Principal Preparation Project (Oct. 17, 2016) – Display showing themes that emerged from Advisory Team homework responses

Expectation	Capacity	Opportunity	Incentive
Linking Instr'l Leadership-Student Success	Internships and Mentorships	Engaging Students, Staff, and Community	Selecting Prep Programs Participants
- Can and does impact student learning.	- Effective school leader preparation includes a combination of academic study and authentic, relevant field experience	- Family and community engagement are significant components, especially for schools in our most challenging areas.	- This may be controversial, but I personally believe that it's becoming a bit too easy to become a principal. In my opinion, a principal preparation program is not enough unless we add some mandated components. An idea that may guide our work is making the selection process for getting into these principal preparation programs more rigorous by adding additional pre-requisites and also adding an "exit" requirement. In New York City, all candidates must be part of a principal's pool and cannot be hired as a principal without being accepted into this pool. Candidates receive a score which superintendents review when making leadership decisions. As an advisory team we may want to come to consensus about what qualifies a person to gain entry into a principal prep program and ultimately the "pool" for prospective employment.
- Perceives instructional leadership as primary to the role.	- We discussed at our last meeting that a mentoring and/or internship/service training program would be beneficial for prospective leaders. We should work on making that the norm across the state, but adding extra years of mentoring once they become principals (at least in year one).	- Families have more influence on the path their children take in life than we do as prof'ls; thus we need to welcome them in all aspects as equal contributing members, not guest that are invited to hear what was already decided	
- Principals play a lead role in maximizing student achievement.			
- Understanding instruction and being an educational leader to improve instruction	- Administrators need mentors who have desired qualities, not just a title; titles don't mean person is qualified	- Community Based Partners – Working and partnering with CBOs to support the mission and vision of our schools	
- Research supports the notion that school culture is foundational to increased achievement. How are we addressing school culture in preparation and leadership development programs?	- Our programs have to provide deliberate leadership practice.	- Collaboration with the building and the community (all stakeholders)	
- Understand the principal role is to encourage/support/supervise teachers for the purpose of improving student achievement; must be instructional ldrs		- Meaningful leadership requires nurturing, interaction, and constant communication with everyone in the building	
- Model professional learning attributes that will assist teachers & students to perform at their highest levels possible	Improvement of Instruct'l Knowledge/Skill	- School leaders make the difference in overall school success or failure, along with active family and community engagement. Engaging families should be at the cornerstone of every school leader's agenda and they should make every effort to connect and interact with families in their communities in meaningful and mutually beneficial ways	- If we want certain qualities in school leaders there must be careful screening process & potential leaders must receive experiences & instruction in content we desire to have in the repertoire (requires oversight of preparation programs)
- Leadership is shared to inspire/support staff to improve culture/instruction by monitoring and discussion of progress and learning	- Focus on Instruction – Aspiring Building Administers must be trained on instructional pedagogy that leads to increased student achievement. Aspiring administers must learn how to conduct classroom observations, observe strengths and areas of growth, and provide meaningful and targeted professional development.		
- Understanding instruction and being an educational leader to improve instruction			
- We must develop leaders who are child centered and believe that everything we do must be based on the best interests of the students and result in better learning opportunities for all children.	- Effective adult learning requires differentiation; effective learning requires the use of different modalities of instruction	- Commitment from all stakeholders to engage and be engaging	North Star for Aspiring Principals
- Principals must believe and articulate that all students can achieve at high levels. It is the job of the Principal to support this vision.	- Professional Development – Targeted and meaningful PD offered to teachers to improve instructional practices. In addition, PD offered to sitting administers on ways to improve their day-to-day practices.	- principal certification should contain some element of private sector exposure	- Has a moral obligation to assure all students succeed.
		- Involve diverse constituents using a broad definition of diversity	- Is committed to life-long learning as a fundamental personal responsibility.
- Principals are not just instructional	- Working with Students with Disabilities	- good leadership is shared leadership. We need to encourage programs that teach principals how to	- It's not about leadership, and it's not about followership, it is about participantship. Participating with full

leaders or organizational managers; they are both. I would like us to get away from the argument that the job is one thing or another.

Commitment to Equity and/or Diversity
- Diversity is our only hedge against extinction; therefore, our principal cohorts should be diverse.
- Believe in ALL learners
- Growth mindset is evident. Everyone can learn and there are many different ways to learn;
- Every effort should be made to have ALL children attend the school and the class they would have attended had they not had disabilities. Thus, all children would be welcomed into our schools and our classrooms.
- NYS has highest %age of students in segregated placements (appalling); must be addressed immediately at every level
- I believe that every student that attends school is unique with a story to share, and can learn, therefore it is important that the principal ensures the learning environment is welcoming to all students regardless of socio-economic status, religion, race, sexual orientation, native language, disability, and level of knowledge/skill. As we engage in this work we should consider putting into place an area of principal preparation that allows principals to focus on what their beliefs are about education and how they will either establish or maintain a culture of high expectations in a respectful, safe and nurturing environment that supports and celebrates creativity, risk-taking and sharing of ideas. As an advisory team for principal preparation we should be able to come to consensus

– Focus on instructional concerns and support to special education.
- theory is different from practice. Strong school leaders have extensive experience grounded in classroom.

