APPENDIX A

FINDINGS

OF THE

PRINCIPAL PROJECT ADVISORY TEAM

WITH

CONSENSUS BELIEFS

AND

RECOMMENDATIONS

FOR THE

COMMISSIONER AND NYS BOARD OF REGENTS

July 11, 2017

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ACKNOWLEDGEMENTS

The undertaking was led by 37 individuals. Each accepted an invitation that was extended by the New York State Commissioner MaryEllen Elia. The group was called the *Principal Project Advisory Team*.

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Efforts have been made to attribute referenced material to the proper and first author. Through public review and comment, the intent is to correct any oversight or omission if notice is provided.

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PREAMBLE

This begins with a proposition. If we agree that students thrive in the presence of great teachers and great school leaders and if we believe teachers are better equipped to promote learning when they have access to the leadership, guidance, and support of a well-prepared and well-supported principal, then enhancing principal preparation can contribute to greater success for all students.

This ends with a claim. By adopting the enclosed beliefs and recommendations, the Board of Regents can improve the preparation of aspiring principals and support for current principals thereby improving the likelihood of success for students throughout New York State.

Attached are findings and conclusions developed by a Principal Project Advisory Team that was appointed by New York State Commissioner of Education MaryEllen Elia (hereafter "the team").[i] A total of 37 individuals accepted the appointment and the charge to study whether it is possible to improve the development of school building leadership.[ii] Included were parents, teachers, principals (or those holding school building leader certification), superintendents, district superintendents, local school board members, deans and faculty of schools of education at institutions of higher education, civil rights representatives, and individuals with national expertise in this arena.[iii] Convened initially on September 22, 2016, members met seven times and completed work on May 31, 2017. During that period, the team gathered evidence and weighed options that were designed to improve standards that form the basis for principal certification and standards used to guide principal preparation programs.[iv] Also considered were issues related to professional development, supervision, and evaluation.

The team used a consensus-building process to finalize beliefs and recommendations. Consequently, the proposals that follow have the support of every member. By initially articulating a set of beliefs, the Advisory Team described a vision of the ideal principal preparation program and the well-prepared school building leader. In this way, a framework of beliefs grounded this work. By then formulating recommendations, the team identified what New York State can do to enhance the quality and increase the quantity of aspiring principals as well as improve the support for existing principals and improve retention of effective leadership.

Work proceeded in three stages. In the first phase, timelines were set, deliverables identified, success criteria established, and a project plan developed.[v]

In the second phase, efforts focused on learning what is working with respect to principal preparation, both from a national perspective and in New York State. This was accomplished through 50+ interviews, 21 focus group meetings involving 202 participants, two statewide surveys of 979 stakeholders, and by collecting, reviewing, and summarizing policy-related literature on the topic.[vi] The document review included analysis of laws and regulations concerning school building leader preparation.[vii] Publications were collected (80 documents totaling 5,000 pages), summarized, and housed on a web site with other collateral related to the project. [viii]

This second phase also included collection and analysis of quantitative data comparing university-based preparation programs with respect to candidate enrollment and the pass rates for candidates from those institutions who take the School Building Leader exam (SBL).[ix] Analysis also addressed change over time in the distribution (by age) of those enrolled in SBL programs.[x] It focused on changes over time in the racial and ethnic composition of students, teachers, and principals in New York State public schools with particular attention to fluctuations in the non-White share of each group.[xi] As well, the analysis explored how pass rates for SBL exams varied by race/ethnicity and also varied across time (pass rates for test-takers on earlier forms of the exam were compared to pass rates for test-takers on the current form).[xii]

The third and final stage involved assembling a coalition to guide this work, identifying needed improvements, and building a consensus for change. To assist in the consensus-building process, the 37-member Advisory Team was aided by input from 235 participants in 22 focus group meetings, five different surveys involving 505 stakeholders, and input from the members of various statewide organizations (the *NYS Board of Regents*, the *Metropolitan Council of Educational Administration Programs*, the *Professional Standards and Practices Board*, the *New York State Staff and Curriculum Development Network*, and the *Committee for Identifying and Developing Educational Leadership*).[xiii xiv xv]

The next section provides context for this work.

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CONTEXT

Because everything is understood in context, it is useful to situate the topic of principal preparation in New York within a larger landscape. Through the *Every Student Succeeds Act* (*ESSA*) the federal government has focused both educators and the country on one question.

> How do we create conditions that are more conducive to teacher
> instruction and student learning in ways that contribute to better,
> more-equitable opportunities and outcomes for all students? [xvi]

Work on the current project has taken place during a time of larger social change. While the principal's job has traditionally been viewed as demanding, responses from surveys and focus group participants suggest that it has become more complex in recent years due to forces and trends both inside and outside of education. This includes a wave of laws that have heightened educator accountability. Demographic shifts make communities more diverse than ever and the presence of English learners commonplace in classrooms.[xvii] Among many New York communities, childhood poverty is growing and racial isolation is increasing.[xviii] Technology advances have opened the door to new teaching avenues; at the same time, social media and ubiquitous smart phones have surfaced new ethical questions related to security, safety, and privacy. As a result, the job of school principal is today viewed as more challenging than a decade ago.

Through surveys, focus groups, and interviews, practitioners have noted and expressed concern that the preparation of school building leaders has not kept pace with these changes. At the same time, through interviews, surveys, focus groups, it is clear that some forward-thinking principal preparation programs stand out for the proactive way they have adapted to take on these new challenges. Nevertheless, the most frequent theme arising from early focus groups was the perception that many earn SBL certification in New York State but not enough are ready to step into the position of principal and be successful.

Fortunately, growing attention is being devoted to the role and importance of school building leadership. This is reflected in several ways. One is a movement among states to modernize the standards that guide certification of school building leaders. An informal poll conducted in January 2017 by the *Council for Chief State School Officers* shows that six states have made the shift to update these standards and 14 others (including NYS) are in process of doing so.[xix] More evidence is seen in a provision within *ESSA* that allows states to set aside three percent of Title II – Part A funds for the purpose of leadership development.[xx]

Leaders of local districts in New York have taken note. Because districts throughout the state expend 80 percent or more of operating funds on personnel, one of the most important decisions district leaders make involves how to recruit, select, develop and retain effective principals.

The next section of contains insights developed by the Principal Project Advisory Team.

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The collection and analysis of data generated insights that guided team members. A list follows.

1. Many are certified to be school building leaders in NYS but not enough have what is needed to be effective as a principal.

2. When it comes to principal prep, standards are important but "enacted competencies" matter more.

3. Better alignment is needed between what is needed to be a successful principal, what is taught in SBL programs, and what it takes to be SBL certified. For example, the basis of school building leader certification in New York State is a set of standards created in 2008 by the *Interstate School Leaders Licensure Consortium* (or ISLLC).[xxi] However, in 2015 a new set of national standards was released called the *Professional Standards for Educational Leaders* or PSELs).[xxii]

4. Insufficient opportunities exist for school building leader candidates to lead projects in P12 settings so they can apply what they learned in their SBL program. That is to say, at present, to earn SBL certification in NYS, candidates must satisfy three conditions.
   - A statement from an SBL program attesting that a candidate completed a program (including an internship)
   - A satisfactory score on the state-approved SBL exam that is externally administered
   - Three years of teaching experience (or three years in pupil personnel services)

   What is absent from regulations is any formal expectation that aspiring principals take what they learn in an SBL program and apply it successfully in an authentic setting to improve staff functioning, student learning, or school performance.

5. Internships are considered an effective way to improve preparation. Internships make guided practice possible within the actual P12 setting. This is especially so when internships are combined with close support from a successful, practicing, school-based administrator. For this to occur, a close relationship must exist between K12 and Higher Education. A decision to place a particular candidate in a particular internship is best made where there is a coordinated effort involving the candidate, the

school district hosting the internship, and representatives from the SBL program in the higher education institution.

6. While there is wide agreement that principals assume the responsibility to improve the schools they lead, the reality is that principal success often depends on the support they get in the job. Unfortunately, in the absence of a mentor to turn to, first-time-ever principals can tend to avoid asking for help (this can lead to a dangerous downward spiral). For this reason, high-quality mentoring that extends through the first year on the job is increasingly considered by most who are well-informed to be an essential element of a high-quality preparation program.

7. In various ways, diversity plays a larger role today than in the past. Even as the racial/ethnic diversity of the student population in NYS is increasing, the racial/ethnic diversity of the principal corps is declining. According to data from the National Center for Education Statistics *School and Staffing Survey*, the non-White share of P12 enrollment in NYS had grown to more than 50% by 2011, but during the same time period the non-White share of school building leaders was shrinking. Whereas one in four principals was non-White in NYS in 2007; by 2011 (the most recent year for which data are available) the share dropped to one in five. At the same time, there is widespread agreement that principals everywhere need the knowledge, skill, and dispositions to be able to address the learning needs of an increasingly diverse student population.

8. With respect to school building leader preparation, the State has a four-part purpose. First, the State sets expectations concerning the standards for individual certification and program design/approval. Second, the State specifies the respective responsibilities of individuals seeking certification, higher education institutions offering programs, districts providing internships, and any other interested parties (BOCES, etc.). Third, the State deploys resources that enable the P-20 system of principal preparation to improve in effectiveness and efficiency. Finally, the State has the responsibility to clearly communicate the source and boundaries of its authority and to fairly exercise that authority in ways that promotes quality, equity, efficiency, and access within the statewide system of school building leader certification.

9. By regulation (8 CRR-NY 52.21 (c)(1-2)), higher education institutions that enroll aspiring principal candidates "shall be continuously accredited by either an acceptable professional accrediting association, meaning an organization which is determined by the department to have equivalent standards to the standards set forth here, or by the Regents, pursuant to a Regents accreditation process." (This refers to organizations such as the *Council for the Accreditation of Educator Preparation* or CAEP).

The next section contains consensus beliefs statements developed by the Principal Project Advisory Team.

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BELIEFS STATEMENTS

A. Equity

Well prepared school building leader candidates cultivate a climate of compassion and care for the well-being of every child in the school; candidates create a culture that strives to support the learning needs of every student in an environment where all students are valued, are respected, and experience success regardless of their differences (age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, national origin, and other characteristics).

B. Value Diversity

Effective school building leader preparation programs recruit and produce aspiring leaders from varied backgrounds and historically-under-represented populations who are committed to the success of every student, who value different learning styles, who promote instructional practices that capitalize on a range of cultural traditions, and who strive to eliminate prejudice, stereotype, bias, and favoritism.

C. Purpose

Well prepared school building leader candidates make it their mission to support staff in the school so every student is equipped for success in the next level of schooling, career, and life; further, candidates have the ability to translate goals into plans, action, and desired results.

D. Shared Decision-Making and Shared-Leadership

Well prepared school building leader candidates have the willingness and ability to share decision-making and distribute leadership.

E. Instruction

Well prepared school building leader candidates have the knowledge and skill to improve teacher instruction and student learning.

F. Collaborative Partnership

Well-prepared building leader candidates have the skill, ability, and desire to collaborate so students, staff, and parents feel they belong and community members are valued and appreciated as respected partners.

G. Skillful Practice under Authentic Conditions

Effective school building leader preparation programs produce aspiring principals who demonstrate their readiness for school leadership by successfully applying the skills and knowledge they acquire within authentic settings throughout their preparation program.

H. Reflective Practice

Effective school leader preparation programs require candidates to reflect upon their actions. Well-prepared building leader candidates rely on collegial feedback, student evidence, and current research to inform their reflection and guide their practice.

I. Continuous Improvement and Change Management

Well prepared school building leader candidates display the emotional intelligence, skill, and grace needed to manage the tension and conflict that can arise when schools engage in continuous improvement efforts.

The final section contains consensus recommendations developed by the Principal Project Advisory Team.

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RECOMMENDATIONS

I.   Base initial principal certification on the most-current national <u>standards</u> for educational leaders but with emphasis added on educating all students to high levels of performance, the necessity of cultural competence, the utility of culturally-relevant curricula, and the role school leaders should play in efforts to instill a love of learning in young people.[xxiii] [xxiv] [xxv] [xxvi] [xxvii]

II.   Make initial school building leader certification <u>competency-based.</u> To accomplish this, translate the *Professional Standards for Educational Leaders* into competencies that become the basis for determining certification readiness. That is to say, aspiring school building leaders become eligible for certification by applying the knowledge, skill, and dispositions (acquired in a university-based preparation program) in a school setting to improve staff functioning, student learning, or school performance.[xxviii] [xxix]

III.   Provide better and different pathways, options, and/or opportunities leading to full-time, extended-period, school-based <u>internships</u> for all aspiring principal candidates. As practical, furnish candidates with an internship that enables them to experience the full range of roles and duties of a principal.

IV.   Provide incentives and expectations that promote stronger and more-sustainable <u>P-20 partnerships</u> involving districts and universities (and if useful BOCES and/or third party organizations with interest and expertise in this arena).[xxx]

V.   Pair internship with high-quality coaching and <u>mentoring</u> support that extends through first full year that a candidate is in the principal job (enumerating what will be done to assure quality mentoring).[xxxi]

VI.   Consistent with existing language within NYS regulations pertaining to competency-based practices and the internship, create a mechanism that: (a) employs a clinically-rich experience; (b) calls upon a knowledgeable in-district expert to observe and attest that a candidate has demonstrated competency with respect to a particular certification standard; (c) culminates in issuance of a <u>micro-credential</u> that is recognized by NYS; and (d) provides a mechanism whereby micro-credentials can be combined in partial fulfillment of requirements for SBL certification.[xxxii] Micro-credentials may take the form of an annotation to an SBL certificate that signals particular expertise of the bearer of the certificate.

VII.	Revise the expectations within the *Continuing Teacher and Leader Education* (CTLE) requirements in such a way that in order to re-register once every five years principals must demonstrate they have acquired the knowledge, skill, and dispositions (i.e., culturally-responsive practices) that prepare them to supervise instruction in ways that <u>address the learning needs of a diverse student population</u>.[xxxiii]

VIII.	Create <u>funding opportunities and non-pecuniary incentives</u> to encourage districts and universities (and if desired, Boards of Cooperative Education Services) to implement models of <u>continuous professional learning for and support to</u> educators during the first three years of their career as school building leaders. These include (but are not limited to) sustainable induction models that may be tied to a principal preparation portfolio in ways that provides feedback to the individual school building leader, to the university-based SBL program, and to the school district leadership. Take steps to furnish on-going, job-embedded professional learning and authentic experiences with diverse student populations (including English language learners, students with disabilities, etc.) during preparation and the first year on the job as a school building leader.

IX.	Reinforce the expectations in current NYS statutes and regulations that require university-based preparation programs to maintain national accreditation (via the *Council for the Accreditation of Educator Preparation* or *CAEP*). In part, these expectations call for higher education institutions to set goals, targets, and milestones (and report success in efforts) to increase the number and percent of candidates from <u>historically-under-represented populations</u> who enroll and complete programs of study.[xxxiv] Similarly, create expectations and <u>incentives</u> that prompt school districts to set goals (and report on success in efforts) to recruit, select, develop, and place individuals from historically under-represented populations within the ranks of their school building leaders.

X.	In support of VIII and IX (above), identify <u>and deploy non-public sources of funds</u> to improve the ability of district hiring managers to identify, recruit, select, place, and develop talented principals (both aspiring and current school building leaders). Design and implement <u>indicators and measures to gauge the efficacy of SED efforts</u> to: (a) support and enhance the growth of individual principals and the staff members in schools they lead; and (b) support P-20 partnerships in their efforts to improve the identification, recruitment, selection, placement and development of aspiring school building leaders (especially but not exclusively those from historically-under-represented populations).

XI. As a possible option (prior to full-scale implementation of state-adopted changes to the process of school building leader certification), design and offer a step-up plan that includes meaningful incentives and that makes possible <u>a pilot involving a P-20 partnership</u> (opt-in participation for BOCES) and a process of learning from the pilot.

[i] In this context, the term "principal" refers to an individual who earned the School Building Leader (SBL) certificate in New York State and who is employed to lead a school. Beyond principals, others may hold the SBL certificate in NYS. Those who have earned SBL certification can include assistant principals, program coordinators, central office administrators, or other staff positions that perform administrative duties. In some cases, aspiring principals may include classroom teachers who hold the SBL certificate but have not yet attained a position that has the title of "principal". Because the purpose of the Principal Project Advisory Team is to identify ways to improve the development of school building leaders, the Advisory Team members considered and addressed the runway leading to the principal-ship. Thus, aspiring principals were of interest and concern to the Advisory Team. Unless otherwise noted in the text, when the term "school building leader" appears, it generally refers to anyone holding the title of principal with the understanding that it may more broadly pertain to others who hold the SBL certificate but do not yet hold the principal title.

[ii] Invitation is at http://www.nysed.gov/common/nysed/files/commissioner-letter-of-invitation-to-serve-on-the-advisory-team.pdf. A memo from the Commissioner is at http://www.nysed.gov/common/nysed/files/principal-project-memo-from-commissioner-to-principal-proj-adv-tm.pdf.

[iii] A list of members is found at http://www.nysed.gov/common/nysed/files/members-of-the-principal-project-advisory-team.pdf

[iv] The term "school building leader preparation program" means any of the 47 graduate-level programs in New York State that universities offer which have earned permission of the New York State Education Department to enroll students who seek to acquire the school building leader certification. This is the certification that is needed to be employed as principal in a school. The SBL acronym refers to school building leader.

[v] http://www.nysed.gov/common/nysed/files/charge-deliverables-and-success-criteria.pdf
http://www.nysed.gov/common/nysed/files/management-action-plan-for-principal-preparation-project.pdf

[vi] Themes emerging from 21 focus group meetings are found at http://www.nysed.gov/common/nysed/files/focus-group-themes.pdf. Graphs showing survey responses are found at http://www.nysed.gov/common/nysed/files/graphs-from-the-surveys-completed-by-focus-groups.pdf. A summary of the literature is found at http://www.nysed.gov/common/nysed/files/summary-of-the-literature-on-principal-preparation.pdf. Another summary is found at http://www.nysed.gov/common/nysed/files/summary-of-the-literature-on-principal-preparation-part-two.pdf. Another is at http://www.nysed.gov/common/nysed/files/principal-project-summary-of-the-literature-on-principal-preparation-part-three.pdf.

[vii] http://www.nysed.gov/common/nysed/files/graphic-showing-relationship-of-nys-laws-regs-and-sbl-standards.pdf
http://www.nysed.gov/common/nysed/files/table-of-requirements-affecting-individuals-programs-institutions.pdf
http://www.nysed.gov/common/nysed/files/table-showing-relationship-of-standards-for-programs-and-individuals.pdf
http://www.nysed.gov/common/nysed/files/long-form-of-title-viii-regulations-from-nys-re-school-building-leader-preparation.pdf

[viii] http://www.nysed.gov/schools/principal-project-advisory-team

[ix] http://www.nysed.gov/common/nysed/files/principal-project-cautionary-note-three-graphs.pdf

[x] http://www.nysed.gov/common/nysed/files/principal-project-age-distribution-for-sbl-candidates.pdf

[xi] http://www.nysed.gov/common/nysed/files/principal-project-mismatch-display-nov-1-2016.pdf

[xii] http://www.nysed.gov/common/nysed/files/principal-project-chart-displaying-results-of-sbl-exams.pdf

[xiii] http://www.nysed.gov/common/nysed/files/themes-emerging-22-focus-groups-conducted-march-april-2017.pdf

[xiv] http://www.nysed.gov/common/nysed/files/graphs-reaction-235-survey-respondents-belief-statements-apr-11-2017.pdf

[xv] http://www.nysed.gov/common/nysed/files/graphs-reaction-235-survey-respondents-to-recommendations-apr-11-2017.pdf

[xvi] Reference here to "all students" involves providing the access and services needed for students to acquire the knowledge and skills to successfully pursue their chosen path in life. This may involve customized opportunities and individualized support. The understanding that "all means all" explains the moral obligation of educators and especially school building leaders to advocate for and take action to promote the success of every student, regardless of a student's disability or circumstance. This contemporary view of a social covenant that includes a duty to advance the welfare of others has been articulated by many including NYU scholar Kwame Anthony Appiah. Paraphrasing Appiah's view of commonness plus difference, he says, "Two things are true. We are all alike. We are all different." (*Cosmopolitanism: Ethics in a World of Strangers*).

[xvii] In this context, the term "diverse" or "diversity" means differences in a variety of way. This includes but is not limited to age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, or national origin.

[xviii] http://www.nysed.gov/common/nysed/files/kucsera-new-york-extreme-segregation-2014.pdf

[xix] http://www.nysed.gov/common/nysed/files/principal-project-table-showing-state-progress-toward-revising-leadership-standards.pdf

[xx] See *Non-Regulator Guidance for Title II Part A* issued September 27, 2016 by the U.S. Department of Education. This is found at this link. https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf. It states, "Under ESEA section 2101(c)(3), an SEA may also reserve *up to an additional 3 percent of the total amount available for LEA subgrants* to support activities for principal [preparation and development]."

[xxi] http://www.nysed.gov/common/nysed/files/principal-project-file-53-isllc-standards-2008.pdf

[xxii] http://www.nysed.gov/common/nysed/files/file-23-professional-standards-for-educational-leaders-2015.pdf

[xxiii] For the purpose of this work, references to students in Standards 4, 5 and 6 have been changed from the original 2015 *Professional Standards for Educational Leaders* (*PSELs*). Whereas the PSELs in the original refer to "each student", for these recommendations, reference is instead made to "all students." The rationale for this shift follows. Students differ in many ways. This includes age, gender, disability, socio-

economic status, religion, race, ethnicity, sexual orientation, native language, national origin, and other characteristics. Nevertheless, the standards express the commitment of effective educational leaders to the academic success and well-being of all students. "All means all."

[xxiv] In this context, the term "culturally-relevant" means an approach that enables students to acquire knowledge and skill by connecting new learning to prior experience. The term "cultural competence" means the ability to use culturally-relevant approaches

[xxv] Standard 4 of the PSELs pertains to Curriculum, Instruction, and Assessment. It is recommended that the phrasing of Standard 4 be revised to state the following. "Effective educational leaders develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students,"

[xxvi] Standard 5 of the PSELs pertains to Community of Care and Support for Students. It is recommended that the language be revised to state the following. "Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students."

[xxvii] Standard 6 of the PSELs pertains to Professional Capacity of School Personnel. It is recommended that the language be revised to state the following. "Effective educational leaders develop the professional capacity, cultural competence, and practice of school personnel to promote the love of learning, academic success, and well-being of all students."

[xxviii] Within this recommendation there is an element that involves the decision about whether to eliminate, revise, or replace the current School Building Leader exam. Given the results of alignment studies, New York State should consider augmenting or replacing the current SBL exam with a competency-based assessment.

[xxix] As the state considers whether to eliminate, revise, or replace the current SBL exam with a competency-based assessment, the state should give thought to how a move in the direction of competency-based assessment can help support and enhance state efforts to advance its goals of improving the representation of historically-under-represented populations within the corps of school building leaders. That is, while maintaining a commitment to quality (when it comes to certification, program approval and institutional accreditation), the state should take steps to improve the presence of historically-under-represented populations in the ranks of successful school building leaders by employing multiple pathways to SBL certification that include competency-based demonstrations and peer review of portfolios containing multiple forms of evidence (beyond test-based results). In this context, the term "multiple pathways" does not refer to alternative certification but instead on broadening the tools used to determine candidate readiness for certification beyond test-based assessments.

[xxx] To institutionalize the P20 partnerships, through regulation create a set of expectations that formalizes the roles that university and district partners play in assessing candidate competency in each required standards.

[xxxi] Create a measurable first-year mentoring requirement that features a full school year of formal mentoring. Structure it so higher education partners with districts (and if desired other organizations with expertise in mentoring) so there is a continuation of formal training received in principal preparation. To allow this, develop a job embedded candidate portfolio process to accompany principal preparation so the portfolio follows candidates into the job. The portfolio contains a competency-based assessment – that includes but is not limited to self-assessment -- that starts in preparation but with a line of sight to on-the-job evaluation and which measures each candidate's strengths and weaknesses in an effort to focus mentoring efforts on target areas of growth and development that are tailored to the strengths and needs of each candidate. Further, provide targeted support to train and develop mentors as well as for consideration for mentor placement, including working with professional organization for assistance and guidance from existing models of success, e.g., Committee for Identifying and Developing Educational Leaders in Western New York State (or CIDEL).

[xxxii] http://www.nysed.gov/common/nysed/files/principal-project-context-for-a-discussion-today-about-a-competency-based-approach-mar-22-2017.pdf

[xxxiii] This shall include knowledge of and proficiency with both "universal design" and "culturally responsive practices".

[xxxiv] This especially pertains to *CAEP* Standard 3.1 that calls for the "provider to present plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students."

Professional Standards for Educational Leaders
Produced by the National Policy Board for Educational Administration
(CCSSO, copyright 2015)

Standard 1: Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
  a. Develop an educational mission for the school to promote the academic success and well-being of each student.
  b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
  c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
  d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
  e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
  f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
  g. Model and pursue the school's mission, vision, and core values in all aspects of leadership

Standard 2: Ethics and Professional Norms: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
  a. Act ethically and professionally in personal conduct, relationships with others, decision- making, stewardship of the school's resources, and all aspects of school leadership.
  b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
  c. Place children at the center of education and accept responsibility for each student's academic success and well-being.
  d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
  e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
  f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3: Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
  a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
  b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
  c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
  d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
  e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
h. Address matters of equity and cultural responsiveness in all aspects of leadership

Standard 4: Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
   a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
   b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
   c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
   d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
   e. Promote the effective use of technology in the service of teaching and learning.
   f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
   g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5: Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
   a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
   b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
   c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student
   d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
   e. Cultivate and reinforce student engagement in school and positive student conduct.
   f. Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6: Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
   a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
   b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
   c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
   d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
   e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
   f. Empower and motivate teachers and staff to the highest levels of professional practice and to

continuous learning and improvement.
  g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
  h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
  i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7: Professional Community for Teachers and Staff: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
  a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
  b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
  c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
  d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
  e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
  f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
  g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
  h. Encourage faculty-initiated improvement of programs and practices.

Standard 8: Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
  a. Are approachable, accessible, and welcoming to families and members of the community.
  b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
  c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
  d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
  e. Create means for the school community to partner with families to support student learning in and out of school.
  f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
  g. Develop and provide the school as a resource for families and the community.
  h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
  i. Advocate publicly for the needs and priorities of students, families, and the community.
  j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9: Operations and Management: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
  a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of

the school.
b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
d. Are responsible, ethical, and accountable stewards of the school's monetary and non- monetary resources, engaging in effective budgeting and accounting practices.
e. Protect teachers' and other staff members' work and learning from disruption.
f. Employ technology to improve the quality and efficiency of operations and management.
g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
j. Develop and manage productive relationships with the central office and school board.
k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10: School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.
a. Seek to make school more effective for each student, teachers and staff, families, and the community.
b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

APPENDIX C

In part, the plan NYS developed to meet ESSA requirements makes specific reference to the work of the *Principal Preparation Project*.
"With assistance from the Wallace Foundation, the Department has launched the *Principal Preparation Project,* which aims to enhance State support for the development of school building leaders."

Table 1: Comparison of the Recommendations from the Principal Project Advisory Team and the Plan from New York State to Respond to ESSA Requirements

Principal Prep Project Recommendations	*Citations from the ESSA Plan for New York State*
1. Base initial principal certification on the most current national <u>standards</u> for educational leaders *(*but with added emphasis on educating all students to high levels of performance, the necessity of cultural competence and culturally-relevant curricula, and the role principals should play in efforts to instill a love of learning in young people).	Specific to the preparation of school building leaders and consistent with the recommendations of the *Principal Preparation Project*, Department staff will explore the following approaches to ensure better professional learning and support for aspiring leaders. [This includes] organizing certification around the 2015 <u>*Professional Standards for Educational Leaders*</u> (*PSEL*).
2. Make certification <u>competency-based.</u> Candidates are certified by applying skill/knowledge from a preparation program in a P12 setting to improve staff functioning, student learning, or school performance.	"Specific to the preparation of school building leaders and consistent with the recommendations of the *Principal Preparation Project*, Department staff will explore the following approaches to ensure better professional learning and support for aspiring leaders. [This includes] adding a <u>competency-based expectation</u> to initial certification. This calls upon aspiring school building leaders to take what they learn in a university-based SBL program and apply it successfully in an authentic school-based setting to improve staff functioning, student learning, or school performance." "At the same time that the Department will begin to work more closely with LEAs to address gaps in equitable access to effective, qualified, culturally-responsive and experienced educators, the Department will undertake a number of other State-level initiatives . . . Building on the recommendations of the *TeachNY* Advisory Council and the *Principal Preparation Project*, in the coming school years, the Department will convene a clinical practice work group to explore whether it is necessary to enhance the existing regulatory requirements, in order to help ensure that teachers and school leaders are <u>prepared on day one to have the greatest effect on improving student outcomes</u>.
3. Make available full-time, extended-period, school-based <u>internships</u> for aspiring principals so they experience the full range of principal roles.	"Specific to the preparation of school building leaders and consistent with the recommendations of the *Principal Preparation Project*, Department staff will explore the following approaches to ensure better professional learning and support for aspiring leaders. [This includes] strengthening university-based School Building Leader (SBL) programs by closely linking the 2015 PSEL with extended school-based <u>internship</u> [and] creating pathways, options, and/or opportunities leading to full-time, year-long, school-based <u>internships</u> for aspiring principals."

Principal Prep Project Recommendations	*Citations from the ESSA Plan for New York State*
4. Promote stronger, more-sustainable P-20 partnerships [for the purpose of principal preparation] involving districts and universities and if useful BOCES or others with expertise in this area.	"Consistent with the recommendations of the *TeachNY* Advisory Council, the Department will also encourage the creation of P-20 partnerships that allow school districts and BOCES to work with institutions of higher education and other preparation program providers on efforts to recruit and prepare educators to meet the LEAs needs."
5. Pair internship with high-quality coaching and mentoring support that extends through the first full year on the job as a principal.	"Teachers and principals who have an initial certificate and who are working toward a professional certificate must complete a mentoring experience in their first year of teaching or school building leadership service in a public school district. Pursuant to section 100.2(dd) of Commissioner Regulations, mentoring program is to be developed and implemented locally, consistent with collective bargaining obligation required by article 14 of Civil Service Law." "In its Professional Development Plan, each district must describe its mentoring program: - The procedure for selecting mentors, - The role of mentors, - The preparation of mentors, which may include, but shall not be limited to, the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology - Types of mentoring activities, which may include, but shall not be limited to, modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture - Time allotted for mentoring The purpose of the mentoring requirement is to provide beginning educators in teaching or school leadership with support, in order to gain skillfulness and more easily make the transition to their first professional experience under an initial certificate." "Research included in the *TeachNY* Advisory Council Report has shown that educators who engage in collaborative activities that encourage high-level collegiality such as mentoring are more likely to report greater satisfaction in their career and more likely to stay in their current roles . . .However, the quality of this experience currently varies significantly across districts in New York State." "Department staff will explore revisions to the current first-year mentoring requirement to require mentoring that spans the first 180 school days of employment in an LEA. In order to ensure that this experience is as effective as possible, the Department will seek additional Mentor Teacher Internship Program funding and other resources to assist LEAs in developing mentoring programs that provide educators with appropriate differentiated supports."

Principal Prep Project Recommendations	*Citations from the ESSA Plan for New York State*
6. Create a mechanism that employs a clinically-rich experience, calls on in-district expert to observe and then to attest that candidates demonstrate competency on certification standard and then culminates in issuance of a micro-credential.	"Before a university attests that an aspiring school building leader who has completed its SBL program is "certification ready," the superintendent or mentor who is sponsoring the aspiring leader's internship must also attest that the candidate demonstrated readiness for certification by successfully completing a set of projects that demonstrate competency with respect to the State-adopted certification standards."
7. Revise *Continuing Teacher and Leader Education* (*CTLE*) so every 5 years principals show they are prepared to address the learning needs of an increasingly-diverse student population	[The Department will explore] "creating formative assessments of cultural competence and will support the admission and retention of excellent teacher and leader candidates."
8. Create induction models that provide feedback to a principal, to university-based prep program and to school district leadership. Furnish on-going, job-embedded professional learning and authentic experiences with diverse populations (English language learners, students with disabilities, etc.) during preparation and first year on the job as principal.	"The Department will work with higher education school leader preparation programs to provide appropriate and ongoing support to LEAs in curriculum development and expansion of instruction and professional development. This includes strengthening existing induction programs, expanding recruitment activities to attract a wider pool of diverse candidates, providing specific professional development in targeted areas of need, working with principals to determine strategic staff assignments/teacher teams and creating collaborative environments for professional learning and engagement in decision-making, implementing and refining career ladders that leverage the expertise of teacher and principal leaders, etc. . . . Recognizing that educators need support beyond just their first year of school leadership, Department staff will develop and encourage districts/BOCES to adopt induction models that provide a menu of differentiated supports during the first three years of careers that are tailored to what they need to succeed. These systems should promote the personal and professional growth of educators, and should recognize the multi-dimensional nature of the profession."
9. Call for prep programs and districts to set goals to increase the number and the percentage of candidates from historically-under-represented populations who enroll and complete programs, and are employed.	"The Department believes it is important to ensure that the pipeline of future educators includes culturally and linguistically diverse candidates such that the demographics of the educator workforce can better mirror the demographics of New York State's student population . . . For principals, the Department adopted 2008 ISSLC standards. Standards 2, 4, 6 most directly address expectations for educational leaders to meet the needs of all students. The Department has launched the *Principal Preparation Project* with support from the Wallace Foundation, which aims to enhance State support for the development of school building leaders. One of the issues that the advisory group for this project is undertaking is whether to recommend to the Board of Regents moving from the 2008 ISSLC standards to the 2015 PSEL standards. The 2015 PSEL standards more explicitly address the need for education leaders to address the needs of a diverse student population than do the 2008 ISSLC standards."

Principal Prep Project Recommendations	*Citations from the ESSA Plan for New York State*
10. Implement indicators to gauge the efficacy of SED efforts to: (a) support growth of principals and schools; (b) support P-20 partnerships efforts to improve principal development (especially but not exclusively historically-under-represented populations).	"In keeping with our belief that members of the school community (students, teachers, parents, etc.) thrive when there are excellent leaders in those school buildings, and recognizing the need to ensure that there are high-quality principals in our highest needs schools, particularly those that have been identified for Comprehensive Support and Improvement, the Department will set-aside a portion of its Title IIA funds, including the newly available set-aside to support school leaders, to support leadership development programs for principals of these schools. Focus areas and support systems will be developed collaboratively based on needs identified by a broad range of stakeholders including the Department, school leaders, and preparation programs. Examples of potential uses of funds could include the establishment of Principals Centers, communities of practice, residency and other extended internships, mentoring programs, and on-site expert technical assistance and coaching for principals."

"The Department's use of Title II, Part A funding is centered on . . . helping school districts and BOCES develop comprehensive systems of support for school leaders that will help ensure that all students have equitable access to effective, experienced, and appropriately qualified teachers and leaders." |
| 11. Offer incentives that make possible a pilot involving a P-20 partnership (opt-in for BOCES) and a process of learning from the pilot. | "[The] Department intends that a portion of Title IIA funding be set aside to expand preparation programs that provide greater opportunities for candidates (both teachers and principals) to apply the knowledge and skills that they acquire in authentic settings. This funding could be allocated to residency programs or other innovative preparation models that provide aspiring teachers and school leaders with greater opportunities for practical experience throughout their preparation programs." |

Metropolitan Council of Educational Administration Programs

May 20, 2016

Dr. Betty Rosa, Chancellor
New York State Board of Regents
89 Washington Avenue
Albany, New York 12234

Dr. MaryAnn Elia
NYS Education Commissioner
89 Washington Avenue
Albany, New York 12234

Dear Dr. Betty Rosa:

We are writing to provide a policy recommendation on behalf of the Metropolitan Council of Educational Administration Programs (MCEAP) and the Collegiate Association of Departments of Educational Administration (CADEA). MCEAP is an association of 20-30 public and private leadership preparation programs in the greater New York City area and CADEA is an association of all 50+ leadership preparation programs statewide.

We propose that New York State adopt the 2015 Professional Standards for Educational Leaders as the state's educational leadership standards, replacing the state's adoption of the 2008 ISLLC standards, which are an earlier version. The new professional standards were developed to "refresh" the 2008 ISLLC standards. They were formally adopted by the national Policy Board in November 2015, following almost two years of research, review and analysis of the changing role of principals and aspirational expectations for effective leaders. These new standards draw broadly from the professions and higher education.

In 2010, New York State adopted the 2008 ISLLC standards as the state's leadership standards and since then has used these to foster policy coherence in principal preparation, licensure, professional development and evaluation (http://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210hed1.htm; http://www.highered.nysed.gov/tcert/resteachers/memos/memo111710.html; file:///C:/Users/mterr_000/Downloads/appr-guidance-3012-d.pdf (see p. 18); http://www.highered.nysed.gov/tcert/resteachers/tlqp/tlqpleadershiprfp2015.pdf).

Specifically, New York State used the 2008 ISLLC standards as:

- A recommended framework for preparation program content
- A required alignment for program accreditation (because the state requires national accreditation which is aligned with the national leadership standards)
- A basis for the NYS school building leader and school district leader assessments for licensure
- A required alignment for principal evaluation

- A required framework for state leadership development funding, such as Teacher Leader Quality Program (TLQP) funding.

There are several reasons that NY state should now replace the 2008 standards in all these purposes with the new 2015 standards. First is their alignment with NYS policies and priorities:

- the new standards are more closely aligned with the state's educational reform priorities, with separate standards on leadership for curriculum, instruction, and assessment, developing the professional capacity and practice of school personnel and fostering a professional community for teachers and staff.
- The new standards reflect more clearly Regents' priority for equity, cultural responsiveness, school improvement and cultivating an inclusive, caring, and supportive school community.

Second, their alignment with national professional standards will facilitate access and use of any new tools and resources for principal preparation, program accreditation, and principal evaluation which are currently being developed.
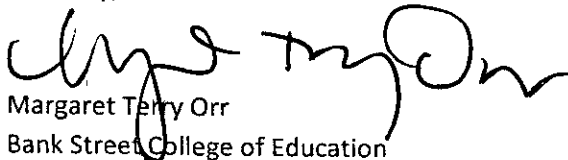
Finally, by adopting their use for all core leadership policies, the state will continue its policy coherence, which reinforces the benefits in their use in providing direction and assessment criteria for school leaders.

We recommend that the Regents and Department take action to:

o Adopt the 2015 Professional Standards for Educational Leaders
o Use these to replace the use of the 2008 ISLLC standards for:
    o preparation program requirements and accreditation
    o SBL/SDL frameworks
    o Principal evaluation observations under the APPR
    o State funding for educational leadership development

MCEAP members voted unanimously to support these actions and offer to work with the Regents and Department on the standards' adoption and use.

Sincerely,

Margaret Terry Orr
Bank Street College of Education
Faculty, and
President, Metropolitan Council
For Educational Administration
Programs (MCEAP)(NYC metro area)

Rose Rudnitski, SUNY-New Paltz.
Professor Emeritus and
President, Collegiate Association of
Departments of Educational
Administration (CADEA) (statewide)

APPENDIX E: LETTERS FROM ORGANIZATIONS WITH OPINIONS ON RECOMMENDATIONS

THESE ORGANIZATIONS SUBMITTED LETTERS
- Rochester-based organizations (Urban League, Hillside Children's Center, Mayor's Office)
- Deans at Independent Colleges and Universities that offer SBL programs
- Empire State Supervisors and Administrators Association or ESSAA
- New York State United Teachers or NYSUT
- Ed School Deans at CUNY institutions offering SBL programs
- Metropolitan Council for Educational Administration Program or MCEAP
- Collegiate Association for Development of Education al Administration or CADEA

THESE ORGANIZATIONS HAVE BEEN INVITED TO SUBMIT LETTERS – AWAITING RECEIPT
- Ed Schools Deans at SUNY institutions offering SBL programs
- Council for School Supervisors and Administrators or CSA
- School Administrators Association of New York State or SAANYS
- New York State Federation of School Administrators or NYSFSA
- New York State Council of School Superintendents or NYSCOSS
- New York State School Board Association or NYSSBA
- Professional Standards and Practices Board at NYSED
- United Federation of Teachers or UFT
- Chancellor of NYCDOE and Superintendents of Buffalo, Rochester, Syracuse, and Yonkers
- Parent-Teacher Association or NYS PTA

July 5, 2017

Deputy Commissioner
Office of Higher Education
Room 975, Education Building Annex
Albany, New York 12234

Dear Commissioner D'Agati:

First, we would like to thank you for the opportunity to share our collective perspective regarding the Principals' Preparation Project Advisory Team, in which we participated as the Rochester, New York contingency. Representing the Mayor's office of City of Rochester, Allen Williams; the President and CEO of the Urban League of Greater Rochester, William Clark; and the Executive Director of Education for the Hillside Family of Agencies, Cecilia G. Golden, we were able to bring our commitment to, knowledge of and leadership to this initiative.

It is our opinion that the work of the Advisory Team was facilitated with a focused attention to collaboration and consensus building. With the size of the group and varied perspectives of the participants, this was no easy task. From our points of view, the results of the process do indeed represent the best thinking of not only those in the room, but from a broad range of stakeholders in the state. While this is an important step in the right direction as it pertains to the development, support and implementation science regarding the effective preparation of school principal, the next very critical step is for the New York State Board of Regents to adopt and support the recommendations of the Advisory Team.

We encourage the Regents to view the endorsements of the Advisory Team as an earnest and comprehensive effort to accomplish two things: 1) the equipping our next generation of school leaders with the knowledge, skills, and dispositions that promote engagement and propel learning; and, 2) the elevation of the knowledge base, cultural understanding and practices of current school leader practitioners. It is apparent that many of our school districts are performing at levels that are inconsistent with the needs of our communities in general, and higher education and the world of work in particular. Our rural and urban school centers appear to be suffering the most. In order to transform these schools, we believe that school principals/leaders are needed that can effectively serve as instructional leaders; who have the ability to make data informed decisions; and who have a proclivity for consensus building. All of these assets, we believe are needed in order to create highly effective, culturally competent learning organizations. Further, we believe, as does the entire Advisory Team, that diversity of school leadership matters. The recruitment and retention of diverse school leaders as well as culturally responsive practices must be a focused agenda for education administration programs and school districts. While pockets of academic excellence may be found, there are far too many school districts that persistently struggle, particularly with schools in our urban centers facing increased poverty, homelessness, and high rates of student mobility. These are realities, but none have to be determinants of students' academic abilities or their achievement. Effective leadership does make a difference; however, the appropriate resources must be allocated when and where they are needed most—at the preparation level and first years of a school principal's tenure.

As an Advisory Team, our recommendations are designed to equip aspiring principals with more opportunities to demonstrate proficiencies when applying to education administration programs and for certification. We believe it is imperative that we ensure the admission and certification of quality diverse candidates; that sufficiently supported/funded internships models are approved; that more-consistent and higher-quality mentoring programs are in place; that more rigorous, meaningful curricula are incorporated; and that just-in-time coaching is included in the design. In addition, we recommend a shift to multiple assessments to determine one's readiness for administration certification instead of the sole emphasis on a computer-based exam. Several of the recommendations from the Advisory Team urge NYS to adopt a competency-based model for initial certification. For example, to become a NYS certified school principal, the candidate will be required to apply what s/he has learned in a university classroom by leading an agreed upon, school-wide project, in a school setting, intended to lead to the improvement of the performance of staff; an aspect of the school operation such as parent engagement; or the academic and behavioral skill development of students. As we work to ensure quality future school leaders, it is our view that all of the aforementioned as well as those included in our full proposal are essential to the future success of our schools.

Summarily, the process utilized by our facilitator, Kenneth Turner, was an excellent one, and the product is one that we endorse fully. Further, because we believe that the future success of our public school system is dependent on the proposed changes that we are recommending, we strongly and humbly request that the Regents review, adopt and fund the Advisory Team's proposal. Thank you very much for your time.

With much regard,

Cecilia Griffin Golden, Ph.D.

William Clark

Allen Williams

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June 12, 2017

John L. D'Agati
Deputy Commissioner
Office of Higher Education
New York State Education Department
Room 975, Education Building Annex
Albany, New York 12234

Kenneth Turner
Director, Principal Preparation Project
USNY - Regents Research Fund

Dear Deputy Commissioner D'Agati and Dr. Turner:

Thank you for the opportunity to provide feedback on the Principal Preparation Project that SED undertook with Wallace Foundation funding. To that end, CICU shared the report titled *Findings of the Principal Project Advisory Team* that you sent on June 20 with our member colleges and universities and asked them to review and provide comments to CICU. Please find below the feedback we received in response to the three questions you posed:

1. Do the beliefs and recommendations move in the proper direction?
2. Do the recommendations have the potential to improve preparation of and support for school building leaders?
3. What suggestions do you have for strengthening this work going forward?

Although difficult to reach faculty at this time of year, we did receive thoughtful comments and feedback from 10 member institutions that offer principal preparation programs. The feedback appears below arranged alphabetically by institution.

CICU and its independent colleges and universities look forward to continuing to work with SED and the Board of Regents in their efforts to strengthen the preparation of school leaders in New York.

Please let us know if you have questions or need additional information.

Very best,
Susan Nesbitt Perez
Vice President

INDEPENDENT SECTOR INSTITUTIONS' FEEDBACK AND CONCERNS ON THE FINDINGS OF THE PRINCIPAL PROJECT ADVISORY TEAM REPORT

Bank Street College of Education

The Bank Street Leadership Department thanks the Principal Project Advisory Team for the excellent work they have done to craft this document. We feel that the belief statements are clear and concise. They provide guidance to the work of school leaders and to the development of future school leaders. We feel that they are aligned to the beliefs of the Bank Street community. We believe strongly that our leadership students/candidates need to take the leadership stance of a learner and a reflective practitioner. The belief statements ask that candidates reflect upon and examine who they are as persons and leaders and that they have clarity in their beliefs and use them to guide their continual growth as a leader.

In the belief statements, some focus on the building leader candidates while other focus on building leader preparation programs. Each statement is strong and makes sense. For consistency, might it make sense to attend to both in each belief statement. We offer this suggestion as there are implications for the program and the candidate in each belief statement.

The Bank Street Leadership Department is glad to see that the list of beliefs begins with equity. It is critical that our schools attend to the needs of every student. It is also important that schools do not use difference as an excuse for students. Our future leaders need to understand the importance of cultivating "a climate of compassion and care." We have a concern about the statement the "candidates create a culture" which does not acknowledge that culture is built collaboratively. Might it make sense to acknowledge this and state that the candidate knows how to collaborate with staff to create a culture?

We also applaud your commitment to diversity. As a profession we need to continually find ways to bring people with diverse backgrounds into the field of educational leadership. To do this may require an examination of how we recruit and prepare people, how we demystify the roles of educational leadership, and how we support people on the job.

We appreciate the acknowledgement for shared decision-making and distributive leadership. We believe that distributive leadership exists within an organization when the ability to lead is widely and substantially present throughout the organization and that community members are given opportunity to exercise and act on these leadership skills and abilities.

In recommendation II, we agree that the Standards translate into competences that reflect the application of a student's knowledge, skills and dispositions. A concern is that the assessment of a student's competency might be reduced to what is most easily measured. This may require

that as the formal assessments of leadership candidates are being reviewed consideration is given to an expansive performance based assessment structure.

We support the recommendation that there needs to be incentives and expectations that promote stronger collaborations between districts and universities. In part, this may require that there is funding to incentivize these relationships and an agreement on the leadership pathway. This is linked to the recommendation that new considerations be given to how we structure and support students in their internship. We need to ensure that students have the opportunity to have meaningful leadership experiences in which they are able to apply their learning in real ways, have space to reflect on them, then apply them again. This requires that they are freed during the school day to engage in leadership work.

We agree that all first year school leaders should receive rich coaching and mentoring support. We would advocate that this support includes the development and support of novice principals professional learning communities. There is research that shows that bringing new professional together over time in this format has a positive impact on their development and performance.

We support the use of a principal preparation portfolio. There should continue to be considerations into its use as a tool to assess graduates, certification, evidence of professional learning and re-registration.

Submitted by:
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Canisius College

Before I address the questions posed by the PPP I wanted to offer general feedback and insight from my perspective. I was part of three focus group sessions in Western New York. Two were general focus groups, and another was sponsored by the Committee for the Identification and Development of Educational Leaders (CIDEL). I found in each of these sessions that general feedback was sought, but there was a strong push by the leaders of the sessions to focus on the development of a full-time, year-long internship experience.

I found this interesting since all principal preparation programs in New York State are required to provide a structured 600-hour internship experience for students. This is not only mandated by NYS, but also required by our program accreditors. As noted in Insight #4 from the PPP report:

> *What is absent from NYSED regulations is any formal expectation that aspiring principals take what they learn in an SBL program and apply it successfully in an authentic setting to improve staff functioning, student learning, or school performance.*

This is obviously not the case because all NYSED principal preparation programs are required to include a school-based internship. The purpose of the internship is to allow aspiring principals to apply what they have learned in an authentic setting to improve staff functioning, student learning or school performance.

One other point that seemed to be discussed regularly in spite of vocal opposition of those at the table was the issue of a great number of graduates of principal preparation programs who did not pursue leadership positions. Discussions of practitioners and higher education professionals focused on reasons that program completers did not pursue leadership positions. The PPP notes in Insight #1:

> *Many are certified to be school building leaders in NYS but not enough have what is needed to be effective as a principal.*

Discussion of this topic was very diverse in the focus groups I attended. Reasons presented include pay scales that are punitive to veteran teachers who are pursuing entry-level leadership positions; teachers completing principal preparation programs and using those skills to enhance their non-administrative leadership roles in schools; and teachers deciding that formal leadership roles are not the career move they choose based on the nature of the job. Strong principal preparation programs should not be measured by the number of completers who eventually become Assistant Principals or Principals for this very reason. I do not feel that the voice of the focus groups I attended is fairly represented on this issue.

The following notes address the questions posed by the PPP: (1) do the beliefs and recommendations move in the proper direction; (2) do the recommendations have the potential to improve preparation of and support for school building leaders; (3) what suggestions do you have for strengthening this work going forward?

> Recommendation #1: Certainly the recommendations of the Project regarding adoption of national standards seem reasonable. Aligning current preparation programs to the new standards supports improvement of principal preparation.
>
> Recommendation #2: The term "competency based" needs to be better defined. The standards are already stated in what a school leader must be able to do or competencies that must be exhibited. Because the internship is required for program completion and certification, students are already held accountable for applying their knowledge, skills and dispositions in school settings.
>
> Recommendation #3: Requiring a full-time internship will be a hardship for many extraordinary teachers and potential leaders. Most leadership students complete their principal preparation program and applied internship while maintaining their teaching career. Flexibility of programming, including the internship, allows teachers pursuing leadership credentials to complete their internships while still serving the students they teach and supporting their families financially. Obviously this requirement will also have an impact on enrollment in principal preparation programs state-wide by limiting

the pool of candidates who are interested in pursuing the degree and able to commit to a full-time, one-year internship.

Recommendation #4: This recommendation is vague. Without clear details it is not possible to support this concept. The endnote (xxx) indicates that this recommendation would include defining how each partner would assess leadership competencies. This requirement is already in place as part of program accreditation and needs not be duplicated.

Recommendation #5: This assumes that the leadership program completer is offered a leadership position immediately upon program completion and certification. This is not always the case. Some do no pursue formal leadership positions and use the skills they have attained as teacher leaders.

Recommendation #6: The concept of "micro-credential" is not well-defined. The purpose of the "micro-credential" is not clear.

Recommendation #7: The requirement of re-credentialing may dissuade potential leaders from entering the field. Additionally it adds cost and bureaucratic load to an already overburdened educational system.

Recommendation #8: Incentivizing the continued development of in-service leaders would be a welcome initiative.

Recommendation #9: This is certainly a worthwhile target. However it is also one that most colleges, universities and districts have struggled to achieve for decades. In addition to requirements and incentives, the PPP should also look at NYSED certification requirements/policies that could support this effort.

Recommendation #10: It is not clear why the identification and deployment of non-public funds is aimed solely at this recommendation.

Recommendation #11: How would participants in the pilot plan be chosen? Would Independent Colleges and Universities be given equal opportunity to participate in such a pilot?

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I. Introduction
- Focus on what is working now makes sense as long as it can be validated as "working well."
- Standards are important but **"Enacted Competencies"** need to be sufficiently defined.
- Emphasis on teacher instruction and student learning make a great deal of sense as the foci. They are at the heart of educational leadership.

II. Beliefs Identified by the Advisory Committee
- Overall, the identified beliefs are excellent and right on target. The beliefs of equity, values diversity, purpose (translate to goals and action plans), shared-decision, shared leadership, instruction, collaborative partnerships, skillful practices and authentic conditions and the important area of reflective practice and continuous improvement along with change management all make sense.
- Although emotional quotient is identified, areas such as resiliency, conflict resolution skills and interpersonal relationships **need to be highlighted throughout the document as critically important.**

The state regulation relative to outside accreditation (CAEP) is important, however, it is equally important not to have so many goals, action plans and CAEP claims etc. It is challenging to focus on a few goals and action plans that are doable and practicable.

III. Recommendations from the Advisory Committee
1. Some Cognitive Dissonance. In some of the recommendations by the committee, there appears to be a "cognitive dissonance" between the beliefs that are excellent and the implementation of the recommendations. The recommendations need much more detail with ramifications of consequences.
2. National Standards. The utilization of the most current National Standards translated into "competencies" generally makes sense for consistency and clarity sake.
3. Possible Redundancy. As mentioned above, how do the professional standards translated into competencies dovetail with already existing mandates, e.g., EAS, CAEP claims that are presently used? There appears to be a danger of creating a multiplicity of "competencies" that are not sufficiently focused but are dissipated.
4. Greater Focus on Emotional Quotient. The key variable for success in educational leadership is certainly EQ, resiliency, interpersonal traits which motivate and create a culture of collaboration by the leader. This area was only given passing comment in the recommendations and actually should be the most pivotal disposition for success.
5. Extended Internships. Good idea with commensurate funding for students and college faculty to implement the extended internship proposal, particularly, for students who will be working in the urban setting.
6. Promoting Partnerships (P-20). Great idea for educational leadership programs, particularly for smaller programs, which are significantly under-resourced now and also have a significant number of urban EDL students.

7. <u>Mentoring.</u> Pairing high quality mentoring during the first year as an SBL-certified educator makes sense - again a resource issue.
8. <u>Competency-Based Practices.</u> Good present internships possess excellent detailed mentoring and feedback. In-district "experts" evaluating a specific standard seems on the face of it to make sense. This approach also involves resources for the appropriate in-district supervisor.
9. <u>Proposal of Micro-Credentialing.</u> As a partial fulfillment of requirements for the SBL certification with annotated segments and knowledge appears to be a bit artificial and contrary to a more holistic approach to educational leadership. It places discrete skills in isolation from the larger process of adult learning, particularly in the critical area of emotional quotient, resiliency and interpersonal relationships and communication. This appears to be a segmented approach to leadership that could well be counterproductive.
10. <u>Re-Registration of SBL Certified Leader.</u> The proposal of re-registration every 5 years appears somewhat drastic depending on the quality of the assessment tools and the skill of the evaluator. There are numerous questions with this proposal such as, "does it apply to ALL SBL certified individuals including chairs, principals, Assistant Principals, etc.?"Is the advisory committee confident in the assessment regimen? There are obvious political and negotiation ramifications in this proposal that need to be discussed with school districts.
11. <u>Funding Opportunities and Non-Pecuniary Incentives.</u> This funding is critical to move forward with some of these initiatives in support of professional development during the first 3 years.
12. <u>Incorporation of Goals, Targets and Milestones under CAEP.</u> This incorporation under CAEP should not be **duplicative** between CAEP claims, state requirements, etc. There should be a singular set of focused claims and targets consolidated together not goals and action steps randomly created.
13. <u>Deploying Non-Public Resources.</u> These resources can be tremendously helpful identifying and recruiting excellent candidates from under-represented population. Terrific concept to pursue!
14. <u>A Plan for Implementation.</u> Good idea to design and offer a plan for implementation with meaningful incentives prior to adoption statewide with the opt-in assistance of the BOCES.

These thoughts on both the Beliefs and Recommendations will require future discussion and conversations prior to adoption by The Board of Regents. In a nutshell, the identified BELIEFS ARE ON TARGET, however, much detail remains for the RECOMMENDATIONS. Thank you.

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The College of Saint Rose

The faculty and I have reviewed the information from the Principal Preparation workgroup and have the following comments:

1. Do the beliefs (pp. 14-15) and recommendations (pp. 16-18) move in the proper direction?
   - Yes in general they support an emphasis on practice and instructional leadership however, this could get lost if there are complicated regulations for implementation.

2. Do the recommendations have the potential to improve preparation of and support for school building leaders?
   - Yes but implementation must take into account the resources available to those interested in becoming principals.
   - Modifications will need to be made to content and program assessments to reflect proposed language and emphasis and this will take time.
   - If there are changes being considered at the district level certification these changes should be coordinated.

3. What suggestions do you have for strengthening this work going forward?
   - We have a concern that New York will make sure its leadership standards and assessment further stray from CAEP requiring leadership programs to be driven by two masters - the NYSTCE SLA and CAEP Accreditation.

Thanks for the opportunity to provide our input.

Submitted by:
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Hofstra University

1. Do the beliefs (pp. 14-15) and recommendations (pp. 16-18) move in the proper direction?
   - Individually the beliefs contained in this section are positive and reflect the ideals of a quality program. They can be considered program vision statements and as such can provide direction for the development of sound program goals.

2. Do the recommendations have the potential to improve preparation of and support for school building leaders?

- The recommendations as presented are not cohesive. There are redundancies with only nuanced differences between some of the recommendations. I don't feel the recommendation account for geographic or socio-economic differences in the student composition of principal preparation programs.

3. What suggestions do you have for strengthening this work going forward?
   - I feel more attention should be given to financial support via grants, scholarships, etc., for university principal preparation programs. It would be advantageous for recommendations to be ranked with well-developed and persuasive arguments justifying each rank. There should be some attention given to the quality and status of program faculty.

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Manhattan College

1. Do the beliefs (pp. 14-15) and recommendations (pp. 16-18) move in the proper direction?
   - Just two minor comments on the belief statements. Words in red print might add more universality to the hoped for outcomes for aspiring principals.
     - A. Equity. Well prepared school building leader candidates cultivate a climate of compassion and care for the well-being of every child/person in the school; candidates create a culture that strives to support the learning needs of everyone student in an environment where all students/persons are valued, are respected, and experience success regardless of their differences (age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, national origin, and other characteristics).
     - G. Skillful Practice under Authentic Conditions. Effective school building leader preparation programs produce help? prepare? promote? serve? aspiring principals who to demonstrate their readiness for school leadership by successfully applying the skills and knowledge they acquire within authentic settings throughout their preparation program.

2. Do the recommendations have the potential to improve preparation of and support for school building leaders?
   - The recommendations make obvious the efforts currently being made. They offer food for thought and opportunities for improvement.

- The recommendations for funding to help interns have a full time internship without worrying about their current jobs and responsibilities will be especially helpful.

3. What suggestions do you have for strengthening this work going forward?
    - Regular opportunities for preparation providers to share with each other about programs that work, how various components of the preparation programs work together to help aspiring principals become the leaders that promote the success of all.
    - NYSED should provide funds to support aspiring leaders in full time internships in diverse settings. Current job situations make it necessary for interns to do the work in their places of employment. Internship activities are "squeezed into" regular professional responsibilities.
    - For the experienced principal who mentors the interns, offer programs in mentoring that will be helpful to those site-based principals. the goal is to recognize the contribution of interns to a continuous improvement initiative where the internship is carried out.

Submitted by:
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New York Institute of Technology

The document is impressive, with many aspects with which it is hard to argue. I particularly appreciate the notion of mentoring for new principals and wide-ranging internships. Additional comments focused on concerns, not the many strengths of the document, include:

- Full-time internships require salaries. School districts cannot afford such "luxuries," and I would suspect that higher education cannot afford them either. The same could be said for mentors. Without a dedicated, long-term funding stream, such recommendations are just nice sentiments.
- The emphasis on instructional leadership is admirable and worthy. However, principals must also be effective building managers, whether we like it or not. This involves responsibilities for the physical plant, scheduling (which always reflects value-laden and political choices), communication with diverse stakeholders, the ability to supervise staff occupying different roles and at different stages of the life cycle, budgeting, and understanding organizational culture and climate.
- Competency-based approaches may address some of the above concerns, but there is a danger in such approaches that one never gets to see the forest for the trees. We have seen such issues before, as those in training master separate skills and understandings but cannot apply them in an integrated manner when presented with a complex issue.

- The implications of advances in technology receive short shrift.

Submitted by:
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Pace University

As a former ed leadership faculty member who has worked with the Wallace Foundation on its principal preparation studies and has developed rich partnership programs in San Diego and Philadelphia for principal preparation, I am impressed by the recommendations put forward in this report. It reflects the critical importance of competency-based preparation aligned with standards, rich and extensive internship experiences, a deep and collaborative partnership with districts, schools, and BOCES, and addresses the need for resources to support such experiences. These findings are consistent with my own research with Linda Darling-Hammond in Wallace's earlier studies on preparation.

Submitted by:
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St. Bonaventure University

In reviewing the recommendations, I have some concerns related to item IV under the recommendations. There is a recommendation on the use of micro-credentials to either assist in the completion of the SBL certificate OR the ability to add onto the SBL certificate with a micro-credential to show extra skill/expertise/competency.

As someone who has done much research on the use of micro-credentials across industries, including education, there are few not for profit micro-credential providers (Digital Promise) and only a few are "for profit" vendors who seem to really embrace the importance of high quality competency based micro-credentials with an in-depth review process including the use of a rubric. (See BloomBoard)

It is concerning to me as faculty within a high quality educational leadership program and a school administrator for more than 25 years (including principal and central office) that we would run the risk of "watering down" the development of the necessary leadership

competencies in our future leaders by not establishing criteria about the types of micro-credentials that can be used within the SBL certificate and who can be an approved provider.

I am **not** opposed to the use of micro-credentials but believe the recommendation needs additional working that discusses the need for approved providers (SED now approves who can provide professional development to schools – the same should be done for micro-credentials!) and the types of competencies that may be demonstrated through the completion of a micro-credential.

Thank you for taking the time to share the report and to review the feedback. I am committed to assisting in any way I can with the implementation of the much needed improvements and recommendations within this report.

Submitted by:
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Syracuse University

The Syracuse University School of Education and the Study Council at Syracuse University submit these joint responses to your invitation, dated June 20, 2017, to provide feedback on the findings of the Principal Project Advisory Team (PPAT) issued June 1, 2017 that provided consensus beliefs and recommendations for the Commissioner and NYS Board of Regents on ways of strengthening the preparation of school building leaders in New York.

We endorse all of the belief statements outlined in the PPAT's report, and are generally supportive of all of the PPAT's recommendations, but we have concerns about how some of those recommendations would be interpreted and implemented.

We concur with the Advisory Team's belief statements, although those that refer to equity, purpose, instruction, and collaborative partnerships seem to reiterate principles already embedded in the NPBEA's Professional Standards for Education Leaders. The Advisory Team's references to valuing diversity, shared decision-making, reflective practice, and continuous improvement, while perhaps implicit in the PSEL, are worth stating explicitly. Its reference to skillful practice under authentic conditions is qualitatively different from the others, referring to the design of preparation programs rather than the knowledge, skills and dispositions candidates should develop, but we agree with the principle it enunciates.

We concur with the Advisory Team's eleven recommendations, with the following caveats, reservations, or observations:

1. **National standards:** We agree that the State should use the 2015 Professional Standards for Educational Leaders as the basis for approving new leadership preparation programs and reviewing the performance of those it has already approved, provided the Council on Accreditation of Educational Programs and the Educational Leadership Constituent Council will accept them for CAEP accreditation. We would object to being held accountable for two sets of standards, and we cannot abandon the current ELCC standards unilaterally without jeopardizing our accreditation. If and when the ELCC does adopt the PSEL standards, we would need time to develop new assessments and assessment rubrics, but doing so would be worth the effort.

2. **Competency-based assessment:** We strongly endorse the principle that candidates for school leadership should be required to demonstrate their mastery of leadership standards by applying their knowledge, skills, and dispositions in authentic school settings where they are expected to exercise leadership. We believe that CAEP and ELCC accreditation requirements already require us to use such competency-based assessments, especially for evaluating our administrative interns (see attached), but if there has been any question about that requirement, we welcome that the State would clarify and reaffirm it. If the State does adopt such a system, the Department, preparation programs and P12 leaders will need to collaborate in developing model performance exercises and rubrics for assessing them, leaving room for individual programs and their P12 partners to develop the specific exercises and rubrics that will fit the circumstances of their individual programs and districts.

3. **Rigorous internships:** We endorse the principle that candidates for leadership certification should be required to complete rigorous, extended internships that require them to demonstrate their capacity for leadership (not just their familiarity or awareness of leadership functions) in situations varied enough to encompass the roles and duties of a principal and the knowledge, skills and dispositions addressed by PSEL standards. We would also endorse the principle that these internships should be "full-time," however we believe that this will not be feasible if we do not consider the means by which this can become an expectation with the support of the Regents, policy-makers, superintendents, school boards and leadership preparation programs across the state contributing to innovative, collaborative solutions for full time internships. The single greatest weakness in our current system for preparation of school leaders is the lack of a system for providing paid internships that allow candidates to be released from teaching and other responsibilities for extended periods of time during which they can develop and demonstrate their capacity for leadership.

    One possible way of addressing that weakness would be for the Governor and Legislature to consider providing direct subsidies for districts to employ administrative

interns. Another potential solution would be to allow BOCES to provide coser support for such intern appointments, whether interns are assigned to single districts or two or more districts. The State would need to provide alternative funding support for internships in the Big Five districts, or else allow those districts to access BOCES cosers. If we expand opportunities for extended, paid internships for leadership candidates, other changes in how we prepare and support administrators are more likely to result in significant improvement throughout our present system

4. **Strengthening P-20 partnerships:** All of the Advisory Team's recommendations require closer ties between P12 systems and institutions of higher education. Preparation programs need to ensure that P12 leaders have a voice in shaping their curricula and admissions decisions, and P 12 systems need to assume responsibility for broadening their base of teacher leaders, encouraging teachers to go into administration, and supporting them during their preparation coursework and internships. Preparation programs and P12 systems need to share responsibility for supporting the professional development of beginning and more experienced administrators.

5. **Mentoring:** We agree that new principals should be provided with mentors through their first full year as principals, but beginning administrators usually do not (and as a general rule, should not) go directly into principal positions. Those who are appointed as assistant principals and other beginning administrators need professional development support as well (arguably even more support). Serious attention should be paid to how we can equip more senior administrators to supervise and support beginning administrators. While their relationships might, in some respects, look like mentoring, their daily contact and direct supervisory relations make them more like apprenticeships: a model that deserves more attention than it currently receives.

6. **Micro-credentials:** Most of the PSEL-aligned competency assessments should be incorporated in a candidate's administrative internship, but it might be appropriate to embed some of them in coursework or other experiences that candidates take earlier in their programs. Having some micro-credentialing system for recognizing when candidates complete these requirements might therefore be appropriate, but there are a number of potential pitfalls to implementing such a system. A competency-based system of assessments would depend upon candidates having bona fide opportunities to exercise leadership in authentic situations. That, in tum, would require districts to make such opportunities available. Unless a district has formally endorsed a student's candidacy, it is unlikely that a district would provide a candidate with leadership opportunities prior to his or her internship, and such assignments could not be embedded in courses unless all the candidates enrolled in a course had secured such district support. It is already a challenge for preparation programs to assure that administrators who supervise administrative interns are qualified and prepared to

provide high-quality supervision; recruiting "knowledgeable in-district experts" to oversee competency tests administered throughout a candidate's program would be an even greater challenge.

Our biggest concern about a micro-credentialing system, however, would be that it could undermine the principle of extended, intensive, full-time internships. Having established a system of micro-credentialing, it would be tempting to abandon the difficult work of arranging and managing extended internships and simply declare a collection of projects (each with its micro-credential) to be an internship. If that were the effect of a micro-credentialing system, instituting it would seriously compromise the quality of leadership preparation in New York. If the Regents do decide to institute such a system, we recommend consideration of guarantees that competency assessments administered outside extended internships are the exception and not the rule.

7 – 10. **Diversity initiatives:** We concur with the recommendations that administrators should be expected to receive continuing professional development in ways to address the needs of a diverse student population; that districts, BOCES and universities should be required and given incentives to provide professional development in support of that requirement; and that universities and districts should be required to account for their efforts to increase the numbers and percentage of leadership candidates and new administrators they admit or hire from historically under-represented populations. Each of these would represent a useful step in addressing the increasing diversity of our school systems and the still-troubling gaps in performance between advantaged and disadvantaged populations of students. We recommend that the Regents consider reinforcing these efforts by funding an intensive effort to identify, document and publicize the experience of preparation programs and school districts that have had significant success in addressing these needs.

One issue that we know, from direct experience, deserves attention is how beginning administrators of color are inducted into the ranks of administrators. Some of our most promising graduates of color have had their opportunities for advancement seriously compromised because a response to public pressure for the appointment of more principals of color thrust candidates too quickly into challenging principalships without giving them the opportunity to apprentice under experienced principals first. When these individuals made mistakes, as they often did, they were too-quickly deemed incapable of managing difficult assignments and sidelined in positions that did not allow them to develop and demonstrate their potential for strong leadership.

11. **Pilots:** We endorse the recommendation that the Regents provide for pilot projects to develop and test comprehensive models for implementing the Advisory Team's other recommendations. We are hopeful that the Regents will consider that the State already has six projects – those funded with federal Teacher/Leadership Quality Partnership

funds – which have been developing innovative approaches to leadership development for several years. As one of these pilots, Syracuse University has sponsored a number of initiatives, including clinical simulations to develop the conflict management skills of prospective and practicing administrators, close partnerships with P 12 districts in providing challenging internships, and various steps to develop and support the increasing number of teacher leaders in our region. We would welcome the opportunity to share the lessons we have learned with our preparation colleagues across the state, and to work with BOCES and districts in our region through the Study Council at Syracuse University to pilot a more comprehensive set of reforms.

While we are generally supportive of the Advisory Team's recommendations, we question why it decided not to take up one issue raised in its preliminary report of May 3, 2017. If the Regents are serious about developing a system of competency-based performance assessments, with or without provisions for micro-credentialing, there is no justification for retaining the current SBL examination. One of the key questions that needs to be addressed in any pilot of the competency-based system is whether the assessments of candidates' performance in such a system produce valid and reliable indicators of their mastery of PSEL standards and their readiness to begin work as administrators. If the pilots (given this question, there should be more than one) provide convincing evidence that they do, we should dispense with the current SBL exam. The current examination is of doubtful validity and reliability, and is useless for identifying concerns that individual candidates or programs need to address.

We thank you for this opportunity to comment on the Principal Project Advisory Team's report, and stand ready to cooperate with the Regents and the Department in furthering their efforts to strengthen the preparation of school leaders in New York.

NOTE: Supplemental material from Syracuse University was provided: *Syracuse University CAS Program Educational Leadership Administrative Internship Requirements – Requirements that must be addressed in the internship proposal that are designed to develop and demonstrate competency in executing leadership responsibilities.* **Please see attached file: SU & Study Council response to NYSED - principal preparation project 07...pdf, pp. 6-9).**

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July 10, 2017

John L. D'Agati
Deputy Commissioner, Office of Higher Education
New York State Education Department

Kenneth Turner
Director, Principal Preparation Project
USNY – Regents Research Fund

Dear Mr. D'Agati and Mr. Turner:

      The Syracuse University School of Education and the Study Council at Syracuse University submit these joint responses to your invitation, dated June 20, 2017, to provide feedback on the findings of the Principal Project Advisory Team (PPAT) issued June 1, 2017 that provided consensus beliefs and recommendations for the Commissioner and NYS Board of Regents on ways of strengthening the preparation of school building leaders in New York.

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      We concur with the Advisory Team's belief statements, although those that refer to equity, purpose, instruction, and collaborative partnerships seem to reiterate principles already embedded in the NPBEA's Professional Standards for Education Leaders. The Advisory Team's references to valuing diversity, shared decision-making, reflective practice, and continuous improvement, while perhaps implicit in the PSEL, are worth stating explicitly. Its reference to skillful practice under authentic conditions is qualitatively different from the others, referring to the design of preparation programs rather than the knowledge, skills and dispositions candidates should develop, but we agree with the principle it enunciates.

      We concur with the Advisory Team's eleven recommendations, with the following caveats, reservations, or observations:

1.   **National standards**: We agree that the State should use the 2015 Professional Standards for Educational Leaders as the basis for approving new leadership preparation programs and reviewing the performance of those it has already approved, provided the Council on Accreditation of Educational Programs and the Educational Leadership Constituent Council will accept them for CAEP accreditation. We would object to being held accountable for two sets of standards, and we cannot abandon the current ELCC standards unilaterally without jeopardizing our accreditation. If and when the ELCC does adopt the PSEL standards, we would need time to develop new assessments and assessment rubrics, but doing so would be worth the effort.

2. **Competency-based assessment**: We strongly endorse the principle that candidates for school leadership should be required to demonstrate their mastery of leadership standards by applying their knowledge, skills, and dispositions in authentic school settings where they are expected to exercise leadership. We believe that CAEP and ELCC accreditation requirements already require us to use such competency-based assessments, especially for evaluating our administrative interns (see attached), but if there has been any question about that requirement, we welcome that the State would clarify and reaffirm it. If the State does adopt such a system, the Department, preparation programs and P12 leaders will need to collaborate in developing model performance exercises and rubrics for assessing them, leaving room for individual programs and their P12 partners to develop the specific exercises and rubrics that will fit the circumstances of their individual programs and districts.

3. **Rigorous internships:** We endorse the principle that candidates for leadership certification should be required to complete rigorous, extended internships that require them to demonstrate their capacity for leadership (not just their familiarity or awareness of leadership functions) in situations varied enough to encompass the roles and duties of a principal and the knowledge, skills and dispositions addressed by PSEL standards. We would also endorse the principle that these internships should be "full-time," however we believe that this will not be feasible if we do not consider the means by which this can become an expectation with the support of the Regents, policy-makers, superintendents, school boards and leadership preparation programs across the state contributing to innovative, collaborative solutions for full time internships. The single greatest weakness in our current system for preparation of school leaders is the lack of a system for providing paid internships that allow candidates to be released from teaching and other responsibilities for extended periods of time during which they can develop and demonstrate their capacity for leadership.

   One possible way of addressing that weakness would be for the Governor and Legislature to consider providing direct subsidies for districts to employ administrative interns. Another potential solution would be to allow BOCES to provide coser support for such intern appointments, whether interns are assigned to single districts or two or more districts. The State would need to provide alternative funding support for internships in the Big Five districts, or else allow those districts to access BOCES cosers. If we expand opportunities for extended, paid internships for leadership candidates, other changes in how we prepare and support administrators are more likely to result in significant improvement throughout our present system.

4. **Strengthening P-20 partnerships**: All of the Advisory Team's recommendations require closer ties between P12 systems and institutions of higher education. Preparation programs need to ensure that P12 leaders have a voice in shaping their curricula and admissions decisions, and P12 systems need to assume responsibility for broadening their base of teacher leaders, encouraging teachers to go into administration, and supporting them during their preparation coursework and internships. Preparation programs and P12 systems need to share

responsibility for supporting the professional development of beginning and more experienced administrators.

5. **Mentoring:** We agree that new principals should be provided with mentors through their first full year as principals, but beginning administrators usually do not (and as a general rule, should not) go directly into principal positions. Those who are appointed as assistant principals and other beginning administrators need professional development support as well (arguably even more support). Serious attention should be paid to how we can equip more senior administrators to supervise and support beginning administrators. While their relationships might, in some respects, look like mentoring, their daily contact and direct supervisory relations make them more like apprenticeships: a model that deserves more attention than it currently receives.

6. **Micro-credentials**: Most of the PSEL-aligned competency assessments should be incorporated in a candidate's administrative internship, but it might be appropriate to embed some of them in coursework or other experiences that candidates take earlier in their programs. Having some micro-credentialing system for recognizing when candidates complete these requirements might therefore be appropriate, but there are a number of potential pitfalls to implementing such a system. A competency-based system of assessments would depend upon candidates having bona fide opportunities to exercise leadership in authentic situations. That, in turn, would require districts to make such opportunities available. Unless a district has formally endorsed a student's candidacy, it is unlikely that a district would provide a candidate with leadership opportunities prior to his or her internship, and such assignments could not be embedded in courses unless all the candidates enrolled in a course had secured such district support. It is already a challenge for preparation programs to assure that administrators who supervise administrative interns are qualified and prepared to provide high-quality supervision; recruiting "knowledgeable in-district experts" to oversee competency tests administered throughout a candidate's program would be an even greater challenge.

   Our biggest concern about a micro-credentialing system, however, would be that it could undermine the principle of extended, intensive, full-time internships. Having established a system of micro-credentialing, it would be tempting to abandon the difficult work of arranging and managing extended internships and simply declare a collection of projects (each with its micro-credential) to be an internship. If that were the effect of a micro-credentialing system, instituting it would seriously compromise the quality of leadership preparation in New York. If the Regents do decide to institute such a system, we recommend consideration of guarantees that competency assessments administered outside extended internships are the exception and not the rule.

7 – 10. **Diversity initiatives**: We concur with the recommendations that administrators should be expected to receive continuing professional development in ways to address the needs of a diverse student population; that districts, BOCES and universities should be required and given incentives to provide professional development in support of that requirement; and that universities and districts should be required to account for their efforts to increase the numbers

and percentage of leadership candidates and new administrators they admit or hire from historically under-represented populations. Each of these would represent a useful step in addressing the increasing diversity of our school systems and the still-troubling gaps in performance between advantaged and disadvantaged populations of students. We recommend that the Regents consider reinforcing these efforts by funding an intensive effort to identify, document and publicize the experience of preparation programs and school districts that have had significant success in addressing these needs.

One issue that we know, from direct experience, deserves attention is how beginning administrators of color are inducted into the ranks of administrators. Some of our most promising graduates of color have had their opportunities for advancement seriously compromised because a response to public pressure for the appointment of more principals of color thrust candidates too quickly into challenging principalships without giving them the opportunity to apprentice under experienced principals first. When these individuals made mistakes, as they often did, they were too-quickly deemed incapable of managing difficult assignments and sidelined in positions that did not allow them to develop and demonstrate their potential for strong leadership.

11. **Pilots:** We endorse the recommendation that the Regents provide for pilot projects to develop and test comprehensive models for implementing the Advisory Team's other recommendations. We are hopeful that the Regents will consider that the State already has six projects – those funded with federal Teacher/Leadership Quality Partnership funds – which have been developing innovative approaches to leadership development for several years. As one of these pilots, Syracuse University has sponsored a number of initiatives, including clinical simulations to develop the conflict management skills of prospective and practicing administrators, close partnerships with P12 districts in providing challenging internships, and various steps to develop and support the increasing number of teacher leaders in our region. We would welcome the opportunity to share the lessons we have learned with our preparation colleagues across the state, and to work with BOCES and districts in our region through the Study Council at Syracuse University to pilot a more comprehensive set of reforms.

While we are generally supportive of the Advisory Team's recommendations, we question why it decided not to take up one issue raised in its preliminary report of May 3, 2017. If the Regents are serious about developing a system of competency-based performance assessments, with or without provisions for micro-credentialing, there is no justification for retaining the current SBL examination. One of the key questions that needs to be addressed in any pilot of the competency-based system is whether the assessments of candidates' performance in such a system produce valid and reliable indicators of their mastery of PSEL standards and their readiness to begin work as administrators. If the pilots (given this question, there should be more than one) provide convincing evidence that they do, we should dispense with the current SBL exam. The current examination is of doubtful validity and reliability, and is useless for identifying concerns that individual candidates or programs need to address.

We thank you for this opportunity to comment on the Principal Project Advisory Team's report, and stand ready to cooperate with the Regents and the Department in furthering their efforts to strengthen the preparation of school leaders in New York.

Sincerely,

Joanna O. Masingila

Joanna O. Masingila, Dean
Laura J. and L. Douglas Meredith Professor
Professor
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Donna DeSiato

Donna DeSiato, President
The Study Council at Syracuse University
Superintendent, East Syracuse-Minoa Central School District
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Attachment: Syracuse University administrative internship requirements

Syracuse University CAS Program
Educational Leadership
Administrative Internship Requirements

Requirements that must be addressed in the internship proposal that are designed to develop and demonstrate competency in executing leadership responsibilities:

Building Tasks

1. Plan, implement, and evaluate a minimum of one professional development activity. Include a self-reflection of the process used related to this activity and any conclusions that you make regarding the planning and delivery of effective professional development.

2. Using the evaluation system and required forms in place in your district, complete a minimum of two cycles of clinical supervision to include the pre-conference, classroom observation and post conference. Include a self-reflection of the process and your assessment of your current level of skill related to observing effective instructional practices and providing feedback to teachers. These evaluations should reflect a knowledge of effective instruction as well as knowledge of effective strategies that encourage reflective practice. The evaluations must be in alignment with the current APPR regulations and the current contractual agreement with the district and completed using the tools that have been approved.

3. Identify and implement a project that involves strengthening communication with parents and community members in order to support students. This project should address the needs in your particular situation and could include activities such as planning parent meetings and workshops, special events to encourage parent participation and involvement, and/or plans to increase parent involvement in their child's education. Describe how the project strengthens parent communication and encourages participation for all groups. As a part of this, interns should familiarize themselves with the vehicles of communication used by the district to reach out to the community, as well as the community resources and groups available to support the schools.

4. Analyze the state assessment results for the school where you are working from the past three years as well as discipline data, students receiving special education services and ELL services and students in advanced courses at the secondary level, if applicable. Be sure that when looking at this data, that it is analyzed in a disaggregated format. Using this information, compare the activities included in the school improvement plan or other school priorities that have been identified, in order to determine if these focus areas are in alignment to the data you have analyzed. If there is a formal School Improvement Plan, analyze its effectiveness, given the data.

5. Provide leadership for a team or department on an ongoing basis on a school improvement project designed to strengthen the instructional program for students. This should involve the

analysis of student data, a review of the instructional strategies being used, the ways in which curriculum is being delivered and the materials being used, as well as any recommendations for professional development to support the efforts of teachers. This project should include working with a group of teachers on an ongoing basis in order to support their efforts.

6. Work a minimum of 30 days in the school's main office in order to gain insights into the daily tasks and responsibilities associated with building level leadership. This would involve student discipline, facilitating meetings with parents, supervising students, dealing with issues related to transportation, food service, scheduling, attending meetings with staff, participating in administrative team meetings, monitoring instruction and understanding the systems in place that contribute to the effectiveness of the school. Interns are asked to reflect upon these experiences not only to inform their own vision for learning and school leadership, but also to demonstrate how their actions contribute to a positive school, environment for students, staff and parents.

District Tasks

1. Examine a District program being implemented in your school (e.g., the Special Education Program, ELL program, alternative school programs, AIS programs, PBIS) to determine effectiveness. In your analysis, look at the staffing available, the budget allocated for the program, the content of the program, the district and school level involvement in monitoring the program, and the data associated with the students within the program. As a part of this, interview multiple stakeholders to include District level leaders, school leaders, teachers and other support staff, parents and students, where feasible, to discuss their perceptions of the effectiveness of the program. Draw conclusions as to whether the program is effective in meeting the needs of students.

2. Contact a district level administrator (e.g., Superintendent, Asst. Superintendent, Director) and jointly identify a district level issue that needs to be studied for possible improvement. The kinds of projects associated with this requirement would be to examine a redistricting issue, improve the graduation rates, change grade level configurations in specific schools, plan and facilitate a school renovation, implement a new discipline policy etc. Develop strategies for collecting information, gaining insights from various stakeholders, and examining district documents and data in order to understand the issue. After analyzing this information, make recommendations for improvement and present your findings to the appropriate district level leaders (e.g., Superintendent's Cabinet, Board of Education, district administrative groups)

Additional requirements that build a candidate's knowledge and skills, but do not necessarily demonstrate competency in executing leadership responsibilities:

1. Analyze the district report card that is found on the State Education website. Be sure that you look at the Accountability and Overview Report, the Comprehensive Information Report

as well as the Fiscal Supplement that is provided. In looking at these documents, please summarize your findings related to the performance levels of students, the student requiring support services, the allocation of resources and the characteristics of the staff that are provided. What are the areas of strength and what areas need improvement from your analysis? Please also determine if there is a strategic plan or other district wide plan in place that identifies district goals, vision and focus areas. How do the planning documents relate to the data that you have analyzed? What are the strengths of the plans and are there areas where you recommend that further attention be given? In addition, please also identify the following:

- What is the perceived culture and quality of the school and district considering both the formal way the state rates schools and the community perception of the schools?

- Any significant changes that are being implemented in the district

- Current district priorities as well as any major issues that the district is facing

- How does the district communicate the information related to the district report card to others?

2. Attend a minimum of three Board of Education meetings in order gain insights into the decision-making strategies used in relation to policies, procedures and regulations to meet the needs of students. Be prepared to describe the actions taken, the relationship between Board members, with the Superintendent, and with the community members. Describe what you observe in terms of the kinds of issues the Board is discussing and how these issues relate to students and their learning. Finally, analyze the effectiveness of the Board of Education in achieving the district vision and focus areas.

3. Look at the organizational chart for the district and briefly describe the responsibilities of those individuals on the chart. Through interviews with various individuals on the organizational chart, describe the relationship between the various departments and the relationship between the departments and the schools. Conclude how this organizational structure supports the needs of students and contributes to the attainment of the district vision.

4. Seek permission to participate in any professional development for administrators or regularly held administrative meetings in order to gain insight into district priorities and to benefit from the professional development being provided. ***Please contact the University internship supervisor if this is a problem.***

5. Become familiar with the teachers' contract and other contractual agreements that impact decision making and the overall operation of the school and district.

6. Become familiar with the process for identifying students in need of Special Education services, the organizational and instructional models used to meet these needs, the philosophy of the district related to providing resources and identifying students with special learning needs, the staff available to support students, as well as communication with

parents. It is also important to be aware of local, state and federal mandates related to Special Education services. Finally, the intern should participate in meetings designed to provide effective programming for students with special needs.

7. Examine the school district policies and procedures that are in place to protect the welfare and safety of the students and staff as well as effectively manage the district.

While these requirements must be specifically addressed in the internship proposal, we also recognize that each district has varying priorities and unique characteristics. Because of this, we acknowledge that the internship must be individualized to some degree, based on the intern's current level of experience, the internship model chosen, the opportunities available, and the individual needs of the school and school district.

Interns are encouraged to communicate with their supervisors in order to assume other roles, tasks, and responsibilities that go beyond what is identified within this document in order to participate in as many opportunities as possible to demonstrate their leadership. Interns are asked to identify and include these additional responsibilities in their proposal.

It is essential that the intern and cooperating district recognize that the essence of leadership is working with others, and because of this we ask the intern to frame their responsibilities in as many ways as possible to include substantive experiences working with adults. The opportunity to work with others and facilitate discussions with both individuals and groups should be a major focus of the internship. While some responsibilities might be seen as "solo" projects, these projects should be held to a minimum. Regardless of the internship model chosen, it is expected that interns will have a variety of experiences that contribute to a rich, rigorous internship in order to prepare them for future roles as educational leaders.

Revised February 2017

EMPIRE STATE SUPERVISORS AND ADMINISTRATORS ASSOCIATION

July 12, 2017

Joh   ati
De   nissioner, Office of Higher Education
Ne   te Education Department
Alt   2234

Ke   ner
Di   cipal Preparation Project
US   nts Research Fund
Alt   2234

ESSAA's Review of the Findings of the Principal Project Advisory Team

Dear Messrs. D'Agati and Turner:

Thank you for your letter of June 20, 2017. Per your invitation, the Empire State Supervisors and Administrators Association ("ESSAA") respectfully submits the attached feedback concerning the findings developed by the Principal Preparation Project Advisory Team. We genuinely appreciate this opportunity and your strong leadership.

Please let us know if there is anything further we can do to enhance this important project.

Sincerely,

Michael A. Starvaggi,
Executive Director

Empire State Supervisors and Administrators Association's Review
of the Findings of the Principal Project Advisory Team

Thank you kindly for allowing our administrative group the opportunity to provide input and recommendations on the findings of the Principal Preparation Project Advisory Team. The ESSAA executive team has reviewed the findings closely and offer the following suggestions to strengthen this work going forward.

It is apparent that a considerable amount of time, thought and effort was put forth in the development of the recommendations. Marc Baiocco and Shireen Fasciglione represented ESSAA on the Advisory Team and we are honored to provide additional input feedback in this response. ESSAA will without hesitation participate in any future work.

Our feedback is organized in the same format as that of the findings.

The **Preamble** explains the structure of the paper. Throughout the paper there are citations, links to literature and data referenced. We suggest citing in the Preamble the two leading influences on student success during the school day (approx. teacher 25% and principal 5%) and the corresponding importance of further improving the preparation of aspiring and current principals.

To that end, we recommend citations to relevant literature as follows:

> Researchers found that school principals matter to student achievement, accounting for almost five percent of the overall variation in pupil scores (Leithwood & Riehl, 2003). While this predominantly indirect effect is relatively small, it is statistically significant and meaningful (Hallinger & Heck, 1998). Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school, accounting for about a quarter of total school effects (Leithwood et al., 2004).

The **Context** is clear and insightful, with underpinnings to the Every Student Succeeds Act (ESSA). Insights gathered appear to provide a rationale for beliefs and recommendation.

The **Insights** section provides a collection and analysis of data generated. The nine insights are linked with rationale, perhaps based on quantitative and qualitative data. However, the data does not appear to be explicitly stated and/or linked to vetted literature. The statements appear to at times be generalizations. Therefore, we suggest adding additional information to specify that these insights are not necessarily research based, but were gathered by practitioners in the field etc.

Another suggestion is to strengthen the claims in this section with more robust connections and detail surrounding the position being taken. For example, in Paragraph 2 of this section, the findings should state where the claim is coming from and what is meant by "enacted competencies." In Paragraph 6, a citation to relevant literature would further highlight the need for high quality mentoring.

The **Belief Statements** section is strong. It clearly encapsulates practitioners' values and ESSAA echoes its sentiments. However, we suggest changing the term "distribute leadership" to "distributed leadership" in paragraph D. We believe this terminology is in line with the literature. We further recommend citing to Spillane, J. (2009), Managing to lead: Reframing school leadership and management. Phi Delta Kappan 91(3), 70-73 and Leithwood et al., 2006, p.12, which states that "school leadership has a greater influence on schools and students when it is widely distributed"

The **Recommendations** are sound and will undoubtedly move New York education forward. ESSAA supports these efforts and we are willing to be partners in this important work and its implementation.

However, it is important to note that, because the Advisory Team sessions used a consensus-based approach, there were some areas which were not developed fully and will need more input from the field before final recommendations are implemented. Two examples of this are noted later in this document.

We suggest making some minor adjustments/clarification to strengthen five out of the eleven recommendations, as follows:

Paragraph III, Internships. We agree that candidates for leadership certification should be required to complete <u>full-time</u>, rigorous internships that require them to demonstrate their capacity for leadership. However, we believe that in practice, having full-time internships will not be practicable if the internships are unpaid. We believe that, if there is funding, full-time internships would a positive and viable way to increase participation in school leadership programs and to build and increase the capacity for successful leadership.

Paragraph VI, "Micro-Credentials." This is one area where nuances were discussed during the meetings but, because of the consensus format, were not developed adequately. We feel that, in order to avoid unintended consequences, more input from the field would be needed before these recommendations are implemented. We would not want to see a mechanism created that requires potential administrators to go through unnecessary steps and pay avoidable micro-credential fees to attain certification.

Paragraph VII, CTLE. We believe that the statement that "in order to re-register once every five years principals must demonstrate they have acquired the knowledge, skill, …." is misleading. The CTLE requirements are a step in the right direction and will increase knowledge, skills, and dispositions. However, this accrual of these skills is an ongoing learning process and should be stated as a starting point to professional development, not a finite learning and acquisition of knowledge, skills, and dispositions.

Paragraph VIII, Funding Opportunities and Non-Pecuniary Incentives. This and the other diversity initiatives would represent a useful step in addressing the increasing diversity of our school systems and the still-troubling gaps in performance between advantaged and disadvantaged populations of students.

We suggest that this section should address how these incentives will be funded and should further provide an example of what this type of professional learning and support may look like. Finally, there should be a specific plan for publicizing the experience of preparation programs and school districts that have had significant success in addressing these needs.

Paragraph X, Deploying Non-Public Sources of Funds. We recommend that the reference to hiring managers in his section should be deleted and the phrase in the first sentence should be changed to "improve the ability of districts to identify, recruit, ..." The reference to hiring managers is misleading and may change the focus from recruitment, placement and development to the identity of who the "hiring managers" will be.

Paragraph XI, Pilots. We suggest adding, at the end of the paragraph, that this would be done "in an effort to make a sound decision in the re-creation of the school building leader certification and subsequent recommendations."

Once again, we thank you for your time and for the opportunity to share our opinions to strengthen and support this important work. We value the opportunity to partner with you in the enhancement of education in our State. If there are any suggestions that we shared that are unclear, or require additional information, please do not hesitate to contact ESSAA.

nysut

A Union of Professionals

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Andrew Pallotta, *President*
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July 11, 2017

John L. D'Agati
Deputy Commissioner, Office of Higher Education
New York State Education Department
Room 975, Education Building Annex
Albany, NY 12234

Kenneth Turner
Director, Principal Preparation Project
USNY - Regents Research Fund
New York State Education Department
Albany, NY 12234

Dear John and Ken,

Thank you for the opportunity to provide comments on the findings of the Principal Preparation Project. NYSUT has identified three issues that raise questions for us and then we will provide answers to your three questions.

Recommendation VI states: *Consistent with existing language within NYS regulations pertaining to competency-based practices and the internship, create a mechanism that: (a) employs a clinically-rich experience; (b) calls upon a knowledgeable in-district expert to observe and attest that a candidate has demonstrated competency with respect to a particular certification standard; (c) culminates in issuance of a* **micro-credential that** *is recognized by NYS; and (d) provides a mechanism whereby micro-credentials can be combined in partial fulfillment of requirements for SBL certification.*[xxxii] *Micro-credentials may take the form of an annotation to an SBL certificate that signals particular expertise of the bearer of the certificate.*

NYSUT Questions: How would micro-credentials be developed and administered? Will higher education faculty be consulted and included in this process? Is this opening up the path to private entities rather than higher education institutions to fulfill certification requirements on a broader scale?

Recommendation VII states: *Revise the expectations within the Continuing Teacher and Leader Education (CTLE) requirements in such a way that in order to re-register once every five years principals must* **demonstrate t**hey have *acquired the knowledge, skill, and dispositions (i.e., culturally-responsive practices) that prepare them to supervise instruction in ways that* address the learning needs of a diverse student population.[xxxiii]

NYSUT Questions: Is the requirement for principals to "demonstrate" supervision of instruction intended to lead to some kind of assessment to meet a proficiency level? An assessment that measures "dispositions" would be of great concern since empirical measures of such things are still in their infancy and may never be perfected. We are concerned that this recommendation is placing some kind of grading process on the CTLE requirement that was not included in the law. Individuals who obtain a leadership certificate but are not currently working under it do not have to complete CTLE hours; how would this proposal work for these certificate holders?

Recommendation X states: ***identify <u>and deploy non-public sources of funds</u>** to improve the ability of district hiring managers to identify, recruit, select, place, and develop talented principals (both aspiring and current school building leaders).*

NYSUT Questions: Is this recommendation intended to make districts dependent on private funding to improve hiring practices? We cannot support this approach to such an important function.

NYSUT Responses to the three questions:

Question 1: Do the beliefs and recommendations move in the proper direction?
The recommendations should be more focused on the ways in which the role of the principal has changed over time. They emphasize the importance of supporting the needs of every child (equity) and say little about the importance of supporting teachers.
Developing teacher leaders is not an integral component in the recommendations.
In addition, the belief and recommendation statements do not specifically address candidate knowledge of how to support new teachers (mentoring and induction) and how to create good conditions to encourage teacher retention (positive school culture). Overall, the recommendations do not encompass a renewed vision of the school leader, but rather the school leader training program.

Question 2: Do the recommendations have the potential to improve preparation of and support for school building leaders?
Yes; however more specifics on the recommendations should be provided for comment **before** the Regents take action (For example, how will the standards in Recommendation II be fleshed out and translated into competencies and who will do this [IHEs or NYSED]? How would the micro-credentials referenced in Recommendation VI be developed and administered? What would be required for principals to re-register?

Question 3: What suggestions do you have for strengthening this work going forward?
- More focus on a school leader's readiness to support and retain new teachers.
- Expanded emphasis on how to positively support teaching and instruction and how to develop a positive school climate.
- Expanded emphasis on teacher leadership.

We are always available to discuss our comments and questions. Thank you for the opportunity to provide input.

Sincerely,

Jolene DiBrango

Jolene DiBrango
Executive Vice President

From: Ashleigh Thompson [mailto:Ashleigh.Thompson@cuny.edu]
Sent: Wednesday, July 05, 2017 3:51 PM
To: John D'Agati; Kenneth Turner
Cc: Shannon Roberson
Subject: RE: Principal Preparation Project

Dear John and Ken,

Thank you for the invitation to respond on behalf of CUNY regarding the Principal Preparation Project recommendations. I offer a few notes for your consideration.

1. Deans and faculty shared that they wanted to reiterate the MCEAP memo (attached) which several of our colleges were involved in. A response to PPP recommendations had already been contemplated and articulated in that memo.
2. One area of concern expressed was the need for a developmental focus. Many people completing programs begin as an Assistant Principal in a building, and recommendations should reflect the needs/work/standards of the Assistant Principal in a developmental framework for school leaders.
3. Pipeline programs for diverse SBL candidates, similar to how TOC supports diverse teacher candidates, are worthy of SED investment.
4. On p.5 of your document, Helen Scharff-Panero should be affiliated as Baruch <u>College</u>, City <u>University</u> of New York (not Baruch, City College of New York).

Please let me know if you have any questions for me or need anything further from CUNY.

Yours,
Ashleigh

_____

Ashleigh Thompson, Ph.D.
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City University of New York
205 E. 42nd St., 9th Fl.
New York, NY 10017
646.664.8151

TO: John D'Agati, Deputy Commissioner, NYSED, and Ken Turner, director, Principal Preparation Project

From: MCEAP executive committee (Terry Orr, Bank Street College; Catherine DiMartino, St. Johns University; Terri Watson, CUNY; Ken Forman, Stonybrook University; and Marcia Knolls, Hunter College)

Date: May 12, 2017

Subject: feedback and recommendations for the NYSED proposed Principal Preparation Project recommendations

For communication: Terry Orr, morr@bankstreet.edu or 212-875-4546

This memo is for the executive committee of the Metropolitan Council of Educational Administration Programs (MCEAP) to provide you with feedback and recommendations for the NYSED proposed Principal Preparation Project recommendations. On May 4, 2017, Ken Turner surveyed the deans of the schools of education in NYS with leadership preparation programs. As a regional association of 20+ leadership preparation programs from the greater NYC metropolitan region, we wanted to have an opportunity to provide qualitative feedback on the recommendations, highlighting areas of ambiguity or confusion and providing suggestions and recommendations.

As a professional association of faculty from leadership preparation programs, we have met, often quarterly, to explore ways to improve the quality and effectiveness of our leadership preparation programs, provide input into NYC and NYS leadership preparation policies and initiatives, and to advocate for ways of improving means for effective leadership preparation. We work closely with CADEA, the statewide association, which typically meets annually, for the same purpose. Because of our regional closeness, representing Long Island, NYC and the lower Hudson Valley, MCEAP members can meet and discuss shared interests more frequently.

Over the past 15 years, we have provided input into various NYS initiatives, particularly through representation on the state's advisory group to create a Cohesive Leadership system. Through that endeavor, we advocated for state adoption of the 2008 ISLLC standards to frame its leadership policies, including preparation. We also promoted the state's adoption of effective program features, as is outline in its TLQP RFP:

> *"The Educational Leadership Program Enhancement Project supports improvements to educational leadership preparation programs so that they are more responsive to regional needs, and develop leaders focused on increasing student achievement. The elements identified below are important quality indicators for effective preparation programs in Educational Leadership. A successful Educational Leadership Program Enhancement Project*:

A. Is focused on high quality teaching and improving student learning that incorporates activities and effective strategies that promote learning and future achievement for all students (Attachment V Goal # 1, 2, 3); and

B. Is aligned with research-based best practices (Attachment V Goal # 2, 4); and

C. Is aligned with ISLLC Standards as the program foundation (see http://coe.fgcu.edu/faculty/valesky/isllcstandards.htm for ISLLC Standards) (Attachment V Goal # 2, 5); and

D. Is integrated with the systemic reform efforts of New York State's high need schools and school districts (Attachment V Goal # 1, 2, 3, 4, 5); and

E**. Provides for an authentic, rigorous, full-time clinical internship** (Attachment V Goal # 1, 3); and

F. Integrates theoretical and practical knowledge throughout all learning experiences (Attachment V Goal # 1, 2, 4, 5); and

G. Uses authentic measures to assess program candidates (Attachment V Goal # 3); and

H. Has faculty committed to and capable of delivering the program (Attachment V Goal # 2, 4, 5); and

I. Includes proactive activities to recruit highly effective certified teachers with leadership potential (Attachment V Goal # 1); and

J. Bases selection of candidates on demonstrated success (Attachment V Goal # 3); and

K. **Ensures meaningful and active practitioner partnerships working closely with dedicated program facult**y (Attachment V Goal # 3, 4, 5);

L. Plans for sustainability of successful elements (Attachment V Goal # 5); and 5

M. Is evaluated using a variety of performance indicators (Attachment V Goal # 5); and

N. Promotes supportive learning structures for students (Attachment V Goal # 1, 2, 4); and

O. Is committed to sharing best practices with the field.

More important, we strongly support the TLQP grant's overarching purpose as a goal we strive for with all our programs:

The purpose of this Educational Leadership Program Enhancement Project will be to identify, cultivate, train, and support a new generation of educators to lead our schools into the future. Cultivating new, inspiring, and prepared leaders will require a better

understanding of what it means to be an effective school building leader and a fresh approach to support those looking to become educational leaders.

In addition, the TLQP grant reports require documentation on how well the funded projects serve candidates based on racial/ethnic diversity, providing an opportunity for us all to learn different strategies for effectively recruiting and retaining racial/ethnic minority candidates and candidates from low-resource districts. This has been a source of discussion in some of our meetings as we share funded program features and results.

We are pleased that your Principal Preparation Project committee has reinforced many of these features, particularly those in **BOLD**, in the list above. We continue to support these features and strive for them in our own programs, both with and without funding support.

At that the time the TLQP grant was been planned and throughout the formation of the Cohesive Leadership System, we advocated for ways in which school districts could help pay for candidates' internship release time, counting it as professional development and using their CoSer for reimbursement. We had worked with CADEA members from Western New York to share possible funding models with NYSED officials, but without success. We hope that future internship policy planning will revisit this option as part of strengthening preparation throughout NYS.

The TLQP funding, made possible since 2009, has supported only six projects throughout NYS and, while individual projects have shared their results in various professional forums, and MCEAP and CADEA have offered opportunities to share results, there has been no other analysis and dissemination of lessons learned that could improve preparation programs and state policy support. We hope that the TLQP funded projects' experiences can be used systemically and strategically to inform policy here.

In addition to providing input into TLQP funding priorities, we also supported the Cohesive Leadership System policies that emphasize leadership development for new and experienced school leaders. While stressed in the Cohesive Leadership System proposal and proposed principal evaluation policies, this recommendation was never fully developed. We are pleased to see if stressed here and hope that it is more fully enacted than before. But, as noted below, we think all the elements described here (induction, mentoring, portfolio-based leadership development documentation and assessment) should be pulled together into an integrated set of policies, actions and funding.

Finally, we have continuously been committed to quality assessments to determine candidate readiness for initial school and district leadership. Several of our members have served on SBL assessment design committees and as trained scorers. Based on our experiences, we have been concerned about some aspects of the assessment and submitted a written request for validity and reliability information on the test, without response.

Finally, based on our experiences in recruiting, selecting, developing and supporting aspiring school leaders, and based our continued advocacy for high quality leadership preparation, longer more full-time internships that enable independent leadership work, productive district partnerships, better recruitment and support of candidates from under-served populations, and effective assessments, we offer the following

questions, reactions and suggestions on the proposed recommendations. We also list several of our own recommendations for consideration as well. Given the detail of feedback and our additional recommendations, we would like to offer you an opportunity to discuss these with us at more length, possibly through a conference call to be scheduled at your convenience. We strongly support NYSED aims to improve the quality and effectiveness of school leaders statewide and its investments in improving leadership preparation programs and school districts' leadership development toward that end. We believe that working together we can find viable, cost-effective strategies to meet these goals.

Recommendation	Questions	Reaction	Suggestions
NYSED recommendations			
Recommendation #1: Aspiring and current principals demonstrate they have acquired and can apply the knowledge and skill required to meet the learning needs of an increasingly-diverse student population.	The recommendation includes three elements that require clarification. What is meant by: "have acquired," "can apply" and which knowledge and skills? Is it the state's intention to use PSEL for all leadership policies (preparation, certification exam, licensure, and principal evaluation)? If so, are there other policy recommendations that address this? How does the state intend to measure knowledge and skills of sitting administrators that meet the needs of diverse student populations? How will this be used in conjunction with the districts' principal evaluation systems? Why is this limited to just "principals" and not all school building leaders?	We support the intention of this recommendation, particularly emphasizing leadership skills for leading increasingly diverse student populations. The recommendation seems to be overarching for the rest of the recommendations. We do not know which standards are being used for both aspiring and current principals.	This recommendation seems to bridge preparation and post-certification leadership development, linked to specific knowledge and skills. We suggest that the recommendation do the following: a. Clarify that NYS views leadership development as continuous from preparation through initial leadership positions and that preparation programs and districts strive to create a coherent, developmental experience. b. Clarify which standards (PSEL, CAEP or principal evaluation standards) are being applied and if there is an expectation that these be used for both preparation and principal evaluation. c. We recommend that the PSEL standards be used for both

			leadership preparation and leadership practice. d. We recommend that all preparation programs be required to be nationally accredited, which means adhering to the CAEP standards and expectations. e. We recommend that the expectation be broadened to more than "serving" diverse student populations, but "educating effectively and equitably."
Recommendation #2: Going forward, professional development plans that districts prepare and submit to the State Education Department will include annual goals that call for increasing the number and percentage of historically under-represented populations in the ranks of school building leaders employed by the district; districts make public annual reports that describe progress made toward these goals.	Are there benchmarks that the state plans to use and if so, what are these? What would the goals be for districts whose school leaders are predominately nonwhite? Is this goal going to be paired with a similar goal to diversify the teaching ranks from which future leaders are drawn? It is admirable to call for increasing the number and percentage of under-represented subgroups in school building leadership but how can the plethora of small school district across the state manage this effort?	Given the predominance of small districts throughout NYS, we wondered it this recommendation is feasible for all districts and whether the required documentation and reporting was unnecessarily burdensome. This goal could be nested within a larger statewide goal to diverse the teaching population, support the diversity of teaching candidates, and create viable pathways for students from historically under-represented populations to be able to be successful in college and consider the teaching profession. Different types of districts face different challenges in recruiting	We support this recommendation in spirit, strongly agreeing that school and district leaders should be racially/ethnically diverse and reflect their districts racial/ethnic make-up. But we are aware that the teaching force is not. Thus, we suggest that this recommendation include the following: a. Take into account district demographics when setting targets for school leader demographics. b. Add a recommendation for diversifying teacher preparation and teacher pools. c. Consider how to do this without adding documentation requirements.

	What is the success rate of various districts to recruit and retain teachers and leaders from historically-underrepresented populations? What work conditions contribute to better recruitment and retention?	and retaining teachers and leaders from historically-underrepresented populations. More research is needed to understand the trends and issues in order to develop a targeted but differentiated strategy to diversify the teaching and leading staff in all types of districts and communities.	d. Provide funding to research the recruitment and retention of teachers and leaders from historically underrepresented populations, to identified trends and patterns and working conditions that positive influence these goals.
Recommendation #3: Future state approval for university-based School Building Leader (SBL) preparation programs will be predicated on the SBL program setting and reporting publicly on program progress toward annual goals that seek to increase the number and percentage of historically under-represented populations in the ranks of candidates enrolled and those that successfully earn SBL certification.	What would the benchmarks be for program diversity goals? How is historically under-represented defined? How will these benchmarks be set?	This is two goals, over which programs have different controls. The first goal pertains to recruitment, which is dependent upon the pool of applicants and the potential pool based from existing teacher and other professional staff ranks. Programs have only partial control over candidate diversity through recruitment and this varies regionally with some areas having more diverse teacher pools than others. The pool of candidates varies over time, based on demographics and labor market conditions. It appears that in some NYS regions, the potential applicant pool is shrinking generally, while school leadership openings are anticipated to increase in the next few years. Could the state provide data to	We support this recommendation in spirit, strongly agreeing that school and district leaders should be racially/ethnically diverse and reflect their districts racial/ethnic makeup. We do not recommend that there be enrollment goals for SBL program approval, given the fact that programs are dependent upon the diversity of teacher pools in their catchment area. We recommend that any demographically defined enrollment goals be based in part on the demographