

Principal Preparation Project in NYS

Retrospective and Look Ahead

webinar for the

Commission on Independent Colleges and Universities

Ken Turner (Director, Principal Preparation Project)

February 8, 2018

ACKNOWLEDGEMENTS

Today features findings of a 37-member team. Thanks go to them and their co-chairs:

- Helen “Nell” Scharf-Panero (Dir., Center for Educational Leadership, Baruch College)
- David Flatley (Carle Place School District Superintendent)

Particular appreciation goes to professional organizations.

- Leaders of organizations nominated team members and arranged focus groups
 - o Professional organizations (CADEA and MCEAP)
 - o Commission on Independent College and Universities (Office of President)
 - o State university leaders (Office of Assistant Provost for Educational Leadership)
 - o City university leaders (Office of the University-Wide Provost)
 - o Principal groups (CSA, NYSFSA, CAS, SAANYS, ESSAA)
 - o Teacher groups (NYSUT, UFT)
 - o Superintendent groups (NYSCOSS and the District Superintendents)
 - o School Board group (NYSSBA)
 - o Parent group (NYSFTA)
 - o Community & Civil Rights groups (Nat’l Urban League, Rochester Mayor’s Office)

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Contributing as Advisory Team members were individuals with national expertise

- Michelle Young

Executive Director, *University Council for Educational Administration*

Chair, Educational Leadership Constituent Council (*ELLC*)

Chair, National Educational Leadership Program standards team (*NELP*)

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- Thanks go to Terry Orr for her help in keeping us mindful of what matters most
Assoc. Professor of Educational Leadership, Administration and Policy, Fordham
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POINT OF DEPARTURE



Belief

Every student should have great teachers and a great school leader.



Mission

Enhance preparation and support for current and aspiring school building leaders, and thus contribute to improved student success.

WEBINAR OVERVIEW

This work has had two phases.

Phase 1: This work began in earnest in April 2016 and culminated in July, 2017. It produced a road map for improving principal preparation that includes 9 beliefs and 11 recommendations. With the assistance of MCEAP, guiding principles were identified to make “cultural responsiveness” more meaningful and actionable. And a web site now exists to house a growing library of material related to this topic (<http://www.nysed.gov/schools/principal-project-advisory-team>).

Phase 2: The second began in August, 2017 and continues today. With five areas of focus, the expected completion date is December, 2018.

Today we'll describe:

- Why work began
- What was accomplished and how
- The path forward

TO IMPROVE PRINCIPAL PREPARATION, WHERE DO YOU START?



If you could have what you want, what would you have?

Note: This framed the opening conversation of a 37-member Advisory Team that was appointed by the Commissioner. Responses from Advisory Team members were transformed into a set of belief statements that became the foundation for the recommendations that followed.

9 BELIEFS THAT ANCHOR THE WORK (1/3)

Purpose: Well-prepared school candidates make it their mission to support staff in the school so every student is equipped for success in the next level of schooling, career, and life; further, candidates have the ability to translate goals into plans, action, and desired results.

Equity: Well-prepared candidates cultivate a climate of compassion and care for the well-being of every child in the school; candidates create a culture that strives to support the learning needs of every student in an environment where all students are valued, are respected, and experience success regardless of their differences (age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, or national origin).

BELIEF STATEMENTS (2/3)

Value Diversity: Effective preparation programs recruit and produce aspiring leaders from varied backgrounds and historically-under-represented populations who are committed to the success of every student, who value different learning styles, who promote instructional practices that capitalize on a range of cultural traditions, and who strive to eliminate prejudice, stereotype, bias, and favoritism.

Instruction: Well-prepared school building leader candidates have the knowledge and skill to improve teacher instruction and student learning.

Shared Decision-Making and Shared-Leadership: Well-prepared school building leader candidates have the willingness and ability to share decision-making and distribute leadership.

BELIEF STATEMENTS (3/3)

Continuous Improvement and Change Management: Well-prepared candidates display the emotional intelligence, skill, and grace needed to manage the tension and conflict that can arise when schools engage in continuous improvement efforts.

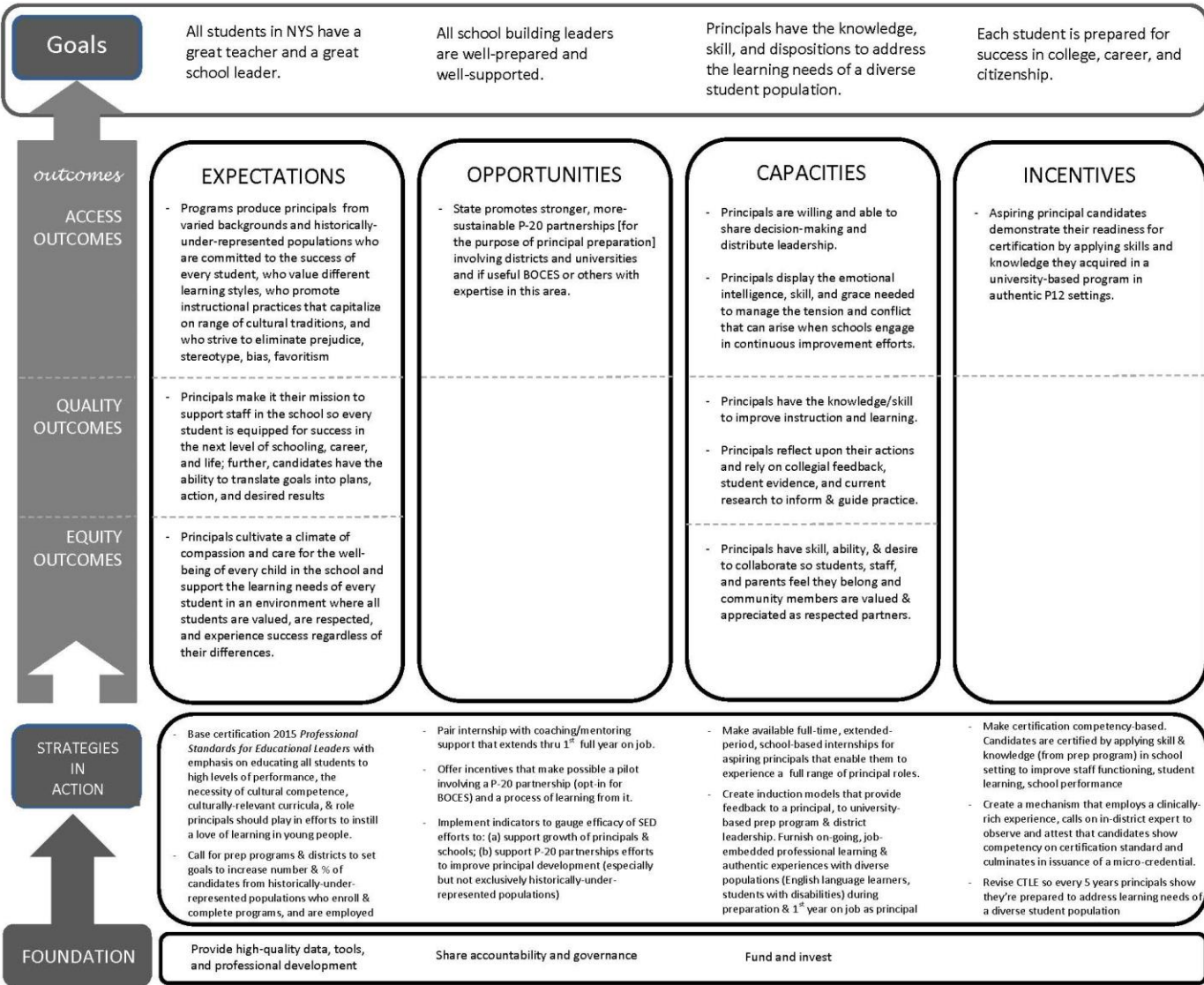
Collaborative Partnership: Well-prepared candidates have the skill, ability, and desire to collaborate so students, staff, and parents feel they belong and community members are valued and appreciated as respected partners.