Content Knowledge/Curricula/Standards
- Field of Study – Aspiring Administers must be trained in elementary, middle and/or secondary curriculum. For instance, elementary principals will focus on early literacy instruction. Primary instruction looks different from AP chemistry.
- An understanding of 21st century skills to build programs that will help benefit our students (course offerings)

Emotional intelligence
- I believe that being the leader of ANYTHING is quite stressful, but being the instructional leader of a school that may or may not be in a successful district is beyond stressful. We have to teach our leaders which battles to "fight" and how not to burn out. As a first year principal, I had to learn how to take criticism, negotiate, be diplomatic, ask questions, research best practices and programs, and present school data in a friendly and understandable manner to parents, students, and teachers. There is sometimes an assumption that the principal knows it all, and that's a scary place to be, so we have to add a component of emotional intelligence to all principal prep programs or run the risk that many will begin this career, but not make it. How do we ensure we give our leaders the tools to survive?

Culturally-responsive skills and practices
- Culturally responsive leadership will

create decision-making pathways that bring the school community into key decisions made at the school in more than an advisory capacity.

Selection into Principal Prep Programs
- We need to attract and retain the most talented pool of school leaders possible.
- Although we have not fully agreed yet on what a principal preparation program should offer, I think we could all agree that these programs are expensive and may exclude certain groups from entering these programs due to cost. If we could agree that there may be great candidates who may never be eligible to become principals in their communities merely because of their financial status, then it may be possible to consider a "give back" incentive where candidates pay half for committing to their community. This needs to be fleshed out more but the philosophy here is that there are great individuals who have the potential to be great leaders if only they had the opportunity.
- GRIT is essential. We need to find ways to find out whether they have it. We need to find ways to help future leaders develop it.
- Teacher leadership as a form of that practice needs to be defined and opportunities provided. (Career ladders?)

Internship & Mentorship
- Internships– A growing body of research supports the effectiveness of long-term internships to support, observe and mentor aspiring building leaders.
- Mentorships – Researching the

engagement permits various levels of leadership. That way, future leaders lead *with others* to transform the organization.

Evidence-Based Decision-Making
- Educational technologies should be treated as a medical treatment that warrant controlled studies and evidence that they are effective and when those technologies are identified, they should be mandated. Free choice of interventions leaves children at risk for receiving decades of ineffective teaching strategies.
- Universities/principal prep programs should do all they can to evaluate and reevaluate their programs.
- Meaningful Feedback and Evaluations – the objective is to support instructional improvement and inform opportunities to grow and develop.

Other
- Differentiate the needs of large and small school; urban and suburban districts
- Transparency from administrators regarding expectations, requests, and deliverables
- Effective leadership is a process of enculturating teachers and staff
- principal certification should contain initial and ongoing requirements to achieve and maintain certification
- principal certification may want to have some element of variability for elementary and secondary
- principal certification requirements should be on a multi-year review rhythm including key stakeholders
- the many and varied skills a successful principal possesses should be weighted to determine appropriate

about how students learn best and incorporate those ideas, or at least have them guide our work.
- Building administrators should be responsible for all children in who attend their schools.
- We must believe that every child can learn and can make significant progress based on their individual needs and abilities.
- We must believe that every teacher can teach and can reach their full potential with the right guidance, support and staff development opportunities.
- Every student is entitled to a well-educated and engaged school leadership team, including teachers, principals and support staff

Shared Decisions - Distributed Leadership
- We must build sustainable leadership capacity by appropriately empowering others and creating a culture of shared decision making and collaborative teaming.
- Decision making involves a process with those affected/impacted by decisions.
- I believe that good leaders understand that in order for a school to thrive and show progress leadership has to be distributive. Specifically, every person has to be accountable and play a role within the school community; parent leaders, teacher leaders, student leaders, community leaders and of course the administrators have to work together. In essence, a principal preparation program should prepare candidates for what effective distributive leadership looks like and have them engage in a mini-project to experience how important work gets successfully completed at the school

lead to a better understanding and guiding of the development of the school and community

Change Management
- School management is change management. How can the wealth of knowledge on change management be leveraged to better prepare new leaders?

Systems Thinking & Systems Approach
- See the bigger picture - district-wide perspective (need to understand their individual role is part of tm of leaders)
- Focus on Managerial Operations – Operations of School Systems is a critical skill to ensure an environment and culture of learning.

Other
- Must have the necessary knowledge, skills and dispositions before taking on the position.
- Think critically through unexpected situations that arise
- How to involve and engage parents in the learning process
- successful principals have many and varied skills...our work should reflect this
- We have to help future leaders develop an experimental frame of mind.
- They also have to develop an evidence based frame of mind for decisions, accountability, planning.
- They need a pattern for design thinking
- We all need to share ideas about what works, how we know it works, is there something we can try together, and can we compare results. (We, too, need an experimental frame of mind and engage in design thinking!)
- Promote the importance of

effectiveness of mentorship during the entire probationary period of aspiring administers. Regular observations by assigned mentor
- Partnerships will be essential between higher education and schools/districts - we need to strategically plan for their development
- Preparation needs to be cross-disciplinary within HED - which likely implies looking outside of Schools of Education when considering what knowledge and competencies leaders need to have.

