

Principal Preparation Project

March 22, 2017 Meeting of the Principal Project Advisory Team

A Plenary Discussion of a Competency-Based Approach to Initial Principal Certification

Context for the Conversation

1. For the purpose of this discussion, the term “competency-based assessment” means
 - a. Applying knowledge and skill in authentic settings to improve staff, student, or school performance
2. Commissioner Elia has invited the Advisory Team to recommend ways to improve principal preparation in NYS
3. A NYS Regent stated, “Proper standards are important, but enacted competencies matter more.” (Sept. 12, 2016)
4. Through interviews, focus groups, and surveys that have focused on principal preparation, stakeholders report
 - a. Many are certified, but few are ready
 - b. University preparation provides a vital foundation, yet learning is cemented if applied in an authentic setting
 - c. Well-structured internships offer candidates a way to lead improvement efforts under authentic conditions
5. It does not require it but NYS internship law allows leadership experiences to occur in a competency-based format
6. In past practice, NYS took a competency-based approach to certification via Board of Examiners (see news article)
7. A neighboring state (Massachusetts) provides precedent for a competency-based approach to initial certification
8. Expertise in developing competency-based assessment exists within NYS universities

NYS Law Concerning Internship – see 8 CRR-NY 52.21 (c)(II)(v)(a, b, and c)

Leadership experiences

- (a) Programs shall require candidates to successfully complete leadership experiences that shall:
- 1) Include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;
 - 2) Be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty; and
 - 3) Be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school building leadership.
- (b) The leadership experiences specified in clause (a) of this subparagraph shall occur throughout the program of study. In addition, they shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.
- (c) **Alternatively, the leadership experiences specified in clause (a) may occur in a competency-based format** different from that prescribed in clause (b) of this subparagraph, **provided that the program demonstrates that such format is substantially equivalent** to the format prescribed in clause (b) of this subparagraph.