Skillful Practice under Authentic Conditions: Effective preparation programs produce aspiring principals who demonstrate their readiness for school leadership by successfully applying the skills and knowledge they acquire within authentic settings throughout their preparation program.

Reflective Practice: Effective preparation programs require candidates to reflect upon their actions. Well-prepared building leader candidates rely on collegial feedback, student evidence, and current research to inform their reflection and guide their practice.

SBL PREPARATION FRAMEWORK (ROAD MAP)

June 8, 2017



SCHOOL BUILDING LEADER PREPARATION FRAMEWORK

WHAT PROBLEM DO WE WANT TO SOLVE?

- Despite earnest effort, NYS has not yet achieved its mission "to ensure every student has equitable access to the highest quality educational opportunities, services, and support."
- Past efforts have not yet delivered the desired improvements in equity and educational excellence. The NYS graduation rate is below the national average, too many schools and students chronically struggle, and subgroup achievement gaps persist.
- When it comes to principal preparation, many are certified but not enough have what it takes to be effective.

WHAT QUESTION DO WE WANT TO ANSWER?

- How will NYS achieve better alignment between what is needed to be a successful principal, what is taught in School Building Leader programs, and what it takes to be SBL certified?
- How will NYS pivot from past to new commitments. The past emphasis has been on sorting schools; the focus now is on supporting schools in their pursuit of equity and educational excellence? (see pg 6 in ESSA plan)
- What can be done to ensure current and future principals in NYS have what it takes to address the learning needs of an increasingly diverse student population?

CULTURAL RESPONSIVENESS

In broad terms, cultural responsiveness means creating instructional environments that propel learning by connecting new learning to each student's background and experience.



It is a commitment to practices that help all students use landmarks of their own cultural background to build knowledge, skills, and attitudes. From an instructional standpoint, it means making content accessible by teaching in a way that students understand. It means using students' personal interest as a basis for connecting content to student's personal experience.

To do this, educational leaders must be able to relate aspects of students' daily lives to the curriculum. If educational leaders value students' cultural and linguistic background then educational leaders (and the members of their school staff) see these as capital to build on, not barriers to student learning. The aim is to improve the learning experience by enhancing engagement. Cultural responsiveness advances and accelerates learning by honoring and supporting students' cultural, linguistic, and racial experiences.

* Sources: Ladson-Billings (2009 and 1994, p. 382), K. Rajagopal, Create Success! (July 27, 2017), Aceves, Orosco (July 2014), CEEDAR Center and Gay (2010), Nieto, Bode, Kang, and Raible (2008)

CULTURAL RESPONSIVENESS

A fuller description (with guiding principles) was developed by *MCEAP*, presented to the NYS Board of Regents on December 12, 2017 and is found on pages 36-42 at the following link.

<https://www.regents.nysed.gov/common/regents/files/1217hea1.pdf>

MCEAP proposed a thoughtful modification the concept of cultural responsiveness. As *MCEAP* describes, it “goes beyond cultural responsiveness to promote leadership that enacts cultural proficiency.”

Calling for a proposed revision of Standard 3 (“Equity and Cultural Proficiency”), *MCEAP* proposed the following phrasing.

“Effective educational leaders strive for equity of educational opportunity and culturally proficient practices to promote each student’s academic success and well being.”

PURPOSE: WHERE THIS JOURNEY BEGAN

In Fall, 2015, NYSED applied for foundation funding to enhance state support for development of school building leadership (SBL).



The initial proposal outlined four areas of focus:

1. Requirements pertaining to those who are seeking SBL certification *
2. Requirements for programs that prepare school building leaders
3. Professional development, supervision, and evaluation for school leaders
4. A tool to help districts identify, develop, select, and place school leaders

* The term “SBL” refers to school building leader. While we refer to this as the Principal Preparation Project, those holding SBL certification can also include assistant principals, central office administrators, and those who choose to lead a school building as teacher

WHY SELECT THIS FOCUS?



- Districts typically expend 80% (or more) of operating funds on people.
- So one of the most important decisions districts face is how to recruit, select, place, develop, and retain effective school building leaders.
- Although progress has been made to improve national school leadership standards, until last month NYS had not taken steps in recent years to revise requirements for programs that prepare school building leaders.
- Notably, in 2015 the *National Policy Board for Educational Administration* developed and copyrighted the *Professional Standards for Educational Leaders* or *PSELs* *
- In addition, the *Every Student Succeeds Act* now includes provisions for states to use a portion of Title IIA funds for leadership development.

