

Principal Project Advisory Team (Phase 2)
Attendees Meeting 3
February 28, 2018

Absent (17)

Jackie Bennett
Peggy Boorady
David Cantaffa
Paul Fanuele
Doug Fisher *
David Flatley
Richard Gonzales *
Al Inserra
Stephen Jambor
Chuck Khoury
James Kinnier
Colleen McDonald **
Andrea Fortin-Nossavage
Edwin Quezada **
Stephen Todd
Xiao-lei Wang
Allen Williams **

Withdrew (3)

Susan Doyle
Melissa Garofalo
Reginal Richardson

Invited Speakers (1 in attendance)

Mary Strain (*Teaching Matters*)

Facilitator (1 in attendance)

Ken Turner

Attendees (33)

Louise Alfano
Greg Avellino
Zheadric Barbra
Mark Brooks
Hazel Carter
Bill Clark
Marina Cofield
Gladys Cruz
Contann Dabney
Sheila Durant
Clarence Ellis
Kathleen Feeley
Soribel Genao
Cecilia Golden
Marie Guillaume
Tracey Johnson
Mac Knight
Sister Remigia Kushner
Reginald Landeau, Jr.
Kevin MacDonald
Lynn Lisy-Macan
Yvette Maleve-Diaz
Carol Murphy
Moses Ojeda
Lynda Quick
Suzanne Rosenblith
Chuck Russo
Deb Shanley
Elizabeth Waite
Kim Wilkins
Jennifer Wolfe
Larry Woodbridge
John Zampaglione

* Denotes non-resident external experts; their attendance, while welcomed, is not expected

** Denotes ex officio members who have schedule conflicts that make it impossible to attend more than two meetings

Principal Preparation Project Advisory Team Summary (Minutes) from Meeting 3 February 28, 2018

A three-person team that chairs the Phase 2 Advisory Team opened the meeting at 10:30 am. The chairs include Gladys Cruz (District Superintendent), Questar III BOCES, Reginald Landeau, Jr. (Principal, George J. Ryan JHS 216), and Suzanne Rosenblith (School of Education Dean for University at Buffalo). Members introduced themselves. Special greeting was extended to Contann Dabney who is Principal at Lydia T. Wright Elementary School in Buffalo. Contann represents Buffalo principals and was invited to join the Phase 2 team when another Phase 2 member from Buffalo stepped down.

Goal for the session was reviewed (Finalize recommendations in each area of our 5-part charge).

A description was provided of events that have taken place since the last meeting on January 31, 2018.

- SUNY Trustees called for a system-wide micro-credential framework
- A team developing the *National Educational Leadership Preparation* standards sent us their most recent draft
- *Collegiate Association for the Development of Educational Administrators* gave SED re-registration suggestions
- There is growing consensus in SED to allocate Title IIA funds directly; it is likely funds will be used in two ways:
 - o \$1M will be devoted to principal PD (mentoring/coaching); disbursed to state-funded higher ed institutions
 - o \$3.4M will be devoted to a small number of P20 partnerships that include district, IHE (and other entities)

Members reviewed a pair of graphics. One showed where and how the work of the Phase 2 team fits within the entire principal pipeline. A staircase graphic showed how the work of the Phase 2 team builds on and is connected to Phase 1.

Members reacted to a proposed logic model. *ESSA* requires a logic model from those using Title IIA for principal prep. After a draft logic model is revised, it will be provided to Phase 2 members for re-consideration and possible adoption.

Members reviewed the approach the Phase 2 Team uses (“Fist to Five”) to gauge the level of support for a proposal.

A review of “first principles” had been planned but was postponed so members could spend more time in small groups.

Attention shifted to micro-credentials. Members received a logic model that the micro-credential work group produced.

Mary Strain from *Teaching Matters* provided a presentation that was designed to help members understand how micro credentials are used throughout the US and how those examples can inform our work. Mary fielded questions.

Before breaking into small groups, members reviewed the Commissioner’s charge. Because the Commissioner invited the Phase 2 Team to re-imagine the system of principal preparation in NYS, members were invited to set aside implementation concerns (for now). Each small group is encountering questions. What would a proposed change cost? Who would do the work? Whose support are we waiting for? Where would the money come from? Instead of taking up these questions, team members were instead invited to focus on pointing the way for policymakers in ways that lift our game as a state. The task for each small group is to choose a heading and set a course. The intent is to identify factors that will boost the benefit to those in the system. Members were encouraged to set aside implementation questions.

