

Principal Preparation Project (December 2, 2016)

Table 1: Verbatim responses from 24 Advisory Team members to the homework prompts.

#	Breakout Group Focus	Prompt #1: "What is the loftiest aspiration you have with respect to a recommendation we could produce?"	Prompt #2: "What is your minimal expectation with respect to a recommendation we could produce?"
1	Diversity	We all know, learning about diversity work is ongoing process. It takes hours of prof'l development, significant commitment, & individuals who know how to facilitate this work. For me, the loftiest aspiration has to be related to a specific strand that will result in very authentic learning. This work should result in the number of required courses (diversity related), the required readings, the movies or short films that must be viewed, specific requirements related to diversity and the internship. Finally, the assessment must include a series of questions and extended written responses that question the candidate's knowledge related to diversity and multicultural education.	I do not believe that we should entertain a discussion about minimum expectation. The team should make a set of recommendations and let the powers that be decide whether or not they want to
2	Diversity	To increase diversity, offer financial assistance to minority groups to go into particular field & employ minority peers to recruit/mentor potential applicants/students. While financial assistance is beneficial to get students into college for a particular career, it is peers that keep them in the field! Having someone who is like you, that has similar life experiences & background, already in a particular field that you can relate to is vital to not just getting more minorities (& men) into teaching & eventually administration positions but also keep them in that profession longer! Peer mentors could be key to reducing turn over and increasing the number of students going into education. Look to other professions who are doing this, or have had past success as a role model. Additionally, education is a "professional" profession no different than law, medicine or engineering; we must work to change that perception.	My minimum expectation would be to at least have districts setting diversity goals. There are many ways even small rural districts can be more diverse (hiring more men for example), but it all begins with a conversation and setting goals, and accepting the truth that diversity is good for all students not just minority students!
3	Diversity	I think we need to find ways to recruit a diverse population of teacher leaders into educational administration. We need to offer colleges incentives for accepting minorities into their programs and provide these students with adequate support to complete the requirements. I also think we need to continue to look at the NYS testing requirements for administration. This test has become a barrier for many potential candidates trying to become administrators.	I think at this time the focus areas that have been identified all have value.
4	Diversity	Revisit what happens in urban HSs in NY, where we have the highest concentration of students of color, and examine the data which shows evidence that Black and Hispanic youth are not graduating at the rate of their Caucasian and Asian peers. My aspiration is that if we could get more of our youth to graduate from high school and move onto higher education, we could widen the pool, leading to a more diverse group of candidates who choose the field of education. I realize this is quite a lofty idea, but if you really think about it, how can we expect a diverse group of people to become professionals in any field if they are unable to meet the basic requirement of obtaining a high school diploma? We should begin recruiting students from high school, and offer financial and employment incentives to students who enter the field of education and agree to work in an urban area for at least five years. Once we get those students on the path to higher education, and majoring in the field of Education, we dramatically widen the pool and allow for diversity.	Recommend that all college preparation programs across New York State agree to offer the same program, prepare a wide range of students to take the state teacher exams, and recruit not only for cultural/racial diversity but for women who do not seem to be recruited for higher level jobs in the field of education.