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

BACKGROUND ON THOSE PRODUCING STANDARDS

Since 1996, the *National Policy Board for Educational Administration (NPBEA)* has sponsored publication of national standards for educational leaders. For two decades, states have used these to guide certification for educational leaders.

- In 1996, the *Standards for School Leaders* were published. Developed in association with the *Interstate School Leaders Licensure Consortium (ISLLC)*, they were commonly called *ISLLC Standards*.
- In 2008, the *Education Leadership Policy Standards* were published. Again prepared with the assistance of the *Interstate School Leaders Licensure Consortium*, these guided initial certification for school building leaders in New York State. They are commonly called the *2008 ISLLC Standards*.
- In 2015, the *Professional Standards for Educational Leaders (PSELs)* were published. *NPBEA* sponsored and led the production. The 2015 *PSELs* are today copyrighted by *National Policy Board for Educational Administration*.
- In NYS, Principal Project Advisory Team has worked against this backdrop.

A CLOSER LOOK AT MOST-CURRENT NATIONAL STANDARDS FOR EDUCATIONAL LEADERS

National Policy Board for Educational Administration produced the 2015 *Professional Standards for Educational Leaders*. They include 10 standards.

1. The Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Note:

The three underlined items highlight areas where the *PSELs* represent the greatest change from the 2008 *ISLLC Standards* (that were created by the *Interstate School Leaders Licensure Consortium*).

HOW DO 2015 *PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSELS)* COMPARE TO THE 2008 *ISLLC* STANDARDS?



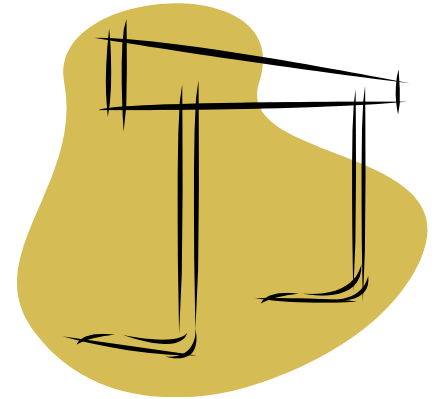
PSELS improve on 2008 *ISLLC* standards in five ways:

1. The *PSELS* have a stronger, clearer emphasis on academic success AND broader learning, student development, and student well-being.
2. The *PSELS* take a more systemic view of leadership work.
3. The *PSELS* place more importance on “each” student and “all” students.
4. The *PSELS* more explicitly use logic to link leadership to learning.
5. The *PSELS* call out certain areas for particular emphasis:
 - Equity and Cultural Responsiveness
 - Community of Care and Support for Students
 - Meaningful Engagement of Families and Communities

Reference: <http://www.npbea.org/wp/wp-content/uploads/2014/11/PSEL-WebinarPowerPointSlides.pdf>

WHAT EVIDENCE IS THERE OF A NEED?

“States and districts struggle with a shortage of new principals who possess competencies needed for effective leadership. While training, candidates often do not receive academic coursework and clinical experiences that adequately prepare them for leadership positions in real life. After graduation, new principals often do not receive sufficient support and mentoring tailored to individual needs to guide them in the first few years in leadership positions.” *



“Principal quality is second only to classroom instruction among factors that contribute to what students learn.” **

* Daugherty, Herman, and Unlu, “Logic Models for Selecting, Designing, and Implementing Evidence-Based School Leadership Interventions, RAND, 2017, p 9

** Leithwood, Seashore Louis, Anderson, and Walhstrom, *How Leadership Influences Student Learning*, NYC: Wallace, 2004

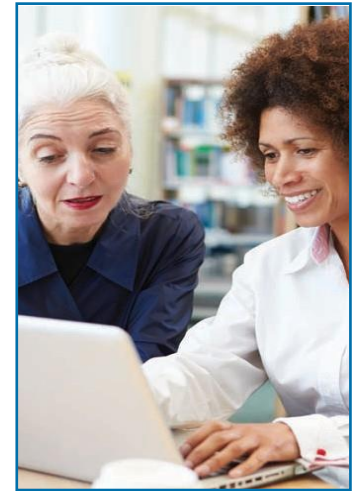
CLOSE LOOK AT PHASE ONE ACCOMPLISHMENTS

Work commenced in April, 2016. Since then . . .

- After the Advisory Team delivered 9 beliefs and 11 recommendations to the Commissioner (July, 2017), the NYS Board of Regents acted (on Dec. 12, 2017) to alter SBL certification requirements.
- The first of the 11 recommendations called for adopting *PSELs*.
- With Regent action in Dec., 2017, the focus for principal preparation and practice shifted from the 2008 *ISLLC Standards* to the *PSELs*.
- Beginning in Dec. 2020, university-based SBL prep programs will re-register with SED (demonstrating their programs shifted to *PSELs*).
- Beginning Dec. 2022, all principal evaluations will be based on *PSELs*

ADVISORY TEAM RECOMMENDATIONS (1/3)

1. Adopt most current national standards adding emphasis to “culturally responsive practices,” “love of learning,” and “all means all.”
2. Make initial principal certification competency-based by translating standards into competencies and altering so aspiring leaders earn certification by applying knowledge and skills in a P-12 setting.
2. Explore options and/or opportunities leading to full-time, extended period, school-based internships for aspiring principals.
4. Provide incentives and expectations that promote stronger and more sustainable P-20 partnerships involving districts and universities.
5. Ensure high-quality coaching and mentoring support extends through the first full year that a principal is on the job.



RECOMMENDATIONS (2/3)

6. In a competency-based internship establish an internship requirement that calls upon knowledgeable in-district experts to observe and attest that a candidate has demonstrated competency in identified areas. Consider micro-credentials to be issued in partial fulfillment of certification (these may take the form of an annotation to the certificate signaling particular expertise of the bearer).
7. Adopt CTLE expectations that call for current principals to acquire the knowledge and skills (i.e., culturally responsive practices) that prepare them to supervise instruction in ways that meet the learning needs of a diverse student population.
8. Create opportunities (e.g., pilots) and incentives to encourage districts and universities (and BOCES if desired) to implement models of continuous professional learning and support to School Building Leaders during the first three years in their career.

