

Responses of Phase 2 Team members to MonkeySurvey questions about most important issues/questions

(n=37 of 50 or 74% response rate)

January 15, 2018

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| 1: Establish a P20 partnership framework that better defines relationship between university prep programs and districts that host internships |
| 2: Modernize regs guiding university prep programs, taking into account forthcoming National Educational Leadership Preparation Standards |
| 3: Investigate and propose a way to issue micro-credentials in partial fulfillment of School Building Leader requirements |
| 4: Develop standards for principal supervisors and Superintendents that are aligned to the Professional Standards for Educational Leaders |
| 5: Recommend whether competency-based assessment should replace current School Building Leader examination now used in New York State |

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| What is the most-important issue, concern, or question when it comes to Part 1 of our charge (P20 partnerships)? |
| I worry that Universities may gravitate to districts closest geographically to their campuses - which could eliminate the formation of partnerships with varied demographic districts, and potentially eliminate high quality partners |
| Ensuring that there is consistency across the state in this area of priority |
| Program consistency is of the utmost importance in my opinion. Often we learn of administrators having a variety of experiences based on the institution they have attended |
| Keeping it simple -- committees tend to throw in the kitchen sink |
| Pre-service school leaders be embedded into a year-long residency program in a school building. Higher ed faculty should be current practitioners. The medical model of residency should be duplicated in university ed. programs |
| How to identify and then address the issues which disrupt the connection between and practice? |
| What are the qualifications of the professors teaching at these universities? Professors should have experiences and knowledge that are relevant to present day education issues, which include new standards and principals as business managers. |
| The partnership means that course work must relate concepts and theories to practical application. On-site leaders must allow and support practical work during the internship. The key is practical focused application |
| What are the non-negotiables for the residency component of the framework, and how will it be paid for |
| Intern experiences vary greatly depending on supervisor. Interns to complete an authentic project(s) under guidance of the supervisor. Intern requirements must be clearly established so an appropriate match with a building/district supervisor can be made |
| The biggest concern is the content of the university-based principal prep programs. The academic program needs to reflect the skills and competencies needed in 2018 building leaders and beyond. |
| Truly shared and joint ownership of the experience and learning opportunities provided to the aspiring leader. |
| Relationship is the key -- and difficult to "legislate." It will be interesting to develop the right conditions in support of these relationships. |
| I believe that the framework must be very broad and flexible to allow for the diverse entities and situations that may, despite being different- still hold promise for a quality, relevant experience. |
| Working with university-based programs to provide realistic and practical hands-on leadership experiences with emphasis on urban/high need schools. |
| How will internship guidelines be established so that each is equitable and rigorous. What tools can be established for measuring this? |
| Disconnect between internship requirements and practical learning for future administrators. |

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| An issue/ concern would be having a detailed (is universal an option?) framework that can be utilized by all uni-prep programs. One-size-fits all may be an issue. |
| Universities and Districts often have goals that are very much aligned. This should be a starting point to a conversation about how to meet these shared goals in a sustainable manner. |
| How to develop and foster a P-20 partnership of equals. |
| There must be an enhanced and highly credible internship experience that is mentored by an outstanding administrator. |
| The most important concern I have is that the University based prep programs incorporate input from the school districts they serve |
| The most important part of this charge is finding high quality aspiring principals to lead our schools |
| I am wondering how the framework will address the conditions that are necessary to foster these relationships and partnerships. |
| I feel there is sometimes a disconnect between what is taught at the University Prep Programs and the actual application that aspiring leaders will experience in their internship programs. |
| My concern is that we do not get too bound down by partnership type activities and forget that collaborative structures are even more important. Also, the partnership framework is not driven or defined by one partner |
| How will the quality of the internship be aligned with evaluation of administrative experience |
| How will future leaders be prepared when the schools in which they are placed are not adhering to best practices. |
| Ensuring that internships are meaningful and relevant. Ensuring that internship experiences are substantive and not transactional |
| Need to have strict quality control on the school district part to ensure that students (aspiring principals) receive real administrative experience |
| My concern is that there must be a way to ensure that university-based programs are aligned and enhance the pragmatic experience they acquire during the school-based internship: i.e. budgeting, programming, and working closely with Community members |
| Developing a standard(s) that assures "proper" development of aspiring leaders |
| My single concern would be establishing the framework and then getting public and private institutions to all agree. No question focusing on a chronically struggling, high need schools as the focus. All schools can benefit from the findings. |
| The ability to create one program that fulfills this charge given the very diverse nature of schools/districts in NYS. Urban, suburban and rural schools all have their unique set of challenges, characteristics and constituencies. |
| My concern is how will we measure and keep track of "Skillful Practice under Authentic Conditions." I am also concerned with preparing future principals applying to theme schools (CTE, BOCES) adequately |
| That we ground our work in principal preparation in the work aspiring leaders will have to do when they become Principals |
| How do you ensure that there is a pilot program in all regions of the state, how does a higher education institution get "selected" to run the pilot, and will evaluation standards be relaxed for principals who go through the program |

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| What is the most-important issue, concern, or question when it comes to Part 2 of our charge (standards of principal prep programs) |
| Consistency in interpretation of University-based programs in re-designing their programs to clearly align to NELP standards. There may be a "we do that" mentality with resistance to truly changing how they prepare future leaders |
| Making sure that post-secondary institutions and P-12 partners work together on this to make sure the regulations meet the needs of both |
| Taking input from the appropriate stakeholders I believe is of the utmost importance |
| Abstain from responding |
| I wonder why the standards do not mention teaching school leaders how to cultivate and collaborate with teacher leaders? |
| Developing "standards that have relevance in terms of the national agenda as well as applicability right here in NY. |
| Complete year internships. Retention rate in NYC for new principals who leave after 3 years almost 50%. In my work coaching new principals, a common statement is, "How can I manage all these things? Just not enough hours in day." |

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| To keep in mind that regulations must support, not hinder, the success and well-being of learners at all levels. Knowledge, skill, and commitment are demonstrated by action. The action needs to be in favor of the learner |
| How do we ensure that university-based programs authentically change their curricula to align to the new standards? |
| no issue, concern or question |
| Ensure that the academic coursework reflects the new National Educational Leadership Standards and that the courses are taught by highly qualified practitioners. |
| Providing regulatory language that supports high quality and yet does not eliminate opportunities for innovation |
| I am interested in addressing the tension that sometimes exist between regulation and creativity. |
| Is goal also to standardize practices that may vary across institutions. In light of recent reforms, initiatives, technology advances, deciding what to keep/eliminate/alter will be important in shaping programs & those who complete them. |
| The regulations around preparation programs should allow for programs evaluation based on a set of standards that align with key school improvement research and turnaround principles. |
| How will university based principal preparation programs be reviewed and how it will be determined whether their programs are sufficiently based on National Educational Leadership Standards? |
| Universities are teaching "towards the exam" and there is not enough focus on the actual practice necessary to be competent in the job(s). |
| How much time between planning, implementation, and evaluation of regulations before we see change? Even if incremental? |
| The degree to which regulation/accreditation hampers innovation |
| The need to identify the "real-world" application of each of the NELS in terms of university coursework and experiences. |
| How will the internship experience be rated for effectiveness? |
| That modernizing regulations addresses leadership skills |
| We need to focus on the balance of university-based work and field work (internships). |
| How will we account for the lengthy process of developing regulations which may impact the ability for programs to be innovative and compliant with the "modernized" regulations? |
| These Programs should focus on the practical application of the Standards especially with a focus on the day to day school operations including but not limited to School Improvement, Operations and Management, Care and support for students and professional community for teachers and staff |
| Any suggestions about modernizing these programs are given the support system to ensure success. Walk the talk!! |
| How will the university program course of study align with the qualities and role of the administrators |
| I am concerned that leaders are not being prepared to provide students with disabilities evidence based interventions alongside their typical peers and that they are not learning strategies to engage families. |
| What gaps do the current regs fail to address? |
| Needs to be a stronger focus on child development when interpreting the standards |
| Laying out a detailed and clearly explained protocol for guidelines to be implemented across university-based programs encompassing the National Educational Leadership Standards: a crosswalk, so to speak. |
| We must have authentic experiences along with theory. |
| University-based principal preparation programs come in many different policies, expectations and must adhere to agreed-upon standards. We use the ISLLC standards at East Syracuse Minoa is there any thought to exploring these as well or just what was outlined? |
| The expected pushback from those groups/institutions that benefit from the current system/ status quo. |
| My concern is the timeline and the type of support that university-based principal preparation programs will need in order to adopt the new standards. |
| That preparation is/becomes clearly standards-based |
| Since CAEP is most certainly in flux, with a set of standards that is still changing, how can we ask higher ed programs to align their programs with PSELs in accordance with CAEP standards? |

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| What is the most-important issue, concern, or question you it comes to Part 3 of our charge (Micro-Credentials) |
| Worry here is there are different perceptions of micro-credential definition. Do we mean portions of what traditionally would be internship can be accomplished within coursework? Or internship is segmented & potentially not consecutive |
| This is very important, as it will allow individuals and institutions greater flexibility, and will allow individuals to get the specific skills and credentials they will need for their work in the field |
| Want to see internship spread-out. Not increase hours. Rather provide aspiring administrator with experience that is broad. Depending on administrator structure of district, it would be beneficial to have experience at different levels |
| Hard ?s for me because I am not a school leader. Still, what concerns me is what concerns all of us on every regulation: how do you navigate between keeping the standards up and the all-about-compliance mentality down |
| Concerned about quality, content & confirmation of participant ID in micro-credentialing courses. Micro-credentialing courses shd focus on teaching & testing some field of tech, or data college & application & not simulate leadership skills/situations |
| The key here is going to be "criterion validity" or how we ascertain that each of the "micro-elements" connect back to the whole concept" |
| Will partial fulfillment means candidates will meet requirements to serve a principal? And what will the time frame be to complete full requirements? Can an internship be the later part to complete the requirements? |
| Teacher leaders can be credentialed as Learning Facilitators. Micro-credential acknowledges LFs' learning about SUPER vision, not snooervision. LF learns & practices 3 minute walk-thru & Santoyo's bite size feedback to improve instruction |
| What will the assessments for these micro-credentials look like? |
| It can be very helpful to identify an area of expertise for an aspiring administrator. If I am understanding the proposal, it would still be possible to obtain the SBL certificate if no particular expertise for a micro-credential exists? |
| Ensure that if micro-credentials are issued, the credential is based on evidenced based competencies. |
| How will micro-credentials produce system leaders and not leaders with a set of splinter skills? |
| I see this as an area that has great upside possibilities! |
| Correlation to on-line badges sounds a bit gimmicky; I'd like to learn more about proposed elements. I'm not averse & I believe there are many diverse & individual "experiences" that can add up to well-prepared leader. Need more concrete details |
| Concern is micro-credentialing doesn't become so foundational the impact is diminished. Concern is we will fall into trap of people just signing off on activities for aspiring leaders thus causing leader to miss some key learning opportunities. |
| What will be the standardization for these credentials? What will be the percentage that can fulfill this aspect of the requirement? Will there be a minimum? Maximum? |
| Intrigued by the breakdown of credentials into feasible chunks giving aspiring administrators the ability to focus on specific parts at a time. |
| I am not too sure I understand how this proposition will help the ultimate goal for all programs to transition under same standards. |
| Can we create a system that is collaborative rather than competitive? |
| The identification of the relevant sub-sets of skills and dispositions that lend themselves to micro-credentialing |
| How will that program or person be evaluated to demonstrate they understand what it means to highly qualified and processing the necessary skills to lead? |
| That administrators have experience in all levels of the P12 experience |
| The idea of micro-credentials has merit, we need to look at the balance of the micro-credential based on digital platforms and traditional certification. |
| I am concerned about equity and access to these micro-credentials due to the regional and programmatic limitations. |
| I believe it has to do with recognizing teacher leaders for the work they do. I would like more information on how they would work and how the credentials could be earned with documented credibility |
| n/a |

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| How will micro-credentials be assessed and evaluated across principals, associate principals and directors |
| That these experiences represent those that cannot be easily obtained within local schools. |
| I agree that institutions other than universities should be able to issue credentials but there must be a reliable way to assess the quality of the programs. |
| Need to reconsider the traditional credit based programs, align credentials with benchmarks connected to developmental standards |
| What manner will the micro-credentials be collated and reconciled to ensure that high leverage skill requirements are satisfied. Have these high leverage skill requirements been agreed upon? |
| Ensuring that a standard(s) is met, and that a level of rigor exists to prepare aspiring leaders |
| Just as long as the micro-credential expands one's candidacy and not limits them to their area of micro-credentialing. |
| No real concern. I think that this charge would go a long way in building in the flexibility to address the different skill set needed in various districts within NYS |
| like the idea of micro-credentials and I feel it is something that can only strengthen the principal preparation programs. My concern is how it will be tracked, implemented and which topics will be selected to align with the micro-credentials. |
| I don't have a major concern here. I support the issuing micro-credentialing to both diversify and specify what preparation/expertise school-based supervisors (principals and others) actually have |
| Who evaluates whether or not a candidate has earned a micro-credential? Is this referring to credentials earned by doing pencil and paper tasks or by hands-on experience |

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| What is the most-important issue, concern, or question when it comes to Part 4 of our charge (standards for principal supervisors)? |
| Who will be responsible for the training of principal supervisors and superintendents? How will their work (aligned with the PSEL standards) be monitored? Will there be an expectation for continual training (annual)? Calibration |
| Ensuring a degree of flexibility that reflects the reality that the jobs of Superintendents and others who supervise principals can vary rather dramatically from district to district |
| Evaluation piece...I like the idea of aspiring administrators working on a "task/project" that would benefit the school/district. Providing the aspiring administrator with an opportunity to start, carry out and complete a task. |
| Abstain from responding |
| I am wondering why the state would not take these standards as they are written? They are pretty comprehensive and developed by the national organization representing school building and district leaders |
| creating and surveying a robust sample of people in the field who can help us in turn articulate best practices |
| once created will all principals and superintendents be trained in the standards ? |
| Principals & supervisors have to apply NELP standards to their roles as mentors. Micro-credentialed Learning Facilitator can help w/this. They are coaches, but LF augments & facilitates for supervisor, the practical steps of effective mentors |
| Will these standards drive preparation and evaluation of principal supervisors? |
| Developing standards for principal supervisors & Supts & aligning them to PSELs is important. However, adopting evaluation tool(s) to address each of the standards is more important. Current evaluation tools need to be tweaked! |
| Ensure that the standards for principal supervisors and superintendents are anchored in the National Educational Leadership Standards and reflect the skills and competencies needed in school building leadership. |
| Providing the opportunity for sitting supervising administrators to align their skills, knowledge, and dispositions with the new research around distributed leadership to adequately support the next generation of aspiring leaders. |
| This alignment is critical; however, many of the folks in this role may lack some of these abilities in their own practice...they may need help, too. |
| Beyond developing Standards, I think about who will be charged w/assessing whether met & how to remedy, if necessary. I think about training that may be needed for Board members to participate effectively. How does this intersect w/DTSDE? |

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| I have not concern or issue in this area as we should have clear standards for those that supervise, support and coach school leaders. |
| A new rubric will have to be established that aligns with the Professional Standards for Educational Leaders. |
| Creating "living standards" that are reachable and obtainable. The use of coaching as part of the standards to better prepare and retain principals. |
| I do not see an issue with the developments of standards, per say. However, my concern is creating protocols for dealing with how these transitions (upon receiving new standards) will be received. |
| What role does diversity play in principal preparation and to what degree is this central to preparation? |
| The development of a framework through which one can assess competency in each of the standards. |
| The developed standards are translated into measurable practices. |
| I would like to see a common recruitment procedure, similar to what is used in Singapore |
| This task should focus on the development/growth of the principal and the support a principal will receive. |
| An important issue for me is to ensure that these standards are aligned/cross-walked with the other standards that impact this work (teacher standards, professional development standards, learning standards, etc.). |
| When training potential school leaders we need to focus on these standards with practical application examples or experiences to ensure they are well rounded prior to embark on an administrative position |
| How will this be supported? Continuous support mechanism is needed. |
| How would this influence mentoring guidelines that will be flexible across school districts |
| I have concerns that the professional standards do not give enough attention to students with disabilities and family engagement. |
| Ongoing professional development for supervisors and superintendents should be a requirement |
| Needs to be a standard strictly based on ethics |
| In my opinion, this is one of the most important and necessary aspects of this project, as this can enhance school building leadership development, and ultimately improve student outcomes. |
| Having the authentic learning experience to meet/demonstrate the skills the standards define. |
| No concern or question I can think of. |
| Issue here is as in other charges is to develop a set of standards that and be quantified and measured. |
| My concern is that the standards developed also include critical attributes and possible examples. |
| That they are clearly related to the application of PSELs to Principal evaluation |
| Local politics of school districts will make this part difficult. The reality is sometimes administrators put pressure on educators from the top down to make sure that students pass. This has the unintended consequence of lowering standards system-wide. |

