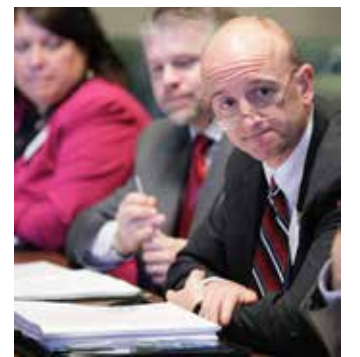
We need to make the positives so loud, that the negatives are almost impossible to hear.



For even more scenes, scan the QR code or navigate to <http://wke.lt/w/s/T7aTD>.



SAANYS Member Named to National Assessment Governing Board



Paul Gasparini, principal of Jamesville-DeWitt High School in Dewitt has been appointed as one of five leaders from around the country to the National Assessment Governing Board to serve four-year terms, U.S. Secretary of Education Betsy DeVos has announced. Gasparini was a long-time member of the SAANYS Government Relations Committee and was the recipient of the SAANYS 2012 New York State High School Principal of the Year award.

The appointees will help set policy for the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card. NAEP offers to the public and to education policymakers at the national, state, and local levels, objective data on student performance in nearly a dozen subjects. The information NAEP provides helps education stakeholders evaluate the progress of American education. The 26-member nonpartisan, independent Governing Board determines the subjects and content of NAEP tests, sets the achievement levels for reporting, and publicly releases the results. ■

Summary of Recent Changes to Teacher Certifications and Mentoring

see page 3



Executive Viewpoint

Kevin S. Casey, Executive Director

A Common Characteristic

SAANYS is currently in the midst of a statewide series of dinners for unit presidents and other representatives of their bargaining units. We began these dinner meetings with the intention of troubleshooting issues that we expected would arise from the fallout of the U.S. Supreme Court's decision in *Janus v. AFSCME*.

We begin each presentation with a brief overview of the *Janus* decision and how that decision could impact both SAANYS and local bargaining units. The

informed discussions that follow generally reveal that while there remains the potential for disruption of unit operations, very little of that has been seen to date. The overwhelming majority of administrators see the value of being part of their local bargaining unit, and having that bargaining unit affiliated with a statewide professional association. They have not been influenced by the DeVos affiliated interest group sending emails to "educate" public employees on the holding of *Janus*. These emails, financed by billionaires, urged our

members (and members of other organizations as well) to quit their bargaining units and began the very day the *Janus* decision was announced. Apparently very few think the DeVos Foundation really has their best interests at heart.

What has impressed me most about these conversations is how seamlessly they pivot from unit to educational affairs. We discuss the current state of APPR and how it might change in the near future and possible legislative modifications to administrative tenure to align with the teacher tenure process for those who have earned administrative tenure and then take another administrative position. We discuss a variety of certification issues and how unit officers can help newer

administrators avoid certain certification pitfalls. We speak at length regarding ESSA regulations, school accountability, and building level reporting. Any unit that would like

The overwhelming majority of administrators see the value of being part of their local bargaining unit, and having that bargaining unit affiliated with a statewide professional association.

its own update on any of these topics should contact SAANYS Director of Government Relations Cindy Gallagher. We are willing travelers.

There are aspects of these regulatory issues that are not liked, or that seem unfair. What impresses me however is that I consistently encounter a determination among administrators to work to improve outcomes regardless of the regulatory environment. I can't help

but believe that the level of commitment I regularly encounter is worth far more than even the most well thought-out regulation. Abraham Lincoln once said "Commitment is what transforms a promise into reality." I believe regulations are necessary, but without commitment to a higher ideal they result in compliance. A compliance mindset is satisfied with fulfilling specified minimum requirements, whereas the truly committed strive for excellence regardless of, and sometimes in spite of, a regulatory framework. Commitment trumps compliance every time, and my observation from traveling around the state is that our schools are full of committed administrators, and that bodes well for our schools and our students. ■

Improving Teaching as a System

Sponsor Opinion Piece by Dr. Bruce H. Crowder, Senior Researcher, Educational Vistas, Inc.

Teaching is a system. And, the same may be said of improving teaching. Current research by Hiebert and Stigler, based on high-achieving nations, shows a built-in system for improving teaching "gradually and steadily over time." It is not that our students are taught poorly in the United States; it is the lack of a mechanism for improving.