RECOMMENDATIONS (3/3)

9. Reinforce accreditation expectations that call for higher education institutions that offer School Building Leader programs to set goals, targets, and milestones for increasing the number and percent of candidates from historically under-represented populations. Call for districts to set similar goals to recruit, select, develop, and place individuals from historically under-represented populations within the ranks of school building leaders.
10. Use non-public sources of funds to develop and deploy tools to help district hiring managers in their selection and placement decisions; develop and use indicators and measures to gauge the efficacy of SED efforts to support and enhance the growth of aspiring and current principals and to develop sustainable P-20 partnerships (that exist to support development and improvement of principal talent pipeline).
11. Create step-up implementation plan (include possible pilot P-20 partnership)

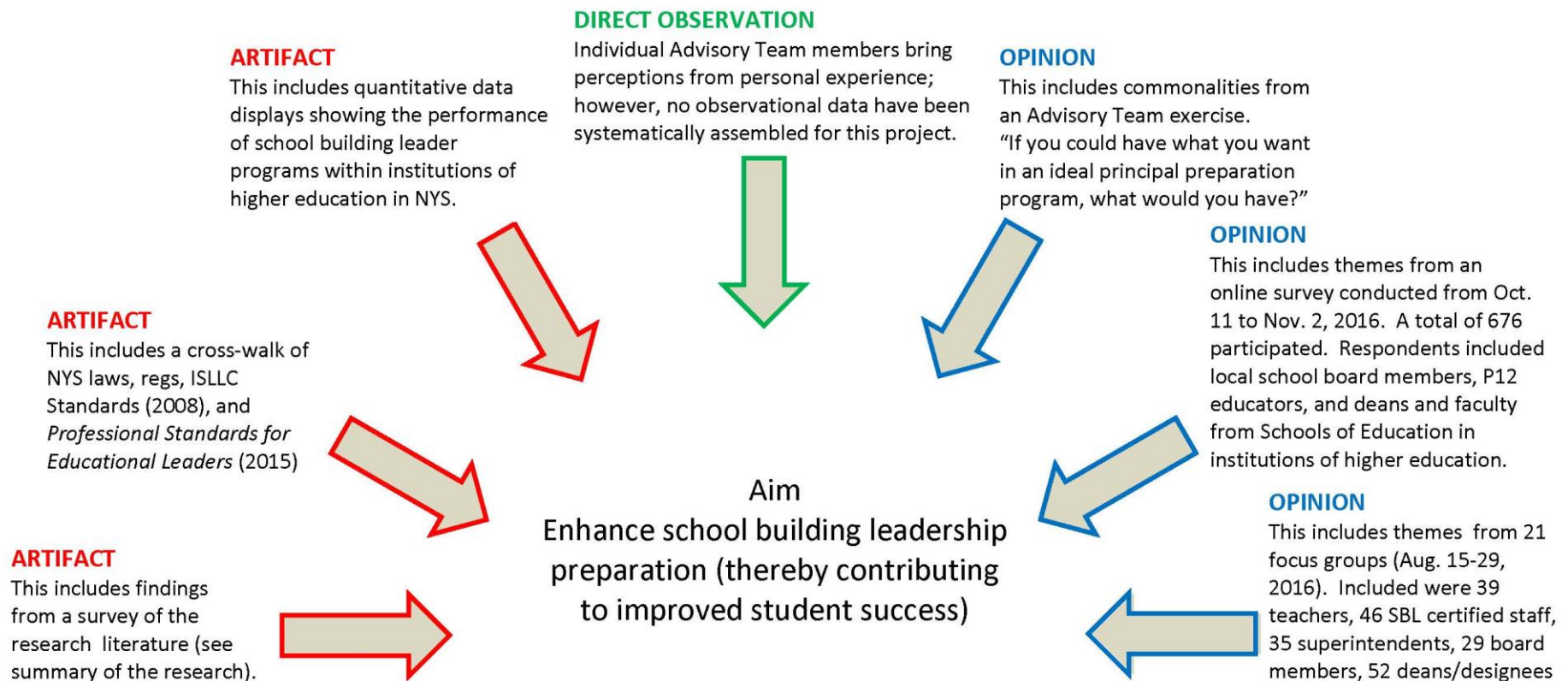
STAKEHOLDERS: HOW WORK WAS DONE



- Teachers
- School building leaders (principals, program leaders, etc.)
- Superintendents and district superintendents
- School board members
- Ed School deans and higher education faculty members
- Parents
- Civil rights organizations and community groups

WHAT GUIDED DATA COLLECTION?

How do we know what we know about this topic?



WHAT STAKEHOLDER OPINION WAS GATHERED?

- More than 50 interviews were conducted with key opinion leaders
- Seven meetings were held of the 37-member Advisory Team
- Six large-group meetings of stakeholder groups took place
- Seven surveys were used to collect the responses of 1,684 educators and representatives of higher education institutions
- 21 focus groups held Aug., 2016 that involved 201 individuals
- 22 focus groups held Mar.-Apr., 2017 that involved 217 stakeholders
- 11-stop listening tour held Sept.-Dec. 2017 with 275 participants
- 80 documents and 5,000 pages were assembled and annotated (including but not limited to research, other state policies, and opinions from national stakeholder groups)

WHAT PROBLEM ARE WE TRYING TO SOLVE?



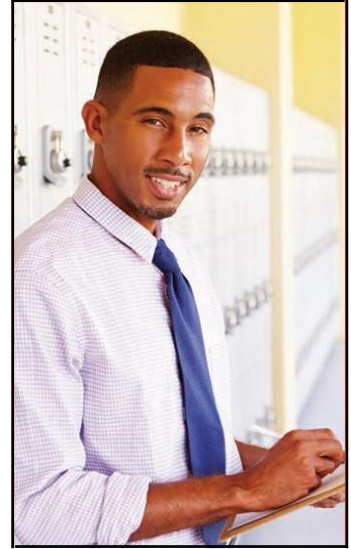
- Here in NYS (as is happening elsewhere), technology, accountability, and changing demographics have created new demands on school leaders.
- Practitioners have expressed concern that the preparation of school building leaders has not kept pace with the changes.
- As a result, many earn SBL certification in NYS, but not enough have what is needed to be successful in the job *

* The phase “what is needed” may include ongoing guidance and support.