Small groups met and members revised their proposal. Results were placed on chart paper. Members did a gallery walk.

After lunch, members re-convened in small groups and made adjustments based on the feedback from the gallery walk.

Before adjourning for the day, members re-convened as a large group. The leaders of each small group described the latest changes to their respective proposals. Some groups gathered input using a Warm/Cool protocol.

Members adjourned at 3:00 pm.

Principal Preparation Project Advisory Team

Agreements Reached and Transcription of Post-It Notes and Chart Paper from Meeting 3 February 28, 2018

Recommendations to SED from *Collegiate Association for the Development of Educational Administrators* included:

All programs (regardless of enrollee number) should be prepared to:

- Redesign in alignment with *PSELs* and forthcoming *NELP* standards

State Education Department in Albany should:

- Match redesign application to *CAEP/NELP* accreditation requirements
- Streamline the application to reduce redundancy
- Align assessment with *PSEL & NELP* so results can be used as evidence
- Require evidence of program effectiveness and prep of effective leaders
- Require proof of proactive steps to recruit diverse candidates
- Allow multi-site versions of a program to be registered as one program
- Plan for program re-registration after *NELP* standards are released.
- Allow 7 months for program redesign applications to be submitted

Members considered “first principles” and the question, “what will bring coherence to recommendations that emerge from 5 work groups?” “First principles” provide common thread. They guide the work of all groups. Following a second meeting of the Team, members were surveyed on this topic. That reduced the list of principles from 12 to 10. A February survey shows respondents support 5 principles (68% or 34 of 50 responded). Shaded boxes mean a response of 0, 1, or 2.

	4.9	4.6	4.3	4.5	4.1	4.3	4.1	4.8	4.5	4.1
	1. Ongoing support	2. P20 Partnership	3. Quality as driver	4. PSELs	5. Competency matters	6. Aim of prep program	7. Defensible judgment	8. Purpose & effect	9. Feedback and data	10. Residency
1	5	5	5	5	5	5	5	5	5	5
2	5	5	5	5	4	4	5	5	5	4
3	5	5	5	5	5	5	5	5	5	5
4	5	5	4	4	4	4	3	5	4	3
5	5	4	4	5	2	4	2	5	3	2
6	5	5	5	5	5	4	4	5	5	5
7	4	5	5	4	3	4	4	5	3	2
8	5	4	4	5	3	4	5	5	4	3
9	4	5	4	5	5	4	5	4	4	4
10	5	5	2	5	5	4	2	5	5	5
11	5	5	4	5	4	2	4	5	3	2
12	5	4	1	3	1	4	3	5	4	2
13	5	5	5	5	5	5	5	5	5	5
14	5	4	5	5	5	5	5	5	5	4
15	5	5	4	5	5	4	4	5	4	4
16	5	5	5	5	5	5	5	5	5	4
17	5	3	5	3	4	5	3	3	4	3
18	5	5	4	5	5	5	5	5	5	5
19	4	4	4	4	4	5	4	5	4	5
20	5	4	4	5	4	3	4	4	4	5
21	5	5	5	5	3	4	4	5	5	5
22	5	5	4	4	5	4	4	5	4	5
23	5	5	5	5	5	5	5	5	5	5
24	5	4	3	4	3	5	4	5	5	4
25	5	5	5	5	4	5	5	5	4	5
26	5	4	5	4	5	5	4	5	5	5
27	5	5	5	4	3	5	3	5	5	5
28	5	3	1	5	2	3	1	3	5	4
29	5	4	5	4	5	5	4	5	5	4
30	4	5	5	4	3	4	4	5	4	5
31	5	5	5	5	5	5	4	5	5	5
32	5	5	5	4	4	4	5	5	4	5
33	4	4	3	3	5	3	4	5	5	2
34	5	5	5	5	5	5	5	5	5	5
Total	165	156	145	154	140	147	138	164	152	141

The wording follows of “first principles” that were supported by all 34 members who responded to the survey. In this context, “supported” means that all respondents indicated that a 3, 4, or 5 was the level of their support. This refers to “Fist to Five”, the process used to gauge and gain consensus.

The Foundation

Realizing educational excellence and equity throughout NYS requires well-trained leaders who have a convincing command of competencies associated with the *Professional Standards for Educational Leaders (PSELs)*.