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| What is the most-important issue, concern, or question when it comes to Part 5 of our charge (competency based assessment)? |
| Where will \$s come from to do development work? Who would be involved in development? How will prep institutions become familiar with assessment, & avoid teaching specifically for this in contrast to in alignment to standards |
| Competency based assessment seems like a much more authentic and valuable way to measure the preparedness of candidates |
| I believe in a competency-based assessment |
| Hard ?s for me because I am not a school leader. Still, what concerns me is what concerns all of us on every reg: how do you navigate between keeping the standards up and the all-about-compliance mentality down |
| My concern is realistically upping ante on prep of building & district leaders will require heavy lift to make space for authentic, effective, standards based changes. As a result may be abandoned for shorter, cheaper, easier pathways. |
| For me, the challenge is not "either/or" but how best to utilize "multiple sources" is assessment processes (not unlike the issue that we have in assessing student skills. |
| I am an advocate for competency-based assessment. It is authentic & data from these can inform university pre programs. For ex: %50 of candidates score low on |

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| communication skills. Universities can include role playing scenarios in course work. |
| Exhibiting competency seems superior to taking a test. But caveat is Who Decides The Competencies? If candidate provides info showing that 28 elements are met, Who examines what has been submitted? What training will reviewers have? |
| How do we ensure consistency and rigor of these competency-based assessments? |
| I am not familiar with the content of the SBL examination. However, I do believe that demonstrated competency based experiences weigh more heavily than an exam. |
| The design of the competency-based assessment must reflect the skills and competencies needed in today's school building leaders. |
| Could this be structured as 1 or more portfolio entries that would capture evidence around various or targeted competencies and leadership skills? |
| Yes. |
| Typed responses to given situations is reflection of thought processes. But typing in steps to approaching problems doesn't necessarily correlate w/ability to take the steps effectively in context. I want options for competency based assessments. |
| My question is related to how do we use a balanced approach to include questions and competency-based opportunity to exhibit application of standards? |
| How will we ensure that these competency based assessments are comparable? What will be the minimum expectations for these assessments? Can these be used as an additional means of assessment rather than a replacement? |
| Too many flaws in the current SBL/SDL exams including multiple choice questions with more than 1 correct answer. Discussions on leadership competencies to assess prospective leaders. |
| Current exam hasn't provided indicators of improvement for students. While exam provides real time scenarios, these don't always reflect scenarios our inner-city students' experience. Therefore, not a good way to assess probable responses. |
| this is not a substantive concern - but there may be some resistance to the term "competency based assessment" |
| The identification of models other than a competency based assessment |
| These newly developed regulations will be useless because you will turn them over to a field of poorly trained evaluators and mentors. Garbage in = garbage out. |
| I believe that written exams should be a lower priority, than supervised experience |
| Find a way to ensure consistency of the competency-based assessment throughout the state. |
| An important issue for me is to ensure that these standards are aligned/cross-walked with the other standards that impact this work (teacher standards, professional development standards, learning standards, etc.). |
| If we used competency based assessments it would have to be guaranteed that there was a way to ensure consistency to receive accreditation |
| How to ensure objectivity? How will an objective assessment be developed? Will environmental differences be included, ie, small school vs, big school; upstate vs downstate. The larger issue is ensuring that school leader candidate have a broad based perspective on all schools in NY |
| What criteria will be used to evaluate competency-based assessments |
| do believe there should be some type of objective measurement system even if it is weighted. |
| How do we identify a method of assessment that accurately reflects the challenges that leaders will face in schools? |
| Competency is a much more powerful solution |
| There must be a concerted effort to ensure that candidates are assessed under uniform conditions. |
| Defining "competent" |
| Have we considered, and are we aware of the Clinical Simulations study done at Syracuse University under the leadership of Professor Ben Dotger focused on both teacher and school leader preparation? http://soe.syr.edu/about/member.aspx?fac=44 |
| Issue here is as in other charges is to develop a set of standards that and be quantified and measured. |
| My concern is developing a competency-based assessment that encompasses the needs of all districts within NYS. |
| My major concern is determining how competency-based assessment would actually work on statewide basis |
| This is tied very closely to part 4 of the charge. Who will evaluate whether or not a candidate has met certain competencies? How do you make this measure fair and consistent? How do you account for equity? |