

Introduction to the Cross-Walk: In part, the plan NYS developed to meet ESSA requirements makes specific reference to the work of the *Principal Preparation Project*.

“With assistance from the Wallace Foundation, the Department has launched the *Principal Preparation Project*, which aims to enhance State support for the development of school building leaders.”

Table 1: Side-by-side comparison of the 11 recommendations from the Principal Project Advisory Team and the NYS plan for responding to ESSA requirements.

<i>Principal Prep Project Recommendations</i>	<i>Specific passages from the most-current ESSA Plan for NYS (draft dated, June 13, 2017)</i>
<p>1. Base initial principal certification on the most current national <u>standards</u> for educational leaders (but with added emphasis on educating all students to high levels of performance, the necessity of cultural competence and culturally-relevant curricula, and the role principals should play in efforts to instill a love of learning in young people).</p>	<p>“Specific to the preparation of school building leaders and consistent with the recommendations of the <i>Principal Preparation Project</i>, Department staff will explore the following approaches to ensure better professional learning and support for aspiring leaders. [This includes] organizing certification around the 2015 <u>Professional Standards for Educational Leaders (PSEL)</u>.”</p>
<p>2. Make certification <u>competency-based</u>. Candidates are certified by applying skill/knowledge from a preparation program in a P12 setting to improve staff functioning, student learning, or school performance.</p>	<p>“Specific to the preparation of school building leaders and consistent with the recommendations of the <i>Principal Preparation Project</i>, Department staff will explore the following approaches to ensure better professional learning and support for aspiring leaders. [This includes] adding a <u>competency-based expectation</u> to initial certification. This calls upon aspiring school building leaders to take what they learn in a university-based SBL program and apply it successfully in an authentic school-based setting to improve staff functioning, student learning, or school performance.”</p> <p>“At the same time that the Department will begin to work more closely with LEAs to address gaps in equitable access to effective, qualified, culturally-responsive and experienced educators, the Department will undertake a number of other State-level initiatives . . . Building on the recommendations of the <i>TeachNY</i> Advisory Council and the <i>Principal Preparation Project</i>, in the coming school years, the Department will convene a clinical practice work group to explore whether it is necessary to enhance the existing regulatory requirements, in order to help ensure that teachers and school leaders are <u>prepared on day one to have the greatest effect on improving student outcomes</u>.”</p>
<p>3. Make available full-time, extended-period, school-based <u>internships</u> for aspiring principals so they experience the full range of principal roles.</p>	<p>“Specific to the preparation of school building leaders and consistent with the recommendations of the <i>Principal Preparation Project</i>, Department staff will explore the following approaches to ensure better professional learning and support for aspiring leaders. [This includes] strengthening university-based School Building Leader (SBL) programs by closely linking the 2015 PSEL with extended school-based <u>internship</u> [and] creating pathways, options, and/or opportunities leading to full-time, year-long, school-based <u>internships</u> for aspiring principals.”</p>

Principal Prep Project Recommendations	Specific passages from the most-current ESSA Plan for NYS (draft dated, June 13, 2017)
<p>4. Promote stronger, more-sustainable <u>P-20 partnerships</u> [for the purpose of principal preparation] involving districts and universities and if useful BOCES or others with expertise in this area.</p>	<p>“Consistent with the recommendations of the <i>TeachNY</i> Advisory Council, the Department will also encourage the creation of <u>P-20 partnerships</u> that allow school districts and BOCES to work with institutions of higher education and other preparation program providers on efforts to recruit and prepare educators to meet the LEAs needs.”</p>
<p>5. Pair internship with high-quality <u>coaching and mentoring</u> support that extends through the first full year on the job as a principal.</p>	<p>“Teachers and principals who have an initial certificate and who are working toward a professional certificate must complete a <u>mentoring</u> experience in their first year of teaching or school building leadership service in a public school district. Pursuant to section 100.2(dd) of Commissioner Regulations, mentoring program is to be developed and implemented locally, consistent with collective bargaining obligation required by article 14 of Civil Service Law.”</p> <p>“In its Professional Development Plan, each district must describe its <u>mentoring</u> program:</p> <ul style="list-style-type: none"> - The procedure for selecting mentors, - The role of mentors, - The preparation of mentors, which may include, but shall not be limited to, the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology - Types of mentoring activities, which may include, but shall not be limited to, modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture - Time allotted for mentoring” <p>“The purpose of the <u>mentoring</u> requirement is to provide beginning educators in teaching or school leadership with support, in order to gain skillfulness and more easily make the transition to their first professional experience under an initial certificate.”</p> <p>“Research included in the <i>TeachNY</i> Advisory Council Report has shown that educators who engage in collaborative activities that encourage high-level collegiality such as <u>mentoring</u> are more likely to report greater satisfaction in their career and more likely to stay in their current roles . . . However, the quality of this experience currently varies significantly across districts in New York State.”</p> <p>“Department staff will explore revisions to the current first-year <u>mentoring</u> requirement to require mentoring that spans the first 180 school days of employment in an LEA. In order to ensure that this experience is as effective as possible, the Department will seek additional Mentor Teacher Internship Program funding and other resources to assist LEAs in developing mentoring programs that provide educators with appropriate differentiated supports.”</p>

<i>Principal Prep Project Recommendations</i>	<i>Specific passages from the most-current ESSA Plan for NYS (draft dated, June 13, 2017)</i>
<p>6. Create a mechanism that employs a clinically-rich experience, calls on in-district expert to observe and then to attest that candidates demonstrate competency on certification standard and then culminates in issuance of a micro-credential.</p>	<p>“Before a university attests that an aspiring school building leader who has completed its SBL program is “certification ready,” <u>the superintendent or mentor who is sponsoring the aspiring leader’s internship must also attest</u> that the candidate demonstrated readiness for certification by successfully completing a set of projects that <u>demonstrate competency</u> with respect to the State-adopted certification standards.”</p>
<p>7. Revise <i>Continuing Teacher and Leader Education (CTLE)</i> so every 5 years principals show they are prepared to address the learning needs of an <u>increasingly-diverse student population</u></p>	<p>[The Department will explore] “creating formative <u>assessments of cultural competence</u> and will support the admission and retention of excellent teacher and leader candidates.”</p>
<p>8. Create <u>induction</u> models that provide feedback to a principal, to university-based prep program and to school district leadership. Furnish on-going, job-embedded professional learning and authentic experiences with diverse populations (English language learners, students with disabilities, etc.) during preparation and first year on the job as principal.</p>	<p>“The Department will work with higher education school leader preparation programs to provide appropriate and ongoing support to LEAs in curriculum development and expansion of instruction and professional development. This includes strengthening existing <u>induction</u> programs, expanding recruitment activities to attract a wider pool of diverse candidates, providing specific professional development in targeted areas of need, working with principals to determine strategic staff assignments/teacher teams and creating collaborative environments for professional learning and engagement in decision-making, implementing and refining career ladders that leverage the expertise of teacher and principal leaders, etc. . . . Recognizing that educators need support beyond just their first year of school leadership, Department staff will develop and encourage districts/BOCES to adopt induction models that provide a menu of differentiated supports during the first three years of careers that are tailored to what they need to succeed. These systems should promote the personal and professional growth of educators, and should recognize the multi-dimensional nature of the profession.”</p>
<p>9. Call for prep programs and districts to set goals to increase the number and the percentage of candidates from <u>historically-under-represented populations</u> who enroll and complete programs, and are employed.</p>	<p>“The Department believes it is important to ensure that the pipeline of future educators includes <u>culturally and linguistically diverse candidates</u> such that the demographics of the educator workforce can better <u>mirror the demographics of New York State’s student population</u> . . . For principals, the Department adopted 2008 ISSLC standards. Standards 2, 4, 6 most directly address expectations for educational leaders to meet the needs of all students. The Department has launched the <i>Principal Preparation Project</i> with support from the Wallace Foundation, which aims to enhance State support for the development of school building leaders. One of the issues that the advisory group for this project is undertaking is whether to recommend to the Board of Regents moving from the 2008 ISSLC standards to the 2015 PSEL standards. The 2015 PSEL standards more explicitly address the <u>need for education leaders to address the needs of a diverse student population</u> than do the 2008 ISSLC standards.”</p>

<i>Principal Prep Project Recommendations</i>	<i>Specific passages from the most-current ESSA Plan for NYS (draft dated, June 13, 2017)</i>
<p>10. Implement indicators to <u>gauge the efficacy of SED</u> efforts to: (a) support growth of principals and schools; (b) support P-20 partnerships efforts to improve principal development (especially but not exclusively historically-under-represented populations).</p>	<p>“In keeping with our belief that members of the school community (students, teachers, parents, etc.) thrive when there are excellent leaders in those school buildings, and recognizing the need to ensure that there are high-quality principals in our highest needs schools, particularly those that have been identified for Comprehensive Support and Improvement, <u>the Department will set-aside a portion of its Title IIA funds</u>, including the newly available set-aside to support school leaders, to support leadership development programs for principals of these schools. Focus areas and support systems will be developed collaboratively based on needs identified by a broad range of stakeholders including the Department, school leaders, and preparation programs. Examples of <u>potential uses of funds could include the establishment of Principals Centers, communities of practice</u>, residency and other extended <u>internships, mentoring programs</u>, and <u>on-site expert technical assistance and coaching</u> for principals.”</p> <p>“The Department’s use of Title II, Part A funding is centered on . . . <u>helping school districts and BOCES develop comprehensive systems of support for school leaders</u> that will help ensure that all students have equitable access to effective, experienced, and appropriately qualified teachers and leaders.”</p>
<p>11. Offer incentives that make possible a pilot involving a <u>P-20 partnership</u> (opt-in for BOCES) and a process of learning from the pilot.</p>	<p>“[The] Department intends that a portion of Title IIA <u>funding be set aside to expand preparation programs</u> that provide greater opportunities for candidates (both teachers and principals) to apply the knowledge and skills that they acquire in authentic settings. This <u>funding could be allocated to residency programs</u> or other <u>innovative preparation models</u> that provide aspiring teachers and school leaders with greater opportunities for practical experience throughout their preparation programs.”</p>

ESSA Plan Theory of Action (<http://www.regents.nysed.gov/common/regents/files/FB%20Monday%20-%20ESSA%20.pdf>)

If:

- We focus on what matters for student achievement and what effective schools do to enable achievement; and
- Schools, districts, and the state evaluate and develop plans to address needs and gaps; and
- Investments support school and educator capacity to implement these plans and best practices; and
- The state supports continuous evaluation and improvement, intervening with evidence-based approaches where needed;

Then:

- Substantial improvement in teaching and learning will occur and gaps in opportunity and achievement will be reduced.