PRINCIPAL PROJECT ADVISORY TEAM
MEETING IN A BOX

Breakout Group Title: Professional Learning and Support

Leader: Erika Hunt

Members: Jim Mills, Stephen Todd, Sister Remigia Kushner, Omar Tabb, Bergre Escobores, Grace Barrett, Edwin Quezada

Purpose: Improve professional learning and support (beyond appointment as principal) in the areas of:
- System Thinking
- Shared Leadership
- Situational Awareness, and
- Comprehensive Stakeholder Engagement

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

1. *ESSA Title II Part A: Principal Supervisors* 2016
    (USDOE, Page 18)
    http://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf

    When developing strategies for supporting principals and other school leaders, SEAs and LEAs may use Title II, Part A funds to improve the effectiveness of principals, assistant principals, and other school leaders, which includes an employees or officers of an elementary or secondary school, LEA, or other entity operating a school who are "responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building."

2. *New York State Metrics and Expectations for Principals: 2014-15*
    (New York State Education Department
    https://www.engageny.org/resource/new-york-state-metrics-expectations

    The New York State Metrics and Expectations document supports New York Educators' focus as they implement the reform with a focus on Common Core implementation. The document links key supports, including curricular and other professional development resources. The document is broken into five focus areas: Curriculum, Instruction and Feedback, Data Driven Instruction, and the Culture of Safety and Development and by role: Teachers, Principals, Local Superintendents, Network Teams/Coaches/Professional Development Providers, and District Superintendents. Although it is due for revision, it provides an example of expectations that have been in place in New York State (related to principal knowledge and skill).

3. *Continuing Teacher and Leader Education (CTLE) Requirements for Classroom Teachers and School Leaders Holding a Professional Certificate and Level III Teaching Assistant Certificate Holders 2016*
    (NYSED; Commissioner's Regulations Subpart 80-6)

The board of Regents , at its March 2016 meeting, adopted a new Subpart 80-6 of the regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders. To be allowed to work in public schools, teachers and school building leaders must register with NYSED. Thereafter, teachers and school building leaders again register with NYSED every five years.

4. *Marzano's 21 Responsibilities of the School Leader* 2011
(ASCD; Robert Marzano, Timothy Waters, Brian K. McNulty)
http://www.ocmboces.org/tfiles/folder1608/21responsibilitiesschoolleader.pdf

The authors identify 21 categories of behaviors that they refer to as "responsibilities". They are listed in this paper, along with their correlations with student achievement. To a great extent their findings validate the opinions expressed by leadership theorists for decades. However, their 21 responsibilities provide some new insights into the nature of school leadership.

5. *Strengthening Professional Development for Principals: High Quality Mentoring Programs 2013*
(National Association of Elementary School Principals; NAESP)
https://www.naesp.org/resources/1/Pdfs/NAESP-Professional-Development-for-Principals-through-Standards-Based-Mentoring.pdf

As the catalyst for reform, principals have the primary role of ensuring that a school's culture reflects the goals of the broader community, and focuses on addressing the social, emotional and academic needs of students. Principals who engage in training and professional mentoring programs aligned to leading learning communities are more successful in setting a shared vision for learning and school improvement. Suggestions on policy change are made in this paper.

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

    1. What obstacles impede sitting principals from acquiring the needed knowledge and skill in these areas?

    2. How do we assess the needs in these areas?

    3. Are there innovative mechanisms that can help expand principal capacity in these areas?

    4. How can existing training opportunities be harnessed or expanded to address needs in these areas?

    5. What can we learn from approaches other states use to enhance principal knowledge and skill in these areas?

    6. What role can technology play?

    7. Are new expectations needed (and if so, where and in what form and for what purpose)?

    8. How can regional resources be combined or used to expand impact and benefit in these areas?

    9. How can the State Education Department play a helpful role in this area?

    10. 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