Purpose and Effect

We agree with Linda Darling Hammond. The intent is to create a P20 educational system that learns to get better at getting better. Improving principal preparation contributes to school and student success.

Feedback and Data

Feedback is at the heart of learning to get better; thus data collection, analysis, and reporting are vital because they make it possible to gauge whether activity translates into improvement.

P20 Partnership

Districts are clients of (and partners with) preparation programs; so close and ongoing feedback between field-based practitioners and university-based programs are essential elements of principal preparation

Mentoring and Coaching

Because continuous learning is a necessity, principals need ongoing support in the form of high-quality mentoring and coaching up to and beyond the full first year on the job

A few members still question five other “first principles”. They are listed below. Shown in parentheses are the responses from members who have some reservation. In this context, “reservations” means that respondents indicated that a 0, 1, or 2 was the level of their support. This refers to “Fist to Five”, the process used to gauge and gain consensus.

Quality is the Driver, not Dollars (one “1” and one “2”)

The ability of program graduates to assume a leadership role and lead schools to higher ground is not just the aim and purpose of preparation programs but the driver of program success (not revenue generation).

Aim of Prep Program (one “2”)

Sound programs equip candidates to lead schools in continuous school improvement and to lead turnaround in schools that struggle most.

Competency Matters Most (one “1” and one “2”)

Candidates enrolled in preparation programs demonstrate certification readiness by leading efforts at a district school that lift staff, student, or school performance.

Defensible Judgments (two “2s”)

Work toward ensuring judgments about the adequacy of preparation programs and/or candidate readiness for certification are reliable, valid for their purpose, and comparable across individual, program, and year.

Residency (four “2s”)

During a full-time, year-long, (ideally paid), school-based internship, candidates identify problems of practice and design and lead interventions that help improve opportunities and outcomes for staff and students.

Members also received a verbatim record of the narrative responses to the survey that members provided. Those responses follow below:

Verbatim record of responses to “First Principles” open-ended prompt; “What has not been mentioned, but should be?”

Respondent #3: I think we [need] alternatives to the “Residency” option. I don't see how it will be practicable.

Respondent #5: Micro-credentials, preparation for different district contexts, aspects of preparation related to district-level leadership, context for principal evaluation

Respondent #6: I really cannot abandon the concept that effective principal and school leaders MUST be willing to collaborate with faculty and staff to ensure all of the above. I would love to see something about working with and elevating Teachers to leadership positions to create an environment for learning and improvement.

Respondent #11: All areas of the state need to be involved in the P20 partnerships, not just the Big Five or more populated areas. It is very important that the Southern Tier, such as the Binghamton and Elmira areas have access to the same kind of programs as the rest of the state.

Respondent #17: The residency option is intriguing and I truly feel there is a place for it (although costly).I believe this to be true only for the principal-ship and superintendency . . . not other ed leader positions (i.e. Assistant Principals, Deputy Superintendents, etc.)

Respondent #18: Preparation program philosophy at Universities, colleges and schools should be similar. That being said, philosophical differences should find more similarities.

Respondent #19: Who will provide support/mentoring? How will higher ed institutional partners be chosen, ability and results be assessed, convincing command of standards be determined? How much will be expected of interns who will assess/collect feedback, judge adequacy. That is "Who will guard the guardians?" (Juvenal)

Respondent #21: I think there's a larger debate about what data we do collect to measure candidate performance but I can certainly live with what's here.

Respondent #24: Effective SBL programs must engage the candidates on how to access effective external community supports that already provide assistance in preparing students for success. Not all supports are financial in nature, but the ability to identify and incorporate community based (Organization) programs that are focusing on improving student outcomes through providing tutoring, mentoring, and parent support services should become a vital component in accessing the readiness of SBL candidates. All resources should be brought to bear on improving school performance

Respondent #26: When it comes to #2 (“P20 Partnership”), I clicked 4 because I think there also ought to be a network and partnership within different schools of a district, or, if the district is small, with neighboring districts.

Respondent #27: Differentiated Prep program designs are needed in order to ensure that school principals are effectively prepared to lead diverse, urban schools.

Respondent #28: I would like to see "all students" mentioned so that all groups are focused on preparing administrators to teach all students

Respondent #30: I think the language in Principle 5 (“Competency Matters Most”) should include "leading and/or co-leading" school improvement.