According to Hiebert and Stigler, the focus in the United States is on improving teachers by recruiting better qualified teachers, requiring higher standards for certification,

increasing accountability, encouraging professional development, and making it easier to fire ineffective performers. There is no evidence that evaluating teachers and holding them accountable for learning improves their teaching or their students' learning. The finding is that teaching improvement is a learning issue, not a motivation issue. In achieving nations, the focus is on continuously improving teaching through a school-based, collegial system of lesson study. The focus is on the

way teachers and students interact around the content.

To understand how a system of teaching works, the classroom lesson is the place to begin. The authors find four things that make teaching improvement possible: well-crafted learning goals for students, curriculum, assessments, and professional development (PD).

Shared learning goals for each unit of study establishes a common focus and curiosity about what is working best. While a common curriculum is essential, individual lessons may be tweaked as shared knowledge is embedded in teaching modifications. Lesson study by observation groups examine evidence of student learning as it happens. In

addition, unit tests are written collaboratively by teacher teams, given the same amount of time, and scored together as performance is compared among different classrooms.

Teachers whose students underperform get help from their colleagues. The PD focus is not on improving an individual teacher's capabilities, but on improving the methods of teaching and related student outcomes. In this approach, the group takes responsibility for the success of a lesson.

Implementation of a teaching improvement system requires a cultural change in American education. This may only happen when teachers, school district leaders, school boards, parents, and SED

work together to support the four initiatives presented in this research.

References

"Teaching Versus Teachers as a Lever for Change: Comparing a Japanese and a U.S. Perspective on Improving Instruction" by James Hiebert and James Stigler in *Educational Researcher*, May 2017 (Vol. 46, #4, P. 169-176).

Dr. Bruce H. Crowder is a senior researcher for Educational Vistas, Inc. Dr. Crowder may be reached at bcrowder@edvistas.com. ■

The statements and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of the School Administrators Association of New York State.

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School Administrators Association of New York State

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CAPITAL UPDATE

Summary of Recent Changes to Teacher Certifications and Mentoring

During SAANYS' Annual Conference in Lake Placid, attendees had the opportunity to ask Commissioner Elia any questions on their minds. A few questions related to teacher certification and teacher shortages. In order to address some shortage areas, SED has begun to provide increased flexibility in some certification areas. The following provides a brief summary of such changes, with links to the reports presented to the Board of Regents.

Certification Area: Health Education

Summary of Change: New Transitional K Pathway for licensed and registered health professionals (physician, physician assistant, nurse practitioners, registered nurse). Transitional K is valid for three years during which time such professionals could pursue an initial certificate.

Effective Date/Status: July 2018; for specific program and experience details see <https://bit.ly/2z0Hkb5>.

Any Area of Certification

Summary of Change: Expanded use of Transitional G certificate. Transitional G certificates previously allowed persons in STEM areas and with two years of teaching experience in post-secondary education to teach in public schools. This regulation change made the Transitional G applicable to any area with a certificate.

Effective Date/Status: March 2018; for specific prior work experience needed and initial certificate requirements see <https://bit.ly/2EMkni1>.

Summary of Change: Pre-professional teaching assistant certificate is available to individuals enrolled in teacher education programs. Such students may provide direct instruction under a NYS certified teacher. Valid for five years. Allows such students to fulfill student teaching

while employed under the pre-professional teaching assistant certificate at the place of employment.

Effective Date/Status: March 2018; for specific prior work experience needed and initial certificate requirements see <https://bit.ly/2EMkni1>.

Certification Area: Special Education

Summary of Change: Expansion of grade spans for persons that hold a Students with Disabilities (SWD) Generalist. Expansion are birth-grade 2 expanded to grades 3-4; grades 1-6 expanded to prek-k; grades 5-9 and grades 7-12 expanded to grades 5-6.

Effective Date/Status: June 2018; for specific prior work experience needed and initial certificate requirements see <https://bit.ly/2DxgFqm>.

Summary of Change:

- A person holding an initial or professional certificate in SWD Generalist for grades 7-12, SWD Content Specialist for grades 7-12, SWD Generalist for grades 5-9, SWD Content Specialist grades 5-9, or Special Education Generalist for grades K-1, may be issued a Statement of Continued Eligibility to teach subject areas, in special classes without a certificate in the content areas.
- A person holding an initial or professional certificate in SWD Generalist grades 7-12 may provide instruction to students with disabilities in grades 5-6; SWD Content Specialist in grades 7-12 may provide instruction to students with disabilities in grades 5-6; SWD Generalist in grades 5-9 may provide instruction to students with disabilities in grades 10-12; SWD Content Specialist in grades 5-9 may provide instruction to students with disabilities in grades 10-12.
- A person holding an initial or professional certificate in SWD Generalist in grades 7-12, SWD Content Specialist in grades 7-12, SWS Generalist in grades in 5-9, SWD Content Specialist in grades 5-9, or Special Education Generalist in grades K-12, may provide instruction in subject areas in a special class in grades 7-12.

