

## LOGIC MODEL FOR PRINCIPAL PREPARATION PROJECT

### PROBLEM STATEMENT

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.” When it comes to principal preparation, many are certified but not enough have what it takes to be effective in the job. “What is needed” includes expectations for preparation programs that are aligned to the most current national standards (PSEL and NELP), standards for candidate preparation that are aligned to the most current national standards (PSEL), clinically-rich internship experiences that enable candidates to design and lead interventions aimed at school improvement, and ongoing support in the form of high-quality coaching and mentoring that extends to and through the first year

Inputs: What do we invest?	Activities: What do we do?	Participants: Who do we reach?	Short-Term Outcomes Candidate effects	Medium-Term School effects	Long-Term Student effects
People Time Money Technology Partners Research Data	<p><b>Principal Preparation:</b></p> <ul style="list-style-type: none"> <li>- Recommend that expectations for aspiring principals are aligned to current nat’l standards.</li> <li>- Recommend that prep program guidelines are aligned to national standards (<i>PSELS</i> and <i>NELP</i>).</li> <li>- Recommend incentives are used to strengthen the collaboration between P12 and Higher Ed.</li> <li>- Recommend changes to the internship so that candidates demonstrate certification readiness by applying acquired knowledge/skill in a P12 setting to address a real problem of practice.</li> <li>- Provide early guidance on the meaning of culturally responsive practices and the implications for principal preparation</li> </ul> <p><b>Recruitment, Selection, and Placement:</b></p> <ul style="list-style-type: none"> <li>- Create expectations for districts &amp; prep programs to recruit, select, &amp; place candidates from under-represented populations</li> </ul> <p><b>Supervision and Evaluation:</b></p> <ul style="list-style-type: none"> <li>- Recommend that expectations for supervisors are aligned to most current national standards</li> </ul> <p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>- Recommend use of resources (Title IIA) and structures (microcredential) that give principals access to hi-quality coaching, mentoring, &amp; PD.</li> </ul> <p><b>School Improvement:</b></p> <ul style="list-style-type: none"> <li>- Alter how certification readiness is determined by shifting from School Building Leader exam to a series of competency-based performance assessments that call upon candidates to: (a) identify a problem of practice in a P12 school; (b) design and lead an intervention to address the problem; and (c) document whether and how the intervention led to an improvement in school, staff, or student performance.</li> </ul>	<p>Aspiring principal candidates</p> <p>Programs to prepare principals</p> <p>Districts/higher ed institutions</p> <p>Students/staff/schools in districts</p> <p>Prep programs &amp; participants</p> <p>Aspiring principal candidates</p> <p>Current school principals</p> <p>Students/staff/schools in districts Aspiring principal candidates</p>	<p>Candidates are better prepared because courses and internship better reflect job demands</p> <p>Candidates better equipped on equity &amp; cultural responsiveness</p> <p>Improvement in candidate competencies associated with principal effectiveness. This means patterns of thinking, feeling, acting, and speaking that cause a person to be successful in a job or role (Kowal, J., &amp; Hassel, E. <i>Turnarounds with new leaders</i> (2005) DC: Center for Comprehensive School Reform) Spencer &amp; Spencer. <i>Competence at work: Models of performance</i> (1993) NY Wiley</p> <p>Turnaround examples (UVA):</p> <ul style="list-style-type: none"> <li>- Press for results for all</li> <li>- Motivating staff to perform</li> <li>- Problem solving</li> <li>- Confidence to face adversity</li> </ul> <p>Bay State competencies (Orr):</p> <ul style="list-style-type: none"> <li>- Vision for high achievement</li> <li>- Fostering staff prof’l growth</li> <li>- Supporting teacher learning</li> <li>- Engaging community</li> </ul> <p>NY exam competencies, Pearson</p> <ul style="list-style-type: none"> <li>- Instructional leadership</li> <li>- School culture and learning</li> <li>- Developing human capital</li> <li>- Community engagement</li> <li>- Operations, data, &amp; legal</li> </ul>	<p>Impact: School functioning improves in variety of ways because candidates enter principal positions equipped to effectively lead.</p> <p>Satisfaction: Less staff churn or early exit</p> <p>Satisfaction: Greater sense of belonging among parents and staff</p> <p>Efficiency: Gains in use of scarce resources and matching of resources to highest priorities</p> <p>Greater program continuity</p>	<p>Achievement up overall</p> <p>Subgroup gaps narrow</p> <p>Yearly growth increasing</p> <p>Improvements in student uptake and performance on more-rigorous academic programs (e.g., in HS, AP, IB, honors, concurrent college enrollment, etc.)</p> <p>Attendance improves</p> <p>HS grad rate improves</p> <p>Satisfaction: Improved student voice and agency</p> <p>Student engagement improves (decline in exclusionary practices)</p>