Respondent #31: The moral dimensions of leadership - ethics piece.

Respondent #34: This is enough to cover it all - as it is this will be a tall mountain to climb! But at the same time, we do need to set the bar high.

Preliminary Recommendations from the Principal Project Advisory Team for Phase 2 Response to 5-part charge

Part 1: Modernize regulations guiding university-based programs to prepare principals.

When the Phase 2 charge was created, a team developing *National Educational Leadership Preparation* standards said *NELP* standards would be final by Jan., 2018. However, the *NELP* rollout has been unexpectedly delayed. This complicated matters for our team because it is widely thought it is premature to modernize regulations in advance of *NELP* completion. Helpfully, the *Metropolitan Council for Educational Administration Programs (MCEAP)* has identified ways to better align *NELP* and *PSELs*.

1. Once *NELP* standards are official, convene a team to make recommendations about the following:
 - a. Modernize the regulations guiding university-based programs to prepare principals
 - b. Identify standards for initial Superintendent certification (and experienced Superintendent practice)
2. Gather stakeholder input on this topic (ask “beyond *MCEAP* suggestions, what else would better align *NELP* to *PSELs*?”).
3. Better align certification, new principal prep program standards, and university-based programs to prepare principals.
4. Consider including micro-credentials as a component of principal preparation programs.
5. Create an advisory team (from P12 and IHE) to ensure *PSELs* are the North Star and to offer SED ongoing guidance on:
 - a. Internships (duration, content, supervision)
 - b. Re-registration of SBL prep programs

Part 2: Recommend needed improvements to the standards for principal supervisors (and superintendents).

Once *NELP* standards are final, convene a team to recommend superintendents standards. Standards described here are meant to enhance principal performance by focusing solely on coaching within the supervision process (wholly apart from evaluation).

1. Adopt our proposed revisions of 8 standards and associated bullets from the 2015 *Model Standards for Principal Supervisors*

Part 3: Decide whether competency-based performance assessment should replace the SBL exam.

The team working on this embraced the idea of exploring new ways to move in the direction of revisiting current certification tests and replacing them with competency-based tools. The group recommends that under the right conditions, with a gradual thoughtful roll out, and co-developed within our P-20 partnerships, NYS can develop an assessment framework that provides the opportunity for emerging principals to demonstrate their readiness to lead.

1. Determine if scholarly research documents the educative benefit of competency-based assessment for initial principal cert.
2. If evidence supports the claim that a competency-based approach to assessing candidate readiness for initial certification is valid for its purpose, reliable in its scoring, and positive in preparing aspiring principal, then. . .
3. Make the shift as a state from current SBL exam to a competency-based performance assessment for initial certification.
4. If shifting, take steps to see that a pilot is included in plans to transition to competency-based initial principal certification.
5. Based on a pilot, identify most suitable assessment model (“model” refers competencies/performances to be measured).

Part 4: Recommend how to issue micro-credentials (in partial fulfillment of SBL certification requirements).

Micro-credential construction will be driven and informed by SBL performance indicators. Take steps to ensure competencies are based on and aligned with *PSELs/NELP* and that higher ed assesses competencies and issues micro-credentials. Arrange so micro-credentials meet CTLE requirements, and districts play a role in assessing micro-credentials for practicing principals.

1. Once *NELP* are official, align competencies to them; create corresponding set of micro-credentials aligned to competencies.
2. Create a pathway to initial principal certification via micro-credentials.
3. If SBL exam is not replaced by competency-based assessment, replace exam multiple choice section with competency-based
4. Guided by the performance of their districts, principals and superintendents recommend need for future micro-credentials.
5. Base micro-credential performance standards on the standards/competencies/assessment frameworks for SBL certification

Part 5: Establish a P20-Partnership framework that better defines the relationship between prep programs and districts.

The purpose of this work is to articulate the criteria and principles that should be addressed in an application for state funds to create a P20 partnership whose chief purpose is to prepare a diverse group of principals to work successfully in persistently struggling schools under a turnaround model. Questions that guided this work include – Does each criterion provide clear direction to applicants, while allowing for maximum innovation in the proposal? Are all of the essential categories that one would want to see in an application included within the criteria? At its most basic level, guided by state and national standards, we want partnerships to share with reviewers their best, most innovative, ideas for preparing principals who are able to effectively lead persistently challenged schools.