Effective Date/Status: Proposed effective date if adopted by the Board of Regents is February 2019. For more information see <https://bit.ly/2yx2xJZ>.

Certification Area: Computer Science

Summary of Change: Establishes a computer science certificate that spans all grade levels and grandfathered in those currently teaching computer science.

Effective Date/Status: March 2018; for specific prior work experience needed and initial certificate requirements see <https://bit.ly/2R9BqeU>.

Certification Area: Mentoring

Summary of Change: Would require that mentoring

continued on page 8

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For more information regarding the SAANYS legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact Cynthia Gallagher, SAANYS director of government relations, at cgallagher@saanys.org.

2018 CALENDAR



National Native American Heritage Month

Nov 11-17 *Geography Awareness Week*

Nov 11 *Veteran's Day*

Nov 12-16 *American Education Week*

Nov 12 *Elizabeth Cady Stanton's Birthday*

Nov 14 *Education Support Professionals Day*

Nov 15 *National Parental Involvement Day*

Nov 16 *Substitute Educators Day*

Nov 18-24 *National Family Week*

Nov 19 *Gettysburg Address Anniversary*

Nov 22 *Thanksgiving Day*

Nov 30 *Mark Twain's Birthday*



Dec 1 *Beginning of the Montgomery Bus Boycott*

Dec 1 *World AIDS Day*

Dec 2-10 *Hanukkah (Festival of Lights)*

Dec 7 *Pearl Harbor Day*

Dec 10 *Emily Dickinson's Birthday*

Dec 10 *Human Rights Day*

Dec 15 *Bill of Rights Day*

Dec 16 *Boston Tea Party Anniversary*

Dec 17 *Anniversary of the Wright Brothers' Flight*

Dec 21 *First Day of Winter*

Dec 25 *Christmas*

Dec 25 *Clara Barton's Birthday*

Dec 26 - Jan 1 *Kwanzaa*

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LEGAL BRIEFS

A Message from the SAANYS Legal Department



Jacob Verchereau
SAANYS Associate Attorney
jverchereau@saanys.org



Preparing for Standardized Tests and the Importance of Complying with Protocol

It feels like the new school year has just gotten underway, but already the January Regents exams are just around the corner. At this time of the school year, it is critical that administrators turn their attention towards planning for the administration of those standardized tests, which includes training personnel. Failing to strictly comply with New York State's stringent testing protocols can, and often does, become the basis for 3020-a disciplinary charges and/or license revocation proceedings. This happens all too often. In fact, SAANYS' legal team has had to defend several members over the past year due to violations of state testing protocol. The Board of Regents takes violations very seriously – that means proctors must be properly trained, testing locations must be vetted and secured, testing accommodations must be in order, and planning

for proper distribution, collection, and safekeeping of the testing booklets must be established. The following are some practical tips to consider in planning for administering state standardized tests.

First, securing trustworthy and qualified exam proctors should be done sooner rather than later. This includes having alternates available in the event of unexpected absences on testing days. All proctors must read and fully understand the *Directions for Administering Regents Examinations* (available online at: <http://www.p12.nysed.gov/assessment/hsgen/2018/541-118.pdf>) and be familiar with the *School Administrator's Manual, Secondary Level Examinations* (information available online at: <http://www.p12.nysed.gov/assessment/> and <http://www.p12.nysed.gov/assessment/sam/secondary/hssam-update.html>).

The failure of a proctor to follow proper testing protocol will be imputed onto the school district and the administrators in charge of administering the tests, opening the district and individual administrators up to potential liability. Administrators are encouraged to work with their local BOCES to ensure that all personnel are adequately trained in advance of test days.

Second, all personnel must know and understand that photocopying of tests is prohibited. Despite the bold lettered warnings on the testing booklets, year after year SAANYS is contacted by members who have found themselves in legal trouble for failing to comply with the Board of Regents' strict "no photocopying" policy. All teachers, administrators, or other personnel that may have access to the testing booklets before, during, or after the exams are administered need to understand that the testing booklets (or any part thereof) may not, under any circumstances whatsoever, be photographed, photocopied, or reproduced. In an age of cell phone cameras, this is particularly important and must be reinforced to prevent the integrity of the test from being

undermined. Furthermore, administrators must ensure that secure safes are available after the exam is conducted for the safekeeping of all the completed testing booklets.