A STOOL WITH THREE LEGS: SBL CERTIFICATION REQUIREMENTS IN NYS

Requirements to earn initial SBL certification:

- Have three years of experience in classroom teaching or pupil personnel service (public or non-public school)
- Complete a NYS-registered, university-based program for school building leaders that includes a full-time internship experience (at least 15 weeks in length).
- Pass NYS SBL exam



Source: 8 CRR-NY 52.21(c)(2)



WHAT SUPPORT EXISTS TO UPDATE STANDARDS (FROM 2008 *ISLLC STANDARDS* TO 2015 *PSELS*)?

1. The 37-member Advisory Team reached consensus to update the standards.
2. Professional organizations sent letters urging the Regents to adopt updated standards
 - *Metropolitan Council for Educational Administration Programs* or *MCEAP*
 - *Collegiate Association for Development of Educational Administration* or *CADEA*
3. Many reviewed standards/recommendations; asterisk shows those sending letters (June 2017)
 - Deans at Independent Colleges and University that offer SBL programs *
 - Empire State Supervisors and Administrators Association or *ESSAA* *
 - New York State United Teachers or *NYSUT* *
 - Ed School Deans at CUNY institutions offering SBL programs *
 - Professional Standards and Practices Board at *NYSED* *
 - Council for School Supervisors and Administrators or *CSA* *
 - School Administrators Association of New York State or *SAANYS* *
 - Rochester-based organizations (Urban League, Hillside Children's Center, Mayor's Office) *
 - New York State Federation of School Administrators or *NYSFSA*
 - New York State Council of School Superintendents or *NYSCOSS*
 - New York State School Board Association or *NYSSBA*
 - Ed Schools Deans at SUNY institutions offering SBL programs
 - United Federation of Teachers or *UFT*
 - Chancellor of *NYCDOE* and Superintendents of Buffalo, Rochester, Syracuse, and Yonkers
 - Parent-Teacher Association or *NYS PTA*

WHAT OTHER SUPPORT EXISTS FOR UPDATING STANDARDS?

In addition . . .

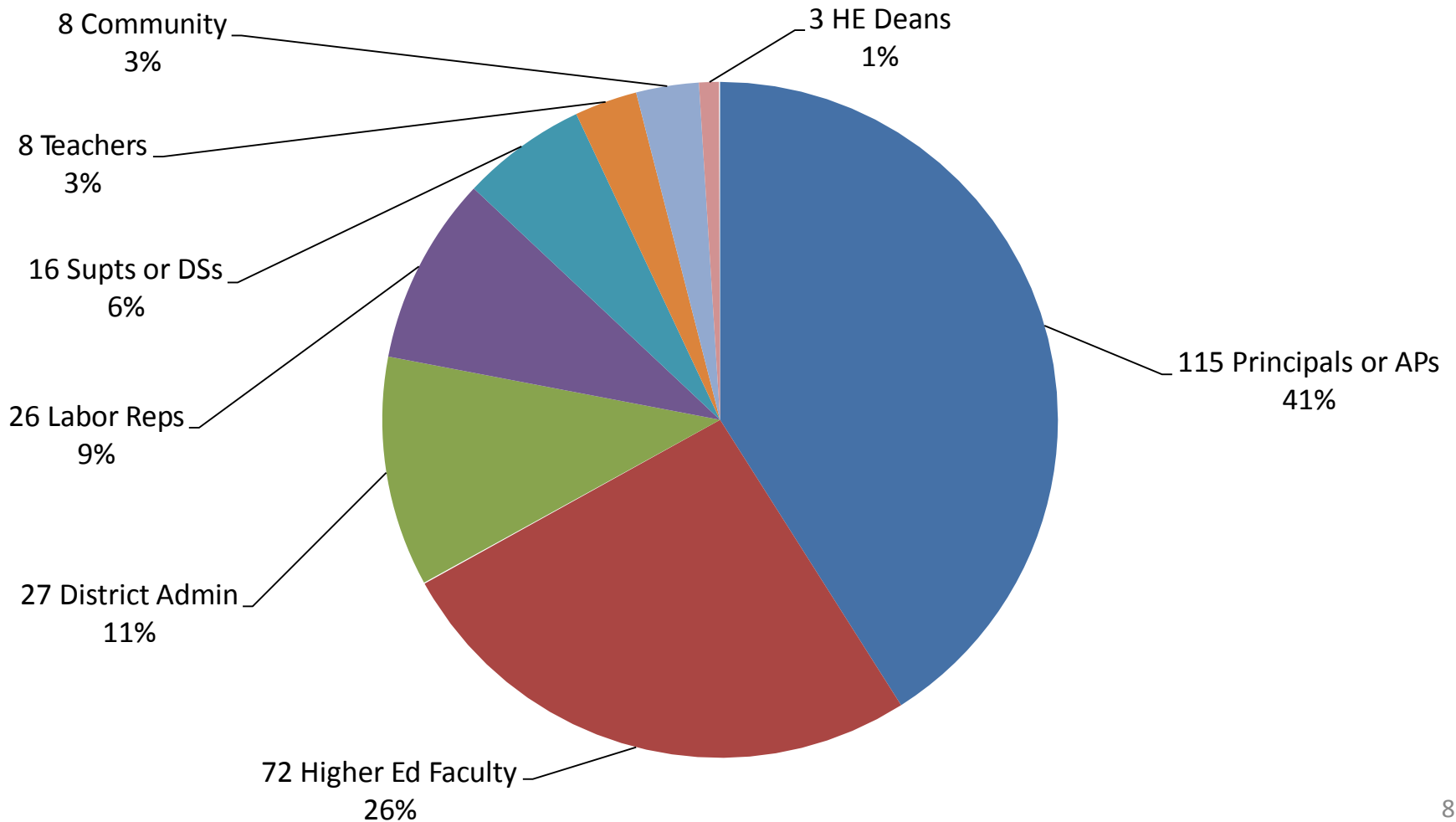
1. NYS ESSA Plan refers to Advisory Team recommendations.
2. In responses to an online survey, the Deans (of Ed Schools at IHEs that offer SBL program) offered their opinion on a proposed updating of the standards.
<http://www.nysed.gov/common/nysed/files/graphs-of-results-of-may-2017-stakeholder-survey-on-recommendations-may-29-2017.pdf>
3. Via online survey stakeholders expressed support for updating standards.
<http://www.nysed.gov/common/nysed/files/results-survey-deans-april-2017.pdf>
4. Six states revised leadership standards to align with *PSELs* and 13 states are working to revise leadership standards to align to *PSELs* (according to CCSSO)
<http://www.nysed.gov/common/nysed/files/principal-project-table-showing-state-progress-toward-revising-leadership-standards.pdf>
5. NYS completed two studies to gauge if the SBL exam is aligned to *PSELs*.
<http://www.nysed.gov/common/nysed/files/crosswalk-of-pesl-standards-and-indicators-produced-by-bank-street-professor-terry-orr-april-21-2017.pdf>
<http://www.nysed.gov/common/nysed/files/sbl-alignment-study-conducted-by-nysed-staff-with-assistance-of-vendor-and-practitioners-may-19-2017.pdf>