1. Adopt our proposed revisions to the language of a two-page concept paper

For four areas, feedback follows that was offered by other Phase 2 members (in the form of post-it notes that were collected during the gallery walk). Those four areas are:

- Standards to guide university-based principal prep programs
- Competency based assessment
- Micro credentials
- Standards for principal supervisors

STANDARDS TO GUIDE UNIVERSITY-BASED PRINCIPAL PREPARATION PROGRAMS

- Will there be a minimum or a maximum number accepted for principal preparation?
- Agreed!
- Amen (this will legitimize graduate course work)
- Who grants the micro-credential?
- How long will it take?
- Does the [idea that] “SED aligns certification” mean fracturing certification into areas, grade levels, etc? If so, who do we need to do that?
- Align certification with new principal prep program and standards.
- Duration may not be needed.
- Accreditation?
- Implement a medical model
- Component = yes; whole pathway = no!
- Need clearly-identified comp related to students with disabilities

COMPETENCY-BASED ASSESSMENT

- How do you account for emotional intelligence (or the lack thereof)?
- Standardization (how do we ensure that the assessments are objective)?
- Standardized accountability [that is] based on competencies and taught by practitioners
- What type of impact [and how will it be assessed]?
- Competency based is still pencil and paper, just more comprehensive
- Two-part exam: (1) micro-credential stack, and (2) written)
- Micro-credentials for written part of the exam
- Competency based against . . . PSEL? . . . NELP?
- How about instituting a “medical model” in IHE principal prep programs?
- And families
- Should there be a paper and pen component to demonstrate written communication?
- What does the data say?
- Yes! And this is a very positive and necessary change
- Who will decide on “met [expectation]” or “did not meet” with regard to competency based measurements?
- “Principal Supervisor” is a district level employee with credentials and expertise to perform the function
- Will principal coaching be mandated and regulated across districts?
- Will this pilot include urban, rural, and suburban districts?
- How will the exams account for district-specific needs?
- How will “needs” be determined and assessed?
- Must be realistic. Cannot improve whole school!
- How and who will evaluate?
- Yes!
- Can there be a combination of these ideas (performance and written)?
- Who determines the need to create specific models of performance?
- Need oversight of higher ed

MICRO-CREDENTIALS

- Should have an independent or individual composition component, not just SBL ed criteria
- Too restrictive, eliminates choice in micro-credentials by candidates
- Changing role of IHE (institution of higher education)
- How do you get IHE on board (institution of higher education)?
- Who assigns them?
- How will we know that the principal supervisor is competent to make that decision?
- How do we assure equity?
- How do we assure access to micro-credentials?
- How do we assure opportunity for micro-credentials reflects diversity in leadership?
- Will these be recognized by the state?
- "Just IHE"? (institution of higher education)
- Is tuition required to be issued for a micro-credential?
- How will this look?
- How will identity be assured with micro-credentials?
- Need to make sure that the pathway to the principal-ship doesn't lose the personal component
- Can't teach soft skills via micro-credentials?
- How will this be validated?
- What will this look like?
- Will micro-credentials start after completion of an initial graduate degree?

STANDARDS FOR PRINCIPAL SUPERVISORS

This small group evaluated the adequacy of a 2015 document from the *Council of Chief State School Officers* titled "2015 Model Supervisor Standards." It includes eight standards.

Listed initially below is feedback the small group received on its early draft.

- Culturally responsive – Great! Much needed! How?
- Principal coach is a district level employee with credentials to perform function full-time
- Supervisor for coaches?
- Standard 7: What will this look like? What format will it take? Must submit evidence of the competency to be assessed by???
- Standard 8: Needs a micro-credential for a principal coach. Ability to engage the community. What assessment tools will be used for accountability and feedback for improvements? How are they selected? By whom are they selected? Will principal coaching be mandated and regulated across districts? What about students with disabilities? And what about experience with least restrictive environment? Insuring that the social and developmental needs of students are met. Principal coaches will use micro credentialing to strengthen the PD process? More emphasis needed on the work done with interns and principals than on the district.

Eight proposed standards appear beginning on the next page. The format follows the template used by CCSSO; however, the content has been adjusted. What follows is the full listing of elements addressed by members of this small group.

STANDARDS FOR PRINCIPAL SUPERVISORS - Standard 1:

Principal coaches focus a substantial portion of their time on developing instructional leadership capacity when working with individual principals as well as groups of principals.

