

SUMMARY OF ADVISORY TEAM RESPONSES TO SURVEYMONKEY ON "FIRST PRINCIPLES"

Figures in parentheses are those indicating "complete support" plus those indicating "qualified support" equals "total"

- Ongoing Support and Guidance in the Form of High-Quality Mentoring and Coaching (92% + 8% = 100%)**
Continuous learning is a necessity because principals must be well-adapted to current conditions but also adaptable to changing conditions; thus ongoing support in the form of high-quality mentoring and coaching are vital (not just up to but through the full first year on the job as principal)
- P20 Partnership (80% + 20% = 100%)**
Districts are clients of principal preparation programs so feedback from (and meaningful 2-way collaboration with) field-based practitioners are vital elements of university-based principal preparation programs
- Purpose and Effect of this Project (72% + 24% = 96%)**
The intent is to create a leader preparation system that learns to get better at getting better (by improving principal preparation we thereby contribute to greater school and student success)
- The Value of Feedback and the Role of Data (72% + 20% = 92%)**
Feedback is at the heart of learning to get better; thus data collection, analysis, and reporting are vital because they make it possible to gauge whether activity and change translate into desired improvement.
- Aim of Preparation Programs (68% + 32% = 100%)**
Sound programs equip candidates to lead schools in continuous school improvement and to lead turnaround in schools that struggle most
- Quality as the Driver of Preparation Programs, not Dollars (68% + 32% = 100%)**
Program graduates' ability to assume a leadership role and lead schools to higher ground is not just the aim and purpose of prep programs but the measure and driver of program success (not revenue generation)
- Defensible Judgments (68% + 32% = 100%)**
Judgements concerning the adequacy of preparation programs and/or candidate readiness for certification must be reliable, valid for their purpose, and comparable across individual, program, and year
- Competency Matters Most (60% + 40% = 100%)**
As part of their principal preparation, candidates enrolled in programs demonstrate certification readiness by leading efforts at a district school that lift staff, student, or school performance
- Residency Runway (60% + 36% = 96%)**
During a full-time, year-long, (ideally paid), school-based internship, candidates identify problems of practice and design and lead interventions that help improve opportunities/outcomes for staff and students
- Problem Statement (56% + 40% = 96%)**
There is an ample supply of those certified to be principal, but not enough who are certified have what is needed to lead and effectively improve schools; "what is needed" includes support for continued learning
- PSELs are Foundation of (and Organizing Concept for) Principal Preparation Programming (52% + 48% = 100%)**
Realizing educational excellence and equity throughout NY requires well-trained leaders who have a convincing command of competencies associated with *Professional Standards for Educational Leaders*
- The Pathway to Improvement (44% + 56% = 100%)**
A principal preparation environment strongly encourages innovation and creativity yet is tempered by a few universal no-fault expectations (Standards but not standardization)

Responses to a Single Open-Ended Question: What has not been mentioned here but should be?

The role of the mentor Principal and/or Coach that supports the work (Are they vetted?) * An opportunity to see school with different sets of concerns (urban versus suburban, etc.)

Because the goal of all principal preparation is to ensure the leaders are ready to lead schools in programs of continuous improvement, it is crucial that programs focus on ensuring that principals have the skills to develop shared leadership structures that embed full staff engagement in efficient systems and decision-making protocols. Otherwise, even the best innovations are liable to either fail.

Reciprocity of certification with other states and online programs from other states preparation program and standards for administration certification in New York

Is this partnership not going to include other community stakeholders? If so, other key constituents are left out. We need to show principals how to engage all stakeholders

The concern that the competencies will be imposed via too large projects that the intern must improve

The vast majority are very, very good! God bless whomever is going to try and boil it down!

Thank you. This committee is doing good work

These principles really cover the wide and key perspective around our identified charge.

There is not a specific Principle related to Principal Supervisors - context and conditions within which their work is impactful

You have covered it all

Understanding that the pathway to great leadership starts at the point of earning the credential! The candidate must then learn how to apply those learned skills in a variety of settings that are often complicated by nuance and high level emotional intelligence. Would like to see EI embedded in the preparation program

The issue of a diverse pool of well-prepared principal candidates might not be addressed as directly here as it needs to be...the first "first principle" is perhaps trying to hit upon that but misses the mark a little - maybe a different "first principle" should be added?

Districts are not merely "clients" of principal preparation since they are indispensable partners in the preparation process.

Good stuff!

How will:

-Program participants afford a year-long FT (?) internship?

-Competent site mentors be identified? -reasonable standards be devised for interns to exhibit competence?

(An intern cannot be expected to turn around a school that has been in disrepair over time or raise the school's ELA scores to show competence!)

There must be a specific initiative chosen mutually by the preparation program, the intern in collaboration with colleagues, and the school leader -- competent or not.

-Some districts are too large to be partners. Are there alternative ways to develop partnerships?

Facilitator Note: Altogether 25 individuals responded to 12 questions related to "First Principles." Of the 300 total responses, 5 indicated "No Support", 97 indicated "Qualified Support", and 198 indicated "Complete Support."