DATES & LOCATIONS OF 11-STOP OUTREACH

1. Albany Sept. 26 *Professional Standards and Practices Board*
2. Manhattan Oct. 10 *City College faculty, NYSFSA reps, CSA rep*
3. Manhattan Oct. 19 *Metropolitan Council, Educational Admin Programs*
4. Rochester Oct. 23 *Hillside Center staff, principals, Mayor's office rep*
5. Bronx Oct. 25 *Lehman College faculty, principals, CSA reps*
6. Brooklyn Oct. 25 *Brooklyn College faculty, principals, CSA reps*
7. Syracuse Nov. 2 *SCSD principals/supervisors and higher ed faculty*
8. Manhattan Nov. 7 *CSA reps, NYSFSA rep, and NYCDOE principals/APs*
9. Buffalo Nov. 8 *University at Buffalo faculty and school principals*
10. Albany Nov. 13 *SAANYS representatives and principals/APs*
11. Sleepy Hollow Nov. 21 *ESSAA & CAS reps and principals/supervisors*

TOUR PARTICIPANT COMPOSITION

Fig. 1: Participant composition (n=275)



THEMES AND REPRESENTATIVE REMARKS

Theme #1:

PSELs make sense because of focus on equity and cultural responsiveness.

“*PSELs* represent a welcome improvement. In large part that is because of the emphasis on equity and cultural responsiveness. The *PSELs* are a step in the right direction because they put us in position to better prepare aspiring school building leaders to meet the challenges of the job.”

“The *PSELs* are moving in the right direction. They are moving us toward the kind of preparation that will equip [aspiring principals] to thrive in the conditions that exist in schools today. They aren’t the whole story, but they help create a better talent pipeline because they focus on the right stuff.”

THEMES AND REPRESENTATIVE REMARKS

Theme #2:

Support exists for a closer relationship between universities and districts.

“Everyone benefits when there is a healthy and sustained relationship between a university-based principal preparation program and a local school, school district, or schools (and school districts and sometimes BOCES). An ongoing dialogue can be focused on planning and modifying program offerings. It can be focused on identifying future talent and it can help ensure that the internship decisions that are made are productive.”

THEMES AND REPRESENTATIVE REMARKS

Theme #3:

Support exists for pilot arrangements that enable NYS to learn what works.

“Universities and school districts absolutely need to co-develop preparation programs. Pilot projects can be really helpful especially if they enable us to identify effective approaches and share promising practices with others in the field. This can help us scale up approaches that work.”

THEMES AND REPRESENTATIVE REMARKS

Theme #4:

The most valuable internship is year-long and includes expectation that a candidate will lead efforts to solve a real school problem.

“We’d like to see better alignment between what is taught and expected in the university-based principal preparation program and the realities of the P12 school setting. We could see a local district identifying a specific problem of practice (or set of problems) that the aspiring principals would take on as part of preparation. Collecting these can really help the district build a collection of tools, techniques, and approaches that can assist the district and practicing administrators. It might even be a textbook that is created that includes a collection of these problems of practice.”

“We should not under-state the value of an extended period (year-long, if possible), job-embedded, internship (that is ideally paid).

THEMES AND REPRESENTATIVE REMARKS

Theme #5:

Principals (both novice and experienced) benefit from high-quality coaching and mentoring coupled with initial and ongoing professional development.

“A vitally-important piece is the provision of coaching, not just for new principals but for all principals.”

“Skilled coaches (on site, not virtual) can be the lifeline that a principal needs so (s)he can work in a safe environment on areas of need.”

“Coaching and mentoring are vital here. In their university training, candidates may or may not have read a book [about a particular topic] but through coaching and mentoring they can learn what is needed here.”

THEMES AND REPRESENTATIVE REMARKS

Theme #6:

Dec. 2020 is a realistic date for university-based principal preparation programs to register their programs consistent with the *PSELs*. Dec. 2022 is realistic deadline for principal evaluation that is organized around *PSELs*.

“The date of 2020 is a realistic timeline for universities to adjust their principal preparation programs so they are organized around the 2015 *Professional Standards for Educational Leaders*.”

“The deadline of 2022 is OK for the evaluation of principals using a rubric that is based on the *Professional Standards for Educational Leaders*.”

THEMES AND REPRESENTATIVE REMARKS

Theme #7:
Alignment matters.

“There is a lot to like about the *PSELs*. They’re aligned to important things. As an administrator in a school and a district that experienced the *Comprehensive Diagnostic Need Assessment* that NYSED conducts (where a tool is used called the *Diagnostic Tool for School and District Effectiveness* or *DTSD*), I think there should be alignment between the *PSELs* and these processes. As well, I think there should be alignment between *PSELs* and *Annual Professional Performance Review (APPR)*.”

THEMES AND REPRESENTATIVE REMARKS

Theme #8:

Attention should be paid to growth.

“My question in all of this is this. What master do these new standards serve? If it is accountability, then they are just going to be perceived as leverage for discipline. I would hope instead that they exist to support the growth and development of educators. Successful implementation depends on being as clear about that as we can be.”

“Let’s remember that the standards are the goals. We are trying to implement them so students flourish. There isn’t enough of a ‘growth mindset’ around here.”

THEMES AND REPRESENTATIVE REMARKS

Theme #9:

It is important to translate *PSELs* into competencies to focus professional development and principal evaluation.