Dispositions principal coaches exemplify:

- Innovative
- Systems focused

Narrative description of embedded concepts:

- Principal supervisors focus a substantial portion of their time on developing instructional leadership capacity when working with individual principals as well as groups of principals. They develop efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development

Actions of principal coaches:

- Spend time in schools observing principals and the effects of their leadership efforts
- Focus their time on supporting principals' efforts to improve teacher effectiveness, student learning and achievement.
- Identify operational and other central office supports for principals that allow principal supervisors to focus on instructional leadership

STANDARDS FOR PRINCIPAL SUPERVISORS - Standard 2:

Principal coaches support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

Dispositions principal coaches exemplify:

- Growth oriented
- Ethical
- Reflective
- Equity minded

Narrative description of embedded concepts:

- Principal supervisors model the leadership behaviors that they expect principals to exhibit, offer timely and actionable feedback, and provide differentiated learning opportunities to build principals' capacity as instructional leaders. Essential to this coaching role is the ability to build strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of leadership practice

Actions of principal coaches:

- Communicate effectively with principals and explain reasoning and research behind decisions and actions
- Model culturally responsive best practices and effective leadership behavior such as self-awareness, reflective practice, transparency, and ethical behavior
- Build relationships with principals based on the knowledge of adult learning theory, common goals, trust, support and mutual accountability
- Differentiate the support given to each principal through balancing the learning needs of the principal and the instructional needs of the school
- Establish and sustain safe and supportive learning communities that provide peer feedback and promote innovative thinking
- Utilize professional learning strategies that are supported by research and know to be effective with principals
- Ensure the principals' communities of practice stay focused on instructional leadership.

STANDARDS FOR PRINCIPAL SUPERVISORS - Standard 3:

Principal coaches use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students

Dispositions principal coaches exemplify:

- Growth oriented
- Analytical
- Equity minded

Narrative description of embedded concepts:

- Principal supervisors effectively focus principals' learning by gathering and examining a wide variety of evidence from the school, district, and community. In addition to information about achievement, evidence might include teacher, student and parent perception surveys, climate surveys, evaluations from colleagues, and the principals' personal reflections. By analyzing evidence, the principal coach can make stronger inferences about principals' current level of knowledge and skills, provide differentiated feedback to principals about their work and target areas for professional learning both for individual principals and the principal learning community

Actions of principal coaches:

- Gather qualitative, quantitative and observational evidence about principals' capacity for instructional leadership and serving the needs of diverse learners
- Use evidence from a variety of sources to assess current levels of principals' proficiency and to target areas for professional learning
- Formatively assess principals' implementation of new practices through on-site observations and other sources of evidence
- Provide purposeful, timely, goal-aligned, and actionable feedback to principals.
- Monitor the effects of principals' implementation of prescribed actions.

STANDARDS FOR PRINCIPAL SUPERVISORS - Standard 4:

Principal coaches engage principals in the professional learning process in ways that help them grow as instructional leaders.

Dispositions principal coaches exemplify:

- Growth oriented
- Collaborative
- Reflective

Narrative description of embedded concepts:

- Through the formal evaluation processes, principal supervisors work collaboratively with principals to identify their leadership strengths and specific areas they need to develop. The principal supervisor uses a professional learning plan to support and hold principals accountable for continuous improvement in their practice, which results in higher levels of student learning and achievement

Actions of principal coaches:

- Collaborate with principals to articulate and refine a district-wide shared vision and understanding of effective principal instructional leadership and how the evaluation system supports the vision.
- Gather qualitative, quantitative and observational evidence about principals' capacity for instructional leadership
- Ensure principals clearly understand district's expectations for instructional leadership and associated terminology
- Communicate and model how the evaluation process supports principal's growth as instructional leaders
- Collaborate with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, and develop a professional plan for achieving their goals
- Support principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.

STANDARDS FOR PRINCIPAL SUPERVISORS - Standard 5:

Principal Coaches advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

Dispositions; Principal coaches believe in, value, and are committed to being

- Analytical
- Perseverant
- System-focused

Narrative description of embedded concepts:

- Principal coaches serve as an important conduit for two-way communication between the central office and individual principals. They translate and communicate the district vision, policies, and strategies to school leaders to help ensure that school-level goals and strategies align with those pursued by the district. Additionally, principal coaches share feedback and data from schools to inform district vision, policies, and strategies so that they support schools and student learning. Principal supervisors also assist districts in the development and support of a strong leadership pipeline.