5	Diversity	<p>Prep programs (and certification) include expectation that leaders employ culturally-responsive practices tailored to promote equity in opportunity and the academic success/well-being of every student. To extent practical, adapt the Teacher Opportunity Corps concept to principal prep (that is, use allowable portions of fed funds that exist to promote equity and develop leadership & use the funds to create mechanisms to enhance the identification, recruitment, selection, and development of promising teacher leaders from historically-under-represented populations). Assuming NYS sunsets all of the approvals it grants to individual universities to offer SBL prep programs that lead to certification, add expectation that future approvals call for IHEs to set goals, targets, & milestones with respect to the number & percent of SBL candidates from historically-under-represented populations. Make permission for an IHE to enroll new SBL candidates contingent on accomplishment of the IHE's yearly goals, targets, and milestones. Create web-based report page that annually lists the goals and accomplishments (related to the improvement of enrollment of and satisfactory completion for historically under-represented populations) for each IHE that has NYS approval to host an SBL program. Request a third-party expert review of the most-recent validity study of Pearson SBL exam (with special attention to racial/ethnic bias). Consider alternative methods to an exam (project-based?) to determine whether SBL candidates can demonstrated the expected competencies.</p>	<p>In NYS, principal preparation programs (and certification of individual school building leaders) should include an explicit expectation stating that leaders strive for equity in opportunity and employ culturally-responsive practices tailored to promote the academic success and well-being of every student.</p>
6	Standards	<p>To have school districts be able to afford full-time paid internships (a school year) to a diverse (ethnicity/skills) pool of candidates across NYS.</p>	<p>To have a culturally appropriate exam where minority candidates are not adversely affected. No Pearson as the testing company.</p>
7	Standards	<p>Balance a clear and ambitious vision for leadership in NY PK-12 schools and school systems with expectations that align to but extend beyond the new national educational leadership preparation standards.</p>	<p>Aligned to national educational leadership preparation standards</p>
8	Standards	<p>As I consider possible recommendations for the standards, it is important that the standards we devise are unifying for the profession of education/instructional leadership. Moreover, it is imperative that the standards support notions of meaningful, measurable (quantitatively and/or qualitatively) and attainable objectives. The standards should take into account the imperative of ensuring a qualified, creative, diverse workforce. The standards should reflect a worldview that is expansive as schools are in desperate need of visionary leaders that understand & can serve as transformational leaders as opposed to only being transitional in style.</p>	<p>Minimally, as the most experienced, qualified and committed experts in the field, it is my expectation that the lion's share of our recommendations is thoughtfully received, accepted and finally formalized into policy.</p>
9	Standards	<p>The loftiest aspiration is that a strong partnership (post-secondary and school district) is embedded within the standards. From this partnership, principal candidates will get the most authentic experience in leading a school prior to taking on the role of principal. Therefore, the district internship and schooling aspect need to be developed in tandem so that individuals can have a successful and meaningful experience.</p>	<p>The minimal expectation is that part of the assessment is performance based, in which the candidate must show positive results in regards to addressing an intra-school issue. The performance based assessment would be developed in collaboration with the post-secondary and school district.</p>

10	Authentic Experiences and Internship	The loftiest aspiration I would recommend would be a full year, fully paid internship, custom developed by the candidate and fully supported by the candidate's school district. A candidate should not lose seniority. The internship should encompass a wide variety of experiences including building based and central office functions. My minimal expectation would be simply completing seat time hours to fulfill a requirement or a district assigning a candidate to tasks that they do not want to do themselves. A successful internship must be customized, personalized and tailored to meet the individual needs and experiences of a candidate. Flexibility is important to meet the busy schedules of educators and school districts.	Just putting in time is not the answer. Quality not quantity is the most important aspect. The internship should be a qualitative experience and each candidate should be able to customize the experience to meet their needs
11	Authentic Experiences and Internship	Theory to practice - individuals, while completing an internship, are expected to: conduct a scan of community to assess educational values held by the community- the pride of their school and what the community believes the school needs to improve upon; facilitate faculty meetings; chair an administrative committee meeting or another form of a committee; write a newsletter article; present to the Board of Education; meet with families regarding student performance; host an open house or other family engagement processes/events; work through student discipline issues inclusive of a Superintendent Hearing if appropriate; attend CSE meetings; facilitate Department Chair meetings; develop a building level budget; explore ways to improve upon current systems/processes within the building and/or district; attend concerts, athletic and academic events; do a deep dive of the data around student performance; conduct an APPR of at least one teacher; work on legislative issues; assist in the hiring process of support staff and teachers; and look to understand the culture/climate of a building and understand how to influence the culture/climate to establish a continuous improvement mentality.	Continue the practice as is with a mentor/coaching model made available to the individual upon being hired for an administrative position.
12	Authentic Experiences and Internship	Once completing a program of study to become a school administrator/principal, the candidate should be required to demonstrate a competency in several areas of building leadership. This should be demonstrated during a 1-year, full-time, paid internship. The experience may come under the title of AP & should be focused on preparing the candidate for the challenges of leading a school building. Moreover, the candidate should be required to complete a series of authentic experiences, with a Capstone project documenting the experience, as well as the decisions made.	Each principal candidate should be required to participate in a six month internship whereby the principal candidate demonstrates proficiency in several areas of building leadership. The internship experience should be supervised by a certified school building administrator, as well as the affiliated college or university of study.
13	Authentic Experiences and Internship	The loftiest would be to require that IHEs create formal partnership agreements with various districts in order to provide full-year, PAID internships. There would be training for district & college personnel in order for them to collaboratively support & supervise the interns...likely utilizing (at least in part) the new standards for principal supervisors, along with other resources that have been identified within programs that are meeting with success. The experience would also be aligned to PSEL among other resources that we know to be essential learning for aspiring leaders.	The minimal expectation regarding a recommendation would be that HEI's be required to create formalized relationships with a number of different districts, and that they would be the ONLY places that their students could do internships...so that there is the guarantee of a consistent experience, centered upon PSEL, and other elements that we know to be essential learning for interns.

