

## GOAL, SUCCESS CRITERIA, CHARGE, AND DELIVERABLES

### I. Goal

- A. Create recommendations that enhance school building leader prep (thereby contributing to improved student success)

### II. Success Criteria

- A. Is consistent with or builds on 9 beliefs and 11 recommendations identified by Principal Preparation Project Advisory Team
- B. Supports elements of the Regent vision and priorities articulated in the *ESSA* plan for New York State
- C. Educationally sound (consistent with the published positions of national boards and experts)
- D. Credible (supported by those who support is needed, e.g., stakeholders in the field, SED, Commissioner, Regents, etc.)
- E. Includes a feedback cycle and a process for continuous improvement
- F. Includes an implementation timetable and a change model that engages practitioners in a meaningful way
- G. Creates system coherency (e.g., consistent with or advances current policy and practice in a sensible way)
- H. Fiscally viable (can be adopted and implemented within existing resources)
- I. If federal funds are used, conforms to the evidence-based requirements of *ESSA* (concerning use of Title I and IIA funds)

### III. Charge

- A. Establish a P20 partnership framework that better defines the relationship between university-based principal preparation programs and school districts that host internships for aspiring leaders
- B. Modernize regulations guiding university-based preparation programs (so they conform to *National Educational Leadership Preparation Standards*)
- C. Investigate and propose a way to issue micro-credentials in partial fulfillment of School Building Leader (SBL) requirements
- D. Recommend improvements needed to the standards for principal supervisors so they are aligned to the *Professional Standards for Educational Leaders (PSELs)*
- E. Recommend whether competency-based assessment should replace the current School Building Leader examination

### IV. Deliverables

#### A. P20 Partnership

Deliverable: Establish a Regional P20 Partnership Pilot Program that brings together P12, higher education providers, and other organizations (possibly those from a Board of Cooperative Educational Services or BOCES or others) with expertise in teaching, learning, and leadership development. Underwrite the launch of at least three innovative partnerships that each commit to equipping a diverse pool of aspiring principals to lead, guide, and support schools to higher levels of performance. The focus of the pilot is on forging partnership agreements between participating school districts and higher education institutions related to the training and how candidates will demonstrate desired competencies before becoming certified. The focus additionally will be on preparing candidates to assume the principal role and acquire what is needed to turn around a chronically-struggling, high-need school.

#### B. University-based principal preparation programs

Deliverable: Articulate any needed changes in expectation for university-based principal preparation programs. Any recommended change will meet these criteria: (a) are prepared and approved by a team representing P12 faculty and administration (including those from a Board of Cooperative Educational Services or BOCES), higher education faculty, as well as aspiring principal candidates who are currently enrolled in programs to prepare school building leaders; (b) are aligned to *Professional Standards for Educational Leaders (PSELs)*; and (c) are compatible with applicable standards for the *Council for the Accreditation of Educator Preparation (CAEP)*.

#### C. Micro-credentials

Deliverable: Recommend a framework that enables aspiring principals to demonstrate competency with respect to a subset of requirements leading to a School Building Leader certification. Framework will provide a mechanism whereby micro-credentials can be combined in partial fulfillment of requirements for SBL certification. The micro-credential may be similar to or patterned after badges earned on digital platforms and may take the form of an annotation to an SBL certificate that signals some unique competency or particular expertise of the bearer of the certificate (e.g., specialized knowledge or skill in Career and

Technical Education, turnaround, early childhood, Special Education, etc.). If approved, micro-credentials will be a portable record of accomplishment recognized throughout NYS.

D. Expectations for principal supervisors and superintendents

Deliverable: Recommend expectations of administrators who aspire to supervise principals. Align these to the *Professional Standards for Educational Leaders* to ensure that a principal's practice is consistent with the *PSELs* and that supervisor support for (and evaluation of) a principal is based on *PSELs*.

E. Competency-based assessment

Deliverable: Reach agreement on whether certification eligibility in NYS should rest (not on an exam but) on demonstrations of knowledge, skill, and dispositions in authentic P12 settings. In order for the candidate to demonstrate readiness for certification, the candidate takes on real problems of practice in a school setting and assumes the leadership responsibility in a way that leads to improved staff functioning, student learning, or school performance. Consistent with existing language within NYS regulations pertaining to competency-based practices and the internship, propose a mechanism that: (a) employs a clinically-rich experience; (b) calls upon a knowledgeable in-district expert to observe and attest that a candidate has demonstrated competency with respect to a particular certification standard; and (c) confers certification on the basis of three things (satisfactory completion of a university-based prep program, satisfactory classroom teaching experience, and satisfactory completion of a competency-based performance during the course of a full-year internship). In this proposal, evaluations made by those who judge competency-based assessments should be comparable across the state, be defensible, be valid for their intended purpose, be evidence-based, and should incorporate reliable information.