

Responses to “First Principles” Survey Open-Ended Question; What has not been mentioned here, 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.-APs, deputy Supts, 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 IHE partner 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: In #2 (“P20 Partnership”), I clicked 4 because I think there also ought to be a network and partnership within the 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”) hould 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.