Actions of principal coaches:

- Examine school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.
- Communicate the vision, goals and strategies of the district with all internal and external stakeholders.
- Connect principals to central office resources and personnel to support the principals' work.
- Assist principals in learning to allocate school resources in ways that best support staff and meet their school's needs.
- Help principals create distributed leadership systems and structures that support teaching and learning.
- Gather and provide feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.
- Strategically buffer principals from distractions and maintain their focus on instructional leadership.
- Assist with the development of a strong pipeline of future school leaders.
- Lead processes to select and induct principals ready to serve as successful instructional leaders.
- Evaluate the effectiveness of the district's systems to support schools and student learning.

STANDARDS FOR PRINCIPAL SUPERVISORS - Standard 6:

Principal coaches assist the principal in ensuring their school is culturally/socially responsive and have equitable access to resources necessary for the success of each student.

Dispositions; Principal coaches believe in, value, and are committed to being

- Analytical
- Ethical
- Perseverant
- Equity-Minded
- Systems-Focused

Narrative description of embedded concepts:

- Principal coaches work with principals to promote the understanding, appreciation, and use of the school and community's diverse cultural, linguistic, social, political, and intellectual resources. They ensure that issues of student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed.

Actions of principal coaches:

- Ensure that each student is treated fairly and equitably and has physical access to the learning environment and academic access to excellent teachers.
- Ensure that teachers and staff are treated fairly and equitably and have physical access to a positive and collaborative environment.
- Ensure that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.
- Exhibit cultural competency in interactions and decision-making with colleagues and community.
- Protect students' equitable access to social capital within the school and to high-quality instructional practices.
- Monitor schools as affirming and inclusive places.

STANDARDS FOR PRINCIPAL SUPERVISORS - Standard 7:

Principal coaches engaged in their own development and continuous improvement to help principals grow as instructional leaders.

Dispositions; Principal coaches believe in, value, and are committed to being

- Growth-oriented
- Analytical
- Reflective

Narrative description of embedded concepts:

- Principal coaches, as members of a professional community, seek to continuously improve their own leadership practice. By engaging in professional learning, they keep abreast of changes in laws and regulations that affect schools as well as district policies and practices. They also model the value of reflective practice for others and gain first-hand experience about the challenges of assessing professional practices through reflection and feedback, setting goals, and designing and implementing professional learning plans to meet those goals.

Actions of principal coaches:

- Understand the dimensions and challenges of professional growth.
- Use relationships and experiences to inform and improve their leadership practice.
- Remain current on latest laws, regulations and required data.
- Use feedback and data from multiple sources (e.g. principals, supervisor, and principal coach colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.
- Set pertinent and measurable professional learning goals to improve their leadership practice.
- Share professional learning goals with supervisors and principals to garner support and accountability
- Engage in individual and collective professional learning activities to meet professional learning goals.
- Reflect upon progress in achieving professional learning goals and adjust as necessary to reach them.
- Engage in professional learning alongside their principals.

STANDARDS FOR PRINCIPAL SUPERVISORS - Standard 8:

Principal coaches assist principals to lead strategic change that continuously supports the performance of schools and sustains high-quality educational programs and opportunities across the district. With sensitivity to community values and interests, they work with principals to identify needs, determine strategy, and enact change that results in increasing performance. By sharing feedback and data from schools, they also identify possible changes to the district vision, strategies and policies so that they better support schools, student learning, and continuous improvement.

Dispositions; Principal coaches believe in, value, and are committed to being

- Growth-oriented
- Collaborative
- Innovative
- Perseverant
- System-focused

Narrative description of embedded concepts:

- Principal coaches accept responsibility for continuously improving the performance of students, teachers, principals and schools. With sensitivity to community values and interests, they work with principals to identify needs, determine strategy, and enact change that results in ever increasing performance. By sharing feedback and data from schools, they also drive changes to the district vision, strategies and policies so that they better support principals to support student learning and continuous improvement.