“A lot of work will be needed to translate these standards into measurable competencies. That is especially true for something that is new like cultural responsiveness.”

“With cultural diversity such a reality for us, we need to infuse preparation with as many points of view as possible. What does a set of competencies look like not just for principals but for their supervisors.”

THEMES AND REPRESENTATIVE REMARKS

Theme #10:

PSELs are ambitious; if adopted, they should be translated into expectations (rubrics) appropriate for new versus experienced principals.

“It seems like we need to have a consistent set of standards, but we need a graduated set of expectations. The novice principal is not evaluated in precisely the same way or with the same expectation of performance as the apprentice or the master principal. Local standards and state standards need to match up.”

THEMES AND REPRESENTATIVE REMARKS

Theme #11:

When it comes to P20 partnerships, we need standards without standardization.

“I think we need standards but not standardization. If we standardize around one approach a handful of people will fall through the cracks. The exact form of the partnership will reflect the kind of community that is being served. What we need is standards but enough flexibility in the system that we’re responsive to community needs.”

THEMES AND REPRESENTATIVE REMARKS

Theme #12:

As we plan for implementation, it is important to be mindful of the impact of these changes on equity.

“I want to return to our conversation about standards and standardization. I just ask us all to think about and commit to making sure that we keep a clear focus on one thing. That is equity. Through the transition, will or how will these standards and/or standardization impact equity? It is easy to say that implementation matters. What really matters today is that equity is advanced.”

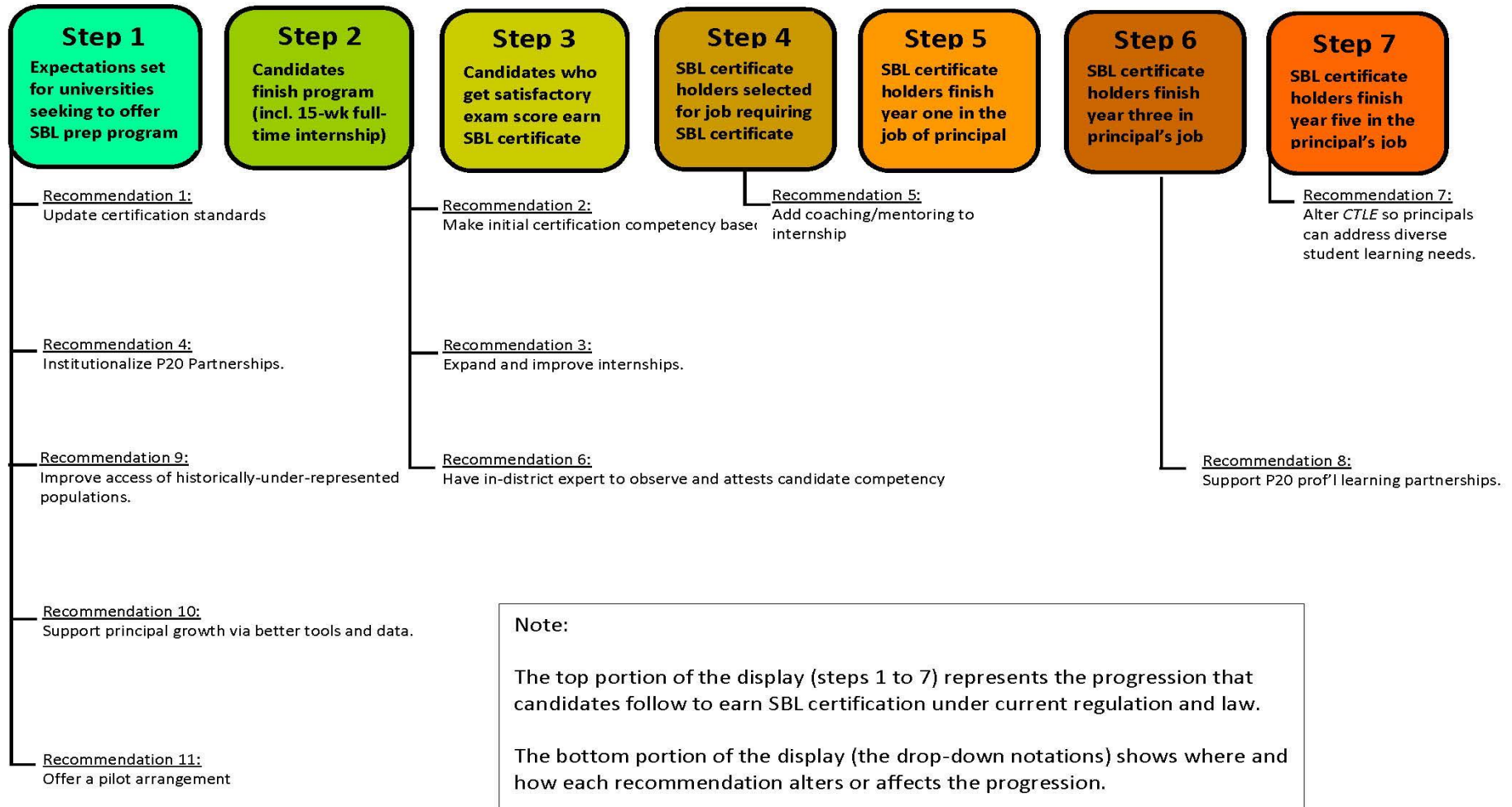
THEMES AND REPRESENTATIVE REMARKS

Theme #13:

If *PSELs* are adopted, it is important to adjust expectations of principal supervisors (so principals receive needed guidance and support).

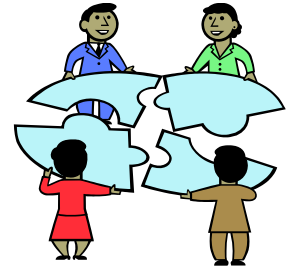
“For me, alignment is the main idea. We need to know that the superintendent has a good understanding of the *PSELs*. I want to be sure that the way I as a principal am evaluated is well understood by the superintendent and by my supervisor.”

HOW DO THESE RECOMMENDATIONS CORRESPOND TO THE SBL PROGRESSION THAT IS NOW IN PLACE IN NYS?



WHERE DO WE GO NEXT?

Phase 2 . . .