14	Authentic Experiences and Internship	Ideally, an internship would be a year-long, <u>paid</u> experience, where the intern could assume responsibility for many building tasks under the guidance of an experienced principal. It would be important for the intern to assume as much responsibility for the daily management of the building as possible. In addition, the intern should undertake at least two projects that could be deemed worthy of instructional leadership (vs. building management). A survey of stakeholders (e.g., the principal, secretary, other staff, teachers, and possible kids and parents) regarding the intern's performance is recommended.	A minimal experience would include a semester or summer experience, where the intern could assume responsibility for many building tasks under the guidance of an experienced principal. It would be important for the intern to assume as much responsibility for the daily management of the building as possible. In addition, the intern should undertake at least one project that could be deemed worthy of instructional leadership (vs. building management). A survey of stakeholders (e.g., the principal, secretary, other staff, teachers, and possible kids and parents) regarding the intern's performance is recommended.
15	P12-Higher Education Partnership	The certification of a principal candidate requires an IHE offering a principal preparation program to have an ongoing and demonstrable relationship with at least one (1) P12 school district / BOCES wherein all parties share responsibility for the staffing, planning and implementation of the program of study.	NYSED would encourage development of pilot relationships by offering incentives. These incentives might include competitive grants, enhanced access to NYSED resources/staff, reduced tuition for students and/or elimination/reduction of regulatory oversight.
16	P12-Higher Education Partnership	I dream to see higher education institutions get more involved, in a different way, in how they work with schools. Often, many educators carve out a limited role for colleges and universities as grantors of degrees or transmitters of pedagogy. While schools alone cannot equip at-risk students for success in work or postsecondary education, colleges should add to their purview the role of broker. In fact, higher educational institutions should serve as an educational clearinghouse bringing school system (and the wider community) together to address many problems facing schools and students. One place to start is to have closer and more meaningful partnership between the leadership of higher education institutions and the school systems.	A recommendation that does not include the importance of leadership in creating effective partnerships. Also, a recommendation that does not differentiate partnership, coalition and cooperation
17	P12-Higher Education Partnership	<p>There should be a district vision that focuses on the needs of all learners. This should also focus on how to help teachers achieve the district goals and should include a local Higher Ed program to partner with in tailoring a program for future administrators and or teacher leaders to support this goal.</p> <p>At the building level – there must be instructional coaches in every building – One in ELA, One in Math and One in academic interventions. Each building should also have a behavioral specialist as well as a full time social worker in addition to a full time school psych. I include the mental/behavior health folks because I believe that so often staff is misunderstanding the social and emotional needs of students and as a result inadvertently amp kids up.</p> <p>A designated district level trainer with a staff of support trainers earmarked for building administrators, whose professional learning needs are over looked for the most part. In addition to evaluator boot camp – there needs to be work for building admin on coaching, giving actionable feedback, & managing challenging behavior of students & staff. Support trainers can be stationed in buildings &/or float where need is greatest. Additionally, teacher evaluation system & paperwork should be designed to grow teacher practice without being burdensome. (NSCSD is not there yet.)</p> <p>Lastly but significantly – entire district MUST be organized around meeting needs of all learners. That means funding is allocated for resources for students & staff & daily schedule MUST be revisited to provide ample time for staff to meet/collaborate</p>	Minimally, there should be a district vision that focuses on the needs of all learners. This should also focus on how to help teachers achieve the district goals and should include a local Higher Ed program to partner with in tailoring a program for future administrators and or teacher leaders to support this goal.