Actions of principal coaches:

- Use evidence from a variety of data sources to assist principals in identifying areas that need improvement in their school, as well as use evidence and data across schools to inform district responses.
- Assist principals in determining situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified principal and school performance needs.
- Assist principals to employ innovative thinking and strategic planning to create change in response to identified school performance need.
- Communicate to principals and district the needs and means for effecting and embracing change.
- Identify operational and other central office supports to enable principals to implement change.
- Provide feedback to central office staff about ways to improve services that support principals, schools and student learning.
- Assist principals to use data to assess the impact of change on the determined need.
- Assist principals to assess their effectiveness in leading change at the school level

For the remaining area (P20 Partnership for Principal Prep), post-it feedback is reflected in preliminary recommendations.



P20 Partnership for Principal Preparation

“Equipping School Building Leaders to Successfully Turn Around Schools”

This initiative seeks to develop a program that will bring together leaders from school districts that have a successful record of preparing aspiring principals, scholars from university-based graduate programs with national expertise in school leadership development, and potentially other entities with leadership development expertise (possibly Boards of Cooperative Educational Services, etc.) to collaborate on the re-design of preparation programs so that leaders who emerge are better equipped to turn around schools that struggle most.

Using Title IIA funds that the federal government provides to NYS, we are proposing to establish models that can be used to spur and support a growing statewide network of Regional P20 Partnership Programs in New York State that share the aim of improving principal preparation and thereby enhancing staff and school performance and contributing to improved student academic success.

We are exploring opportunities to develop innovative partnerships that will provide aspiring principals with the knowledge, skill, and experiences to lead, guide, and support schools to higher levels of performance with special attention to preparing candidates to successfully turn around chronically-struggling, high-need schools.

Committed to advancing educational excellence and enhancing equity of opportunity, federal funds provide seed resources to underwrite the design and launch of model P20 Partnership Programs that are sustainable over time. These will:

- a. Provide fully-integrated, immersive internship learning experiences for aspiring principals that are grounded in a clinically-rich, and well-supervised set of practical experiences aligned to state and national standards.
- b. Develop a funding model that encourages and supports the recruitment of high quality candidates with special attention to candidates from historically underrepresented groups.
- c. Develop competencies aligned to the 2015 *Professional Standards for Educational Leaders* and use those as the focal point for competency-based determination of candidate readiness for certification.
- d. Provide an evidence-based, strategic model for the recruitment, selection, and placement of school leaders that aims to attract and retain effective leaders who are placed in optimal settings.
- e. In collaboration with NYSED, communicate findings, results, and processes in order to develop a repository of best practices to improve P20 school partnerships.

- f. Couple existing capabilities that a district has to monitor the identification, development, and placement of school leaders (capabilities presently exist or are currently being pilot tested) with data analysis and reporting abilities to provide a foundation for a credible third party evaluation that will monitor and quantify model impact thereby helping NYS to meet the evidence requirements of *Every Student Succeeds Act*.
- g. Specify the expectations and professional responsibilities of mentors and coaches of aspiring principals.
- h. Ensure that decisions are shared by university-based scholars and field-based practitioners regarding candidate readiness for certification.
- i. Design and implement an internship experience that ensures a knowledgeable in-district expert will observe, supervise, mentor, coach, and attest that a candidate has demonstrated competency with respect to a particular certification standard.
- j. In lieu of School Building Leader (SBL) examinations, design competency-based assessments that call upon candidates to identify a problem of practice for a school, to design and lead the implementation of the intervention, and then to evaluate and document in what way and how well the intervention improved staff functioning, student learning, or school performance.
- k. Culminate in issuance of a micro-credential that is recognized by NYS as partial fulfillment of the requirements for School Building Leader (SBL) certification in competencies related to school turnaround.
- l. Establish for each Partnership Program a written agreement between the district and the university that stipulates how revenue collected during an internship benefits the organization(s) and individual(s) that bear responsibility for supervising candidate internship.
- m. Design and implement a process whereby judgments of candidate readiness for certification that are made by each program are comparable across individual, program, and year and that these judgments are educationally sound, credible, defensible, reliable and valid for their intended purpose.
- n. Set and meet goals, targets, and milestones (and then report success in efforts) to recruit, select, develop, and place in school leadership roles individuals from historically under-represented populations and subsequently to annually increase the number and percent of candidates from these historically-under-represented student populations who assume school building leader responsibilities
- o. Pair internship with high-quality coaching and mentoring support that extends through first full year that a candidate is in the principal job (enumerating what the university, district, and school will do to assure quality mentoring/coaching).
- p. Implement ways to build sustainability and progressively shift financial responsibility from the state to the P20 partnership.
- q. Develop a plan to sustain the partnership.

