



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 extended (year-long) internship learning experiences for aspiring principals that are grounded in a clinically-rich, and well-supervised set of practical experiences
- b. 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
- c. Use tools that meet ESSA evidence requirements to prepare aspiring principals so they can organize time in ways that improve instructional focus (pursuant to RAND report titled *School Leadership Interventions Under Every Student Succeeds Act: Evidence Review*, Jan., 2017, pg. 24).
- d. Design and launch the machinery to systematically disseminate lessons learned so these lessons inform the field and State Education Department and help NYS fine-tune the development of a statewide framework of Regional P20 Partnerships Programs

- e. 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*
- f. Specify the expectations and professional responsibilities of mentors and coaches of aspiring principals
- g. Alter how determinations about candidate readiness for certification are made so that decisions are shared by university-based scholars and field-based practitioners
- h. Design and implement an internship experience that calls upon a knowledgeable in-district expert to observe, supervise, mentor, coach, and attest that a candidate has demonstrated competency with respect to a particular certification standard
- i. 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.
- j. Culminate in issuance of a micro-credential that is recognized by NYS as partial fulfillment of the requirements for School Building Leader (SBL) certification
- k. Establish for each Partnership Programs 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.
- l. 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 judgments made about candidate fitness are educationally sound, credible, defensible, reliable and valid for their intended purpose
- m. 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 in a struggling school and successfully improve on the school's performance.
- n. 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 will the university, the district, and each school will do to assure quality mentoring/coaching)
- o. Implement ways to build sustainability and progressively shift financial responsibility from the state to the P20 partnership