

Principal Preparation Project Advisory Team  
Preliminary Set of Consensus Recommendations for Public Comment  
May 4, 2017

Diversity

1. Aspiring and current principals demonstrate they have acquired and can apply the knowledge and skill required to meet the learning needs of an increasingly-diverse student population (to include “universal design” and “culturally responsive practices”).
  - a. Current principals with a professional SBL certificate produce proof when they register every 5 years.
  - b. Those not yet initially certified provide proof through the process of certification.
2. Going forward, professional development plans that districts prepare and submit to the State Education Department will include annual goals that call for increasing the number and percentage of historically under-represented populations in the ranks of school building leaders employed by the district; districts make public annual reports that describe progress made toward these goals.
3. Future state approval for university-based School Building Leader (SBL) preparation programs will be predicated on the SBL program setting and reporting publicly on program progress toward annual goals that seek to increase the number and percentage of historically under-represented populations in the ranks of:
  - a. Candidates enrolled in the School Building Leader preparation program
  - b. Those candidates enrolled in the School Building Leader preparation program who successfully earn SBL certification
4. While maintaining a commitment to quality (when it comes to certification, program approval and institutional accreditation), take steps to improve the presence of historically-under-represented populations in the ranks of successful school building leaders by employing multiple pathways to SBL certification that include competency-based demonstrations and peer review of portfolios containing multiple forms of evidence (beyond test-based results).
5. Design, implement, and scale up statewide a mechanism that enables State-based incentives to be used to improve the identification, recruitment, selection, placement and development of aspiring school building leaders (especially but not exclusively those from historically-under-represented populations).

Standards

1. Adopt *Professional Standards for Educational Leaders (PSELs)* for principal preparation and evaluation but add particular emphasis. For Standards 4, 5, and 6 replace “each student” with a reference to “all students.” Further, add emphasis in the following ways:
  - a. In Standard 4, add “culturally relevant” as in “intellectually rigorous, culturally relevant, and coherent systems of curriculum”.
  - b. In Standard 6, add “cultural competence” as in “professional capacity, cultural competence and practice of school personnel”
  - c. In Standard 6, add “and love of learning” at the conclusion of the sentence.

Standard 4: Curriculum, Instruction, and Assessment

Original Phrasing: 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.

Proposed Phrasing: Effective educational leaders develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students,

Standard 5: Community of Care and Support for Students

Original Phrasing: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes academic success and well-being of each student.

Proposed Phrasing: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

## Standard 6: Professional Capacity of School Personnel

Original Phrasing: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Proposed Phrasing: Effective educational leaders develop the professional capacity, cultural competence, and practice of school personnel to promote the love of learning, academic success, and well-being of all students.

Note: In this context, the term "culturally-relevant" means an approach that enables students to acquire knowledge and skill by connecting new learning to prior experience. The term "cultural competence" means the ability to use culturally-relevant approaches.

For the purpose of this work, references to students in Standards 4, 5 and 6 have been changed from the original 2015 *Professional Standards for Educational Leaders (PSELs)*. Whereas the PSELs in the original refer to "each student", for these recommendations, reference is instead made to "all students." The rationale for this shift in language follows.

Students differ in many ways. This includes age, gender, disability, socio-economic status, religion, race, ethnicity, sexual orientation, native language, national origin, and other characteristics. Nevertheless, the standards express the commitment of effective educational leaders to the academic success and well-being of all students. "All means all."

### P12-Higher Education Partnership

1. Institutionalize P-20 partnerships to strengthen the profession.
2. Provide on-going, job-embedded professional learning and authentic experiences with diverse student populations (including English language learners, students with disabilities, etc.) during preparation and the first year on the job.
3. Consider an annotation to the SBL Certification for principal-ship.

### Professional Learning and Ongoing Support

1. Create a measurable first-year mentoring requirement that features a full school year of formal mentoring. Structure it so higher education partners with districts (and if desired other organizations with expertise in mentoring) so there is a continuation of formal training received in principal preparation. To allow this, develop a job embedded candidate portfolio process to accompany principal preparation so the portfolio follows candidates into the job. The portfolio contains a competency-based assessment – that includes but is not limited to self-assessment -- that starts in preparation but with a line of sight to on-the-job evaluation and which measures each candidate's strengths and weaknesses in an effort to focus mentoring efforts on target areas of growth and development that are tailored to the strengths and needs of each candidate.
2. Create incentives to encourage districts and universities (and if desired, Boards of Cooperative Education Services or BOCES) to align and adopt sustainable induction models tied to the principal preparation portfolios to provide continuous ongoing support to educators during the first three years of their educator's careers. The State Education Department will monitor, track, and report outcome gains to document growth and outcomes.
3. Provide targeted support to train and develop mentors as well as for consideration for mentor placement, including working with professional organization for assistance and guidance from existing models of success, e.g., Committee for Identifying and Developing Educational Leaders in Western New York State (or CIDEL).

### Authentic Experiences and the Internship

1. The preparation of school building leaders will be:
  - Grounded in CAEP or State-adopted standards for programs to prepare school building leaders
  - Competency-based
  - Rooted in district-university partnerships
  - With partners playing a role in assessment of competency in each standard via clinically-rich micro-credentialing experiences throughout the coursework
  - Includes an internship component with sustained time in one place
  - The above happens in a pilot initially with voluntary representation of university-district partnerships across the state and a process of learning from the pilot

Note: In this context, the term "CAEP" refers to the Council for the Accreditation of Educator Preparation.