18	P12-Higher Education Partnership	The loftiest aspiration would be a one-year, fulltime residency for all principal candidates wherein the requirements are established, supported, and assessed both by school/district leaders and faculty in higher education, with these leaders and faculty working in concert throughout program development and implementation rather than solely at the point of residency	This is quite similar to the loftiest aspiration. My thinking is at this point it is better to focus on aspirations and then through our deliberations we would arrive at recommendations that would neither be lofty or minimal, but the result of these deliberations that consider a variety of inputs/perspectives/realities.
19	P12-Higher Education Partnership	<p>Fully factored certification process covers the following:</p> <ul style="list-style-type: none"> - Higher education variety - such as public, private, pedigree/ivy, 2 year, 4 year...the tools needed for success and the building leader's ability to influence student readiness - Curriculum mapping - how to map curriculum to local colleges for college credit and develop/measure progress toward student achievement (such as 25% of HS seniors earn a full year of college credit before graduating) - Whole student readiness - how to engage parents, students and other stakeholders in non-education readiness (such as financial planning, time management, - Active partnerships - how to establish and nurture a higher education advisory panel to strengthen the partnership and mutual understanding - College alumni network development - leveraging the strong relationships building leaders develop to provide limited ongoing support to students while benefiting the district (financially, career days, etc) 	Acknowledgement of the importance of the role of the building leader in developing future generations of college students to be successful at a much greater rate than today.
20	P12-Higher Education Partnership	The loftiest aspiration is that a strong partnership (post-secondary and school district) is embedded within the standards. From this partnership, principal candidates will get the most authentic experience in leading a school prior to taking on the role of principal. Therefore, the district internship and schooling aspect need to be developed in tandem so that individuals can have a successful and meaningful experience.	The minimal expectation is that part of the assessment is performance based, in which the candidate must show positive results in regards to addressing an intra-school issue. The performance based assessment would be developed in collaboration with the post-secondary and school district.
21	Professional Learning and Support	Implement a full-time, one year residency required for all principal candidates that it based on competencies and is supervised in partnership with trained and supported mentor principals and faculty supervisors.	Require that the internship be competency based with authentic leadership experiences that the candidate must complete during a longer-term duration in real schools and school environments.
22	Professional Learning and Support	All graduates of principal preparation programs will demonstrate that they have acquired hands-on experience in the leadership/facilitation of a collaborative decision-making process that includes parents, students, community members, and educators (perhaps the leadership/facilitation of a shared decision-making committee, or the leadership of a project that has engaged stakeholders from all key constituencies).	All graduates of principal preparation programs will demonstrate an awareness of the importance of shared decision-making, distributive leadership, and collaboration with stakeholders, as well as knowledge of the best practices to successfully implement and maintain them.
23	Professional Learning and Support	That there be NYSED approved and supported, Professional Development Academies developed within each college or university that currently is approved for educational leadership programs, that would provide easy access, job specific, timely, professional development support to each new school leader over a period of two years from first employment. Said academy would partner with the location site of each participant to establish a flexible curriculum of support activities attuned to the needs of the individual participants and the local school district.	That the number of hours for professional development required for professional development be increased.

24	Professional Learning and Support	That there be a continued connection with the principal candidate beyond the internships/residencies so their college/university can track the successes and challenges of their graduates. In addition, those institutions should provide ongoing workshops and conferences on current and new practices so that individuals could have another avenue for support and networking. This kind of partnership and connection strengthens the P-20 relationship and fosters growth and development for all.	That the Professional Development be connected with an SED approved facility, that the PD be current, relevant and pertinent to the principal candidate's placement profile and that there are components of family, community and special needs training.
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