Establish a P20 partnership framework that builds on Advisory Team recommendations but better defines the relationship between university-based prep programs and districts that host internships for aspiring leaders.

Adopt standards guiding SBL Prep Programs using *PSELs* and forthcoming *National Educational Leadership Preparation Standards* for guidance.

Propose a way to issue micro-credentials to address learning needs of existing principals or in partial fulfillment of SBL requirements for candidates

Recommend changes needed to the standards for principal supervisors (and Superintendents) so they are aligned with the *PSELs*.

Recommend whether competency-based assessment should augment or replace the current School Building Leader examination.

NEXT STEPS

Timeline for work of a 52-member Phase 2 Advisory Team:

- January 17 and 31 Meetings of the Phase 2 Team
- February 28 Meeting of the Phase 2 Team
- March 21 Meeting of the Phase 2 Team
- April through May Focus groups and statewide survey
- June Re-convene Phase 2 Team via webinar (last check-in)
- June Submit recommendations to Commissioner & Regents

WHERE DO WE GO NEXT?

MEETING-BY-MEETING OUTLINE (JANUARY 11, 2018)

| <p>Wed., Jan. 17, 2018 10:30 am – 4:30 pm</p> <p><u>Map the work</u> How do we organize so this work matters?</p> | <p>Wed., Jan. 31, 2018 10:30 am – 4:30 pm</p> <p><u>Learn what works</u> What is the problem we are trying to solve?</p> | <p>Wed., Feb. 28, 2018 10:30 am – 4:30 pm</p> <p><u>Set the priorities</u> What matters most (and thus comes first)?</p> | <p>Wed., Mar. 21, 2018 10:30 am – 4:30 pm</p> <p><u>Build a consensus</u> How do we test the viability of our options?</p> | <p>June, 2018 webinar</p> <p><u>Finalize a proposal</u> Are changes needed, given feedback?</p> |
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| <p>Given our 5-part charge, what will define success?</p> <p>What questions do we need to answer (for each portion of our charge)?</p> <p>How open are we to a better way; are there boundaries on creativity?</p> <p>When we consider all possible questions we could address, where do we start (and why)?</p> <p>How do we achieve standards without standardization?</p> <p>What norms guide us, and what will thwart creep?</p> <p>What do we need to start and stop doing to become the system we dream of?</p> <p>How can our proposals achieve both resonance and prominence?</p> <p>Will we subordinate self-interest so we achieve together what no one of us can achieve alone?</p> | <p>Given our small group charge, what measures will help us accomplish that charge?</p> <p>What does the universe of options look like that could potentially produce change in the desired direction?</p> <p>Once we have identified the universe of possible options, what organizing principle can we use to weigh options?</p> <p>When we sift options, what do we find?</p> <p>What factors make it challenging to compare some of these options?</p> <p>How do we address concerns that may arise about options our small group is considering?</p> <p>Are there any conditions under which we can envision recommending a move in this direction; if so, what are those conditions?</p> | <p>What does input from panel members and outside experts tell us that can help us identify useful possibilities?</p> <p>Which of the options we've generated meet our success criteria?</p> <p>What are pros/cons for each option?</p> <p>What else do we need to investigate before any recommendation can be made concerning a particular option?</p> <p>When we stand back and consider the recommendations emerging from all of our small groups, what does common sense tell us about the areas of possible friction or turbulence?</p> <p>What should we consider doing to harmonize the recommendations emerging from five small groups so the entire package is balanced?</p> | <p>Will the changes we propose deliver the results we desire?</p> <p>What subsequent (future) steps would improve the usefulness of our proposals?</p> <p>How do the results from the best options or strategies compare?</p> <p>How do we confirm that particular recommendations are plausible and meet our aim of changing the conversation (and the system) in a healthy way?</p> <p>Which options have consensus support of all of the Phase 2 Advisory Team members?</p> <p>What adjustments to any option/strategy do we want to consider?</p> | <p>In April and May, use varied approaches to gather stakeholder feedback on draft recommendations: (1) conduct 30 focus groups throughout NYS; (2) conduct an online survey of the stakeholders affected by recommendations; and (3) gather the reactions from a cross-disciplinary team of P20 educators at the New York State Education Department.</p> <p>How many and which recommendations still enjoy the consensus support of our team?</p> <p>How and what do we report in terms of findings and recommendations?</p> <p>What next steps are possible or advisable?</p> |

SED EFFORT (APART FROM PHASE 2 CHARGE)

1. Determine how university-based preparation programs will re-register.
2. Following *PSELs* adoption, develop competencies aligned to *PSELs*.
3. Convert competencies into a rubric to guide professional development
4. Convert competencies into a rubric to guide principal evaluation
5. Use *ESSA* funding for P-20 partnerships aimed at principal preparation
6. Encourage school districts to use School Improvement Grant funds (under *ESSA*) for mentoring, coaching and principal professional development

CADEA ASSISTANCE TO SED

On January 12, 2018 *CADEA* convened in Albany to consider a way forward for program re-registration. Several recommendations emerged. These include a starting set of evidence that SED could consider when reviewing program redesign proposals from universities. Patterned after elements defined by the NYS TLQP guidelines, *CADEA* members added specific suggestions for SED to consider.

Importantly, going forward, SED leadership has indicated the desire to collaborate with *CADEA* members in further defining and detailing the process and timing that will be used to guide program re-registration (with special attention to evidence requirements).

Finally, *CADEA* weighed in on the topic of recommendations concerning modifications to regulations to guide principal preparation programs (that are now being considered by the Phase 2 Advisory Team). *CADEA* urged SED to refrain from issuing definitive guidance until *NELP* standards are released in final form.

REFERENCES

Related Regents Items

<http://www.regents.nysed.gov/common/regents/files/517hed2.pdf>

<http://www.regents.nysed.gov/common/regents/files/HE%20-%20Principal%20Preparation%20Project%20Update.pdf>

<http://www.regents.nysed.gov/common/regents/files/916brd1revised.pdf>

<http://www.regents.nysed.gov/common/regents/files/Principal%20Preparation%20Project%20-%20Full%20Board%20Monday.pdf>

<http://www.regents.nysed.gov/common/regents/files/1216bra7.pdf>

All material for the Principal Preparation Project Advisory Team can be found at:

<http://www.nysed.gov/principal-project-advisory-team>