

New York State Education Department
Every Student Succeeds Act (ESSA)
Proposed “High Concept Idea” Summary
Supporting Excellent Teaching and Leading

Topic: State Support for the Development of School Building Leadership (SBL)

High Concept Idea:

Provide better professional learning and support for current school building leaders and aspiring principals:

- a. Organize certification around the 2015 *Professional Standards for Educational Leaders (PSEL)*.
- b. Strengthen university-based SBL programs by closely linking the 2015 *PSEL* with extended school-based internship.
- c. Provide enhanced support for quality mentoring of sitting principals (up to and through their first full year on the job).
- d. Create pathways, options, and/or opportunities leading to full-time, year-long, school-based internships for aspiring principals.
- e. Adapt preparation to account for varied setting (rural vs urban), level (elementary vs secondary), age (early childhood), school type (Title I vs non-Title I), student need (those with disabilities, English learners, gifted & talented), or school focus (STEM, Career Tech).
- f. Add a competency-based expectation 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. Before a university attests that an aspiring school building leader who has completed its SBL program is “certification ready”, the Superintendent or mentor that is sponsoring the aspiring leader’s internship must also attest that the candidate demonstrated readiness for certification by successfully completing a set of projects that demonstrate competency with respect to the state-adopted certification standards.

Additional Information about the High Concept Idea:

Presently, to earn SBL certification in NYS candidates must have:

- a. A statement from an SBL program attesting that the candidate completed a program that included an internship
- b. A satisfactory score on the state-approved SBL exam that is externally administered by Pearson
- c. Three years of teaching experience (or three years in pupil personnel services)

Most importantly, what is absent from this is any formal expectation that aspiring principals take what they learn in an SBL program and apply it successfully in an authentic setting to improve staff functioning, student learning, or school performance. Under this proposal, before a university attests that a student who completed its SBL program is “certification-ready,” individuals from the District that is sponsoring the internship sign off saying that the aspiring school building leader demonstrated the desired competencies by successfully completing a set of projects that demonstrate accomplishment of the 2015 standards. These “standards” refer to the *Professional Standards for Educational Leaders*. By making the judgment about when a candidate is ready for certification a joint responsibility of the institution of higher education and the Internship sponsors (District superintendent and/or highly-skilled and successful administrator who serves as mentor) the internship becomes a responsibility that is truly shared.

Rational for High Concept Idea:

The importance of competency-based demonstrations of knowledge and skill is growing given requirements for the accreditation of institutions of higher education that are outlined by the Council for the Accreditation of Educator Preparation (CAEP). Standard 4 within CAEP emphasizes that institutions of higher education must provide outcome-based evidence showing that program graduates provide leadership that contributes to the improvement of students, staff, and schools.

This proposal improves support for principal preparation in various ways. It organizes certification expectations so they more-closely align with the most current national standards for leaders. It also provides a way to more-fully utilize the expertise of New York-based individuals with nationally-recognized expertise in the field of school leader preparation. And by including opportunities for aspiring principals to demonstrate knowledge/skill in authentic settings, it stresses the importance of enacted competencies.