Program Quality Affects Leader Readiness
- The quality of a building leader's preparation has a major impact on his/her ability to provide strong school leadership.
- Principal preparation programs should be rigorous and effective.
- Have a longitudinal view of education by incorporating all sectors of the education system

School Leaders Affect Student Learning
- The leader of a school building has a tremendous impact on the learning opportunities for students in that school.

Feedback & Reflection Aids Preparation
- Universities/principal prep programs should seek regular feedback from districts, program participants & practitioners
- Effective leadership consists of reflections from all for better preparation and execution in the future
- Hear those with differing viewpoints. The more input the better.

Other

emphasis during certification
- the weighting of the many and varied skills of a successful principal will change over time and require updating

level when all stakeholders come together to do their part. If we are being charged with this work, then we should believe or agree to come to consensus about the importance of distributive leadership. - Shared decision making with true transparency Relationships (Studnts/Staff/Community) - Build & maintain positive relationships with community partners; families; students; colleagues; Board members… - Effective school leaders build, maintain, and enhance strong relationships within the school and the community. - Effective leading and teaching requires community engagement - There are clear expectations (mission/vision/commitments) that are developed/shared with community stakeholders Knowledge/Skills Central to Leadership - Know and understand the research of teaching and learning as it pertains to brain research and poverty - Research points to specific leadership characteristics that are necessary to be successful in our lowest performing schools. How can or are we leveraging this knowledge in guiding preparation programs? - An understanding of 21st century skills to build programs that will help benefit all our students (course offerings) - the role of the principal will continue to evolve - Blend theory and practice in order to create powerful and effective learning experiences for aspiring leaders Child-centeredness, compassion, caring	collaborative leadership and specify what is looks like in a school - Context matters - consider WHERE leaders will work, and plan for them being prepared for the context in which they will find themselves - Be prepared for all sessions - which means we ALL need to be working in between meetings. This also implies that we need to leave meetings with a clear expectation of what will be accomplished prior to the next meeting.	- Pursues the role as a calling not a career path. - Build leadership capacity within the school - There is a wealth of innovation behind our neighborhood, county, state, and country. We need to look at what works on other places and consider it for use in our schools - rather than to look at the next district as our yard stick. - Never underestimate power of small grp of committed ppl to change world; its the only thing that ever has (M Mead) - Emphasize the role of the college as a logical partner in leadership preparation and not only as a purveyor of degrees/certification - Promote the importance of leadership succession - Involve the community stakeholders as partners - Innovation can be disruptive - we should be innovative without great concern for the barriers that might be encountered - there will be short and long-term implications -	

- Compassion for the staff and students of the building - We must foster a caring culture that promotes kindness, patience, and empathy. - Compassion for the staff and students of the building - Principals are responsible for cultivating an ethic of care in their schools, both for students and adults. Collaborative, Inclusive Leadership Style - Collaboration with the building and the community (all stakeholders) - We must strive to build positive relationships and trust with the entire school community. - Leadership should be proactive and inclusive Goal-directed plans and results - Effective leadership seeks short, mid, and long term goals to be in place for all in the building and community - Staff is empowered and committed to develop and implement plans and are held accountable for the results. Traits/dispositions/skills vital to leadershp - Trust, respect, responsibility, caring, and encouragement are present; - We must always act with integrity, fairness and respect for all. - Adults hold high expectations for themselves and others to promote excellence; - We must always strive for excellence knowing that progress is a process with ups and downs that takes time. - All adults are positive role models who profoundly influence students and each other; - We must live by the rule "seek first to understand and then be understood".			

- Anticipate unintended outcomes of decisions made
- Reflect upon their practices in an open and honest manner - embrace continuous improvement
- Similarly, how we address behavior in all of our schools should be through the use of evidence based interventions.
- Principal prep programs should offer real-life, job-ready experiences and training opportunities.
- We must implement data based decision making utilizing multiple forms and measures of assessment. Assessment must also be constant and ongoing.
- Effective leadership assumes the position of change in society and keeping up with the changes that are inevitable
  - certified principals should feel an obligation to give back to principals seeking certification
  - principal certification should contain some element of community service
- Create an environment to learn from one another
- Agree to disagree
 	
General Statements re System Purpose
- The mission of public education in New York is to help grow good people who happen to be smart people.
- Leaders are born and made!
- If we can describe the type of behaviors we believe are useful and effective, future leaders can imitate those behaviors
- School and learning should be joyful, thus leaders should possess and demonstrate joyfulness.
- Study the best - we should do our due diligence and study the elements of the most successful preparation programs			

currently in action - To a degree, plan for a world that currently does not exist - whether this implies anticipating and/or embracing technological or other solutions. - Leaders have different needs within their developmental journey - any solutions need to address those differentiated needs both in preparation programs and once leaders are in the field.			