



Goals

All students in NYS have a great teacher and a great school leader.

All school building leaders are well-prepared and well-supported.

Principals have the knowledge, skill, and dispositions to address the learning needs of a diverse student population.

Each student is prepared for success in college, career, and citizenship.

outcomes

ACCESS OUTCOMES

EXPECTATIONS

- Programs produce principals from varied backgrounds and historically-under-represented populations who are committed to the success of every student, who value different learning styles, who promote instructional practices that capitalize on range of cultural traditions, and who strive to eliminate prejudice, stereotype, bias, favoritism

- Principals make it their mission to support staff in the school so every student is equipped for success in the next level of schooling, career, and life; further, candidates have the ability to translate goals into plans, action, and desired results

- Principals cultivate a climate of compassion and care for the well-being of every child in the school and support the learning needs of every student in an environment where all students are valued, are respected, and experience success regardless of their differences.

OPPORTUNITIES

- State promotes stronger, more-sustainable P-20 partnerships [for the purpose of principal preparation] involving districts and universities and if useful BOCES or others with expertise in this area.

CAPACITIES

- Principals are willing and able to share decision-making and distribute leadership.
- Principals display the emotional intelligence, skill, and grace needed to manage the tension and conflict that can arise when schools engage in continuous improvement efforts.

- Principals have the knowledge/skill to improve instruction and learning.
- Principals reflect upon their actions and rely on collegial feedback, student evidence, and current research to inform & guide practice.

- Principals have skill, ability, & desire to collaborate so students, staff, and parents feel they belong and community members are valued & appreciated as respected partners.

INCENTIVES

- Aspiring principal candidates demonstrate their readiness for certification by applying skills and knowledge they acquired in a university-based program in authentic P12 settings.

QUALITY OUTCOMES

EQUITY OUTCOMES

STRATEGIES IN ACTION

- Base certification 2015 *Professional Standards for Educational Leaders* with emphasis on educating all students to high levels of performance, the necessity of cultural competence, culturally-relevant curricula, & role principals should play in efforts to instill a love of learning in young people.
- Call for prep programs & districts to set goals to increase number & % of candidates from historically-under-represented populations who enroll & complete programs, and are employed

- Pair internship with coaching/mentoring support that extends thru 1st full year on job.
- Offer incentives that make possible a pilot involving a P-20 partnership (opt-in for BOCES) and a process of learning from it.
- Implement indicators to gauge efficacy of SED efforts to: (a) support growth of principals & schools; (b) support P-20 partnerships efforts to improve principal development (especially but not exclusively historically-under-represented populations)

- Make available full-time, extended-period, school-based internships for aspiring principals that enable them to experience a full range of principal roles.
- Create induction models that provide feedback to a principal, to university-based prep program & district leadership. Furnish on-going, job-embedded professional learning & authentic experiences with diverse populations (English language learners, students with disabilities) during preparation & 1st year on job as principal

- Make certification competency-based. Candidates are certified by applying skill & knowledge (from prep program) in school setting to improve staff functioning, student learning, school performance
- Create a mechanism that employs a clinically-rich experience, calls on in-district expert to observe and attest that candidates show competency on certification standard and culminates in issuance of a micro-credential.
- Revise CTLE so every 5 years principals show they're prepared to address learning needs of a diverse student population

Provide high-quality data, tools, and professional development

Share accountability and governance

Fund and invest

SCHOOL BUILDING LEADER PREPARATION FRAMEWORK

WHAT PROBLEM DO WE WANT TO SOLVE?

- Despite earnest effort, NYS has not yet achieved its mission "to ensure every student has equitable access to the highest quality educational opportunities, services, and support."
- Past efforts have not yet delivered the desired improvements in equity and educational excellence. The NYS graduation rate is below the national average, too many schools and students chronically struggle, and subgroup achievement gaps persist.
- When it comes to principal preparation, many are certified but not enough have what it takes to be effective.

WHAT QUESTION DO WE WANT TO ANSWER?

- How will NYS achieve better alignment between what is needed to be a successful principal, what is taught in School Building Leader programs, and what it takes to be SBL certified?
- How will NYS pivot from past to new commitments. The past emphasis has been on sorting schools; the focus now is on supporting schools in their pursuit of equity and educational excellence? (see pg 6 in ESSA plan)
- What can be done to ensure current and future principals in NYS have what it takes to address the learning needs of an increasingly diverse student population?