Failing to strictly comply with New York State's stringent testing protocols can, and often does, become the basis for 3020-a disciplinary charges and/or license revocation proceedings.

Access to the safe should be limited to as few personnel as is necessary, and administrators should consider using security devices such as cameras and alarms to ensure that no one gains access to the testing booklets. Another important thing to note is that the Board of Regents posts prior exams online, which can be used to get students familiar with the questions and exam structure (available at: <http://www.nysedregents.org/>). Although it should not need to be stated, providing answers or assistance to students in answering exam questions is strictly forbidden. Additionally, scrubbing of students' grades on exams is absolutely prohibited.

Another critical step that must be performed is the identification of all students who are entitled to special testing accom-

modations. This often requires a full review of all Individual Education Plans (IEPs) and Section 504 Plans. In addition to identifying which students will receive accommodations, separate testing locations must also be secured to ensure that all students will be properly accommodated. Further, qualified personnel must be available for any accommodations that require special training, skills, or certification.

It is of the utmost importance that if you are involved in a situation where something deviates from protocol, that you call the SAANYS Legal Department right away. Depending on your employment status, you may have the right not to answer questions by either the district or the state and you are always entitled to representation during investigations. The lawyers at SAANYS have extensive experience in these situations that can benefit you if there is even the potential for discipline.

If you have any questions or legal concerns related to the planning and administering of standardized tests, contact the SAANYS Legal Department. ■

NOVEMBER LEGAL HIGHLIGHTS

The SAANYS Legal Department - Working Tirelessly for Members Statewide

Below are just a few highlights of our many current and pending cases.

REGION 1

SAANYS assisted a unit with the drafting of a letter, which in accordance with the collective bargaining agreement must be submitted to initiate new contract negotiations.

REGION 2

SAANYS advised a unit concerning processes and procedures for protecting reputations when subjected to public complaints.

REGION 4

SAANYS attended a unit meeting, the first meeting since a new CBA became effective. Answered questions pertaining to certain sections of the contract and also discussed by-laws and the process for adopting new bylaws.

REGION 5

SAANYS continued settlement discussions regarding a civil service member faced with a Section 75 termination.

REGION 6

SAANYS advised a unit concerning tax structure and the unit's bank accounts.

REGION 7

SAANYS reviewed and edited an agreement for a retired member taking an interim position.

REGION 8

SAANYS advised a unit on liability if they fail to respond to complaints lodged after the school day is over.

REGION 9

SAANYS began preparing an MOA for a member who will be taking on additional work duties that will require her to work beyond her normal work day.

REGION 10

SAANYS assisted a member with a counseling memo rebuttal.

REGION 11

SAANYS worked with members to file a grievance on behalf of a member who is being denied longevity stipend.

REGION 12

SAANYS assisted a member in writing a rebuttal to a 3031, reasons why tenure is being denied.

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SAANYS has always been there for members who need advice or assistance from legal counsel on job-related matters. Now, SAANYS has partnered with the law firm of Feldman, Kramer and Monaco to help when you need *personal* legal advice and assistance.

\$85 annually provides a simple will, power of attorney, health care proxy, living will, and unlimited advice via telephone. Enrollees will also receive certificates good for two free hour-long office consultations with a local referral attorney. For services beyond this package, discounted rates apply.

Contact Feldman, Kramer and Monaco, the law firm that administers the plan for SAANYS members, at

1-800-832-5182

Be prepared to present your membership ID #.

SAANYS Professional Development Update

This year's conference at the Crowne Plaza in Lake Placid surpassed our expectations. The combination of a beautiful new location and venue, stellar fall weather, outstanding speakers and presenters, and over 400 attendees who were there to enjoy it all, both professionally and personally, made it a truly memorable event.



For information on any SAANYS professional development event, contact Karen Bronson at kbronson@saanys.org.

Commissioner Elia got us thinking on Sunday, October 14 as she shared her thoughts and answered our questions. There was a lot of nodding at the comment that politics and schools don't mix, and acknowledgement of schools that are taking risks and accomplishing great things, like Elmira's Community Schools Model.

George Couros, author of *The Innovator's Mindset* and the blog, *The Principal of Change*, hit a home run with his lightning fast delivery of thought-sparking questions and ideas we could identify with, and his roots in real schools as a teacher and leader were obvious. The importance of focusing on what students can do, not what they shouldn't do resonated with the group, as did strategies for not schooling curiosity out of our students. I have to say that my favorite vignette from his presentation was the one where he stood in front of an auditorium of high school kids who were invited to share feedback on a topic using their technology (BRAVE). Predictably, some pretty, um ... rude insults directed at him came up in the mix of comments that appeared.... What to do? Shut down the assembly? Decide that kids are always going to find ways to misuse technology so we might as well go back to old school to prevent this from happening and cause an awkward moment? Nah! Keep moving forward and let the group handle it. Sure enough, a flood of comments from peers nailing the senders of the few rude comments, vaporized the negative in a sea of positivity and everyone moved forward. "We need to make the positives so loud, that the negatives are almost impossible to hear." OK George!

On Monday, October 15, I had the pleasure of stopping in briefly at the 22 practitioner workshop sessions, all of which have received positive feedback in our follow-up survey. Here are some highlights:

- **Mindfulness:** Students write down intentions for the week on Monday and check in with them on Friday – practice being purposeful.
- **Path to a Trauma Informed School:** Do a data study to identify kids who are not involved in any school activities and follow up and connect.
- **Rethinking Discipline:** As you rank priorities in this area, building relationships with students and families is #1.
- **Embedding STEAM:** Got a school or community pool? Got kids? A Cardboard Boat Regatta is a real spirit builder.
- **Essential Service Personnel and Certified Staff** are "like the superhighway, as well as the side streets that connect all facets of the school community."
- **Collaborative Culture Builders:** How did a 6th grade go from 9 percent to 41 percent proficiency in a year as a result of teacher led learning walks, feedback loops, and mastermind groups?

We are already planning our 2019 Annual Conference at the Sagamore in Lake George, on October 20 and 21, so mark your calendars! ■



Seen at #SAANYS18 



What's With the **YELLOW Sneakers?**

Yellow is the color associated with childhood cancer awareness. Each AXA representative at the conference will personally donate \$100 to a charitable organization that serves to research and treat childhood cancer in the name of SAANYS.



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Learning from and sharing with one another is the best possible way to grow professionally.

SAANYS is fortunate to have a wide range of practitioners with proven expertise and experience to support your professional development needs. Let SAANYS help you plan everything from an administrative team meeting during the school day, to an after-school or full-day workshop, to an administrative retreat or superintendent's conference day for you or your teachers. These are all options that can take shape with SAANYS PD Your Way.

Visit <https://saanys.org/professional-learning/pd-on-demand/> for more information.

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Summary of Recent Changes to Teacher Certifications and Mentoring

continued from page 3

needed to obtain professional certification occur during the first 180 days of employment, rather than the first year of employment.

Effective Date/Status: March 2018; for specific prior work experience needed and initial certificate requirements see <https://bit.ly/2qcxBKM>.

Certification Area: Early Childhood, Literacy, ELA

Summary of Change: Allows for individual evaluation for early childhood birth-grade 2, childhood education in grades 1-6, generalist in middle education in grades 5-9, ELA grades 5-9, ELA grade 7-12, literacy birth-grade 6, and literacy grades 5-12. Candidates are required to submit evidence of coursework and field experience. The Office of Teaching Initiatives reviews transcripts and determines validity.

Effective Date/Status: September 2018; for specific prior work experience needed and initial certificate requirements see <https://bit.ly/2CDmL82>.

Certification Area: Substitute Teachers


Summary of Change: Provides flexibility to employ substitutes for more than 40 days beyond July 1, 2018.

Status: For more information see <https://bit.ly/2CESyp6>.

Certification Area: Speech and Language Disabilities

Summary of Change: Would allow a person who completes a speech pathology and language program accredited by ASHA to obtain an initial certificate in Speech and Language Disabilities.

Effective Date/Status: October 2018; for more information see <https://bit.ly/2CEfS6h>. ■



Tools & Tips

School Mental Health
RESOURCE TRAINING CENTER

Effective July 1, 2018
New York schools are required by law to provide instruction in mental health to all elementary, middle, and high school students.

A School Mental Health Resource and Training Center has been established by the Mental Health Association in New York State, Inc. (MHANYS) to help schools comply with the new law. The Center provides free online mental health training (CTLE-eligible) and instructional resources for educators, as well as mental health resources for parents and guardians, students, and community-based mental health providers.

For more information about the Center please visit:
<http://www.mentalhealthdny.org>.

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—Fred Rogers

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