

PRINCIPAL PROJECT ADVISORY TEAM MEETING IN A BOX

Breakout Group Title: Diversity

Leader: Carron Staple

Members: Kathleen Feeley, Adrienne Gliha-Bell, Pamela Odom, Cheryl Atkinson, Allen Williams, Bill Clark Ken Turner

Purpose: Produce leaders from varied backgrounds (including historically under-represented populations) and prepare them with the skills and knowledge to meet varied student learning needs.

Resources: Below are items that may be helpful. Each appears with a short description.

1. *The State of Racial Diversity in the Educator Workforce* (pages 1-7, 31-32)
<http://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>

Documents disproportionality in the U.S. with respect to the racial/ethnic composition of K12 students enrolled in public schools and the principals that lead those schools.

2. *Where Are All the Principals of Color?*
<http://www.theatlantic.com/education/archive/2016/06/principals-of-color/488006/>

Features the anecdotal account of a NYC principal.

3. *ESSA Title IIA: Supporting a Diverse Educator Workforce across Career Continuum 2016* (p 18)
<http://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

Research shows that diversity in schools, including representation of underrepresented minority groups among educators, can provide significant benefits to all students. In addition to benefits for all students, improving the diversity of the educator workforce may be particularly beneficial for minority students [and useful to] helping close the achievement gap. When considering how to better support educators, SEAs and LEAs should consider supporting a diverse educator workforce as a critical component of all strategies across the career continuum

4. *Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework*
<http://www.nysed.gov/common/nysed/files/file-14-toward-convergence-a-technical-guide-for-postsecondary-metrics-2016.pdf>

This is found in our Advisory Team web site (see item #14 in the list of Readings). It offers a 3-part framework that can be helpful to Advisory Team members as they consider access, progression, completion, cost, and outcomes. Provides 3 measures:

- Performance (institutional access, progress, completion, cost, post-program outcome)
- Efficiency (how resources impact program completion)
- Equity (gauges the inclusion of populations that are typically underserved).

5. *Tougher Teacher-Prep Admissions Standards Called for in Report*
http://mobile.edweek.org/c.jsp?cid=25920011&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Fblog%2F62%2F%3Fuuid%3D60948&utm_source=feedblitz&utm_medium=FeedBlitzRss&utm_campaign=teacherbeat&cmp=SOC-SHR-twitter

Published November 15, 2016, this *EdWeek* piece describes a report recently issued by the Data Quality Campaign. While it chiefly focuses on the preparation of teacher educators, it considers questions about admission standards (for those seeking to become teacher educators). It addresses the controversy surrounding the possible impact on teacher supply associated with raising or lowering admission standards for educator preparation programs.

6. *New York State School Building Leader Assessment Design and Framework*
<http://www.nysed.gov/common/nysed/files/file-27-nys-teacher-certification-examinations-school-leader-assessment-framework-2014.pdf>

Provides technical specifications for the current form of the SBL exam.

7. *Teacher Opportunity Corps*
<http://www.highered.nysed.gov/tcert/resteachers/toc/toc.html#rfp>

This describes efforts underway in NYS to provide earlier and greater support to candidates who desire to become teachers. Attention especially focuses on those from populations that are historically under-represented. The aim is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. The Teacher Opportunity Corps is an example. Established under Chapter 53 of the Laws of 1987, this program is intended to assist institutions in applying for grants/contracts that help them recruit, retain, and train economically disadvantaged or historically underrepresented participants so they can become certified public school teachers. Activities allow participants to improve their content knowledge and classroom practice in order to help students achieve academically. The program is designed to:

- Include instructional strategies designed to meet the learning needs of students placed at risk;
- Incorporate the use of mentors and other high quality support systems for pre-service and new teachers that are designed to ensure a lasting and positive effect on classroom performance;
- Reflect current research on teaching and learning; culturally and linguistically relevant teaching; youth development; restorative practices; and STEM concentrations at the elementary, middle & high school levels;
- Integrate a clinically rich pre-service model with a 10 month internship experience and includes partnerships with high- needs schools to help them address the recurrent teacher shortage areas; and
- Foster retention in teaching of highly qualified individuals who value diversity and equity.

8. *Principals and Special Education: The Critical Role of School Leaders*
(Center of Personnel Studies in Special Education: Michael R. DiPaola, Chriss Walther-Thomas)
http://www.personnelcenter.org/pdf/copsse_principals.pdf

Research suggests that the principal's role is pivotal in the special education process; however, few school leaders are well prepared for this responsibility. This paper examines key leadership issues related to effective special education and reviews standards for principal performance to determine the knowledge and skills that effective school leaders need. Recommendations for future research and leadership preparation are offered.

9. *Promoting Diversity in Public Education Leadership 2008*

(NCPEA; Jafeth Sanchez, Bill Thornton, Janet Usinger)

<http://c.ymcdn.com/sites/www.co->

[case.org/resource/resmgr/imported/PromotingDiversityPublicEducation.pdf](http://c.ymcdn.com/sites/www.co-case.org/resource/resmgr/imported/PromotingDiversityPublicEducation.pdf)

This paper discusses proactive approaches for education leadership preparation programs to recruit and retain minority graduate students. A review of related literature is provided. The paper discusses barriers that contribute to low incidents of minority principals and minority principal candidates. Recommendations for creating pathways for the under-represented minorities to enter school leadership preparation programs are presented. Practical approaches for recruitment and retention of candidates from under-represented groups are discussed.

10. *Urban School Principals and Their Roles as Multicultural Leaders 2006*

(Sage Publications; Mary E. Gardiner, Ernestine K. Enomoto)

<http://uex.sagepub.com/content/41/6/560.short>

This study focuses on the role of urban school principals as multicultural leaders. Using cross-case analysis, the authors describe six practicing principals in regard to multicultural leadership. The findings suggest that although multicultural preparation was lacking for these principals, some did engage in work that promoted diversity in their daily activities. Although some principals held high expectations for all, others were less aware of the connection between affirming diversity and student achievement. Recommendations are made on how to support principals in their work.

I. Generic Questions – Suitable for All Breakout Groups

A. Context

1. Do we agree with the topic description for our breakout group and its associated belief statement?
2. To spark creativity, do we agree to refrain from evaluating ideas as they surface (and evaluate later)?

B. Possibilities

1. What is the universe of possible ideas that might form the basis of a recommendation in our area?
2. When it comes to possible changes that we might recommend in the area of our topic:
 - What is the loftiest aspiration we have with respect to a recommendation in this area?
 - What is our minimal expectation with respect to a recommendation in this area?

C. Challenges

1. As we think about improvements in this area, what factors could potentially become obstacles?

D. Narrowing

1. How do we evaluate the viability of recommendations we produce? (see notebook section 2)
2. Of the recommendation possibilities we identify, which 3 have the best potential for positive impact?

E. Implications

1. Of all the recommendation possibilities we generate, which will require a change in regulation/policy?
2. What guidance can/should we offer with respect to implementation of recommendations we make?
3. When we make a recommendation in this area, what questions will then arise (examples follow)?
 - As implementation occurs, what are good ways to monitor and assure consistency and quality?
 - What “stakes” are involved for individuals and organizations that are affected?
 - How much latitude exists (or should) when time comes to implement recommended changes?
 - Will a recommendation in our area need to connect with recommendations in other areas (how)?

II. Topic-Specific Questions

A. Breakout Group Topic: Diversity (facilitator, Carron Staple)

1. How can access and opportunity be improved?
2. What role can or should incentives play?
3. How many parts does this topic have (one part is producing leaders/training leaders)?
4. Who is responsible to whom and for what?
5. What role does NYSED play in ensuring quality in this area (and by what mechanism)?
6. How can we tell whether an IHE has done its work in promotion of diversity?
7. What can, could, or should be done to alter our approach to testing for SBL certification?
8. What is the question that our breakout group should be asking the entire advisory team?
9. How do recommendations in this area equip candidates to meet learning needs of diverse population?
 - Students with individualized education plans
 - Multi-lingual students
 - Homeless children and/or children in foster care and/or children of incarcerated parents
 - Children living in poverty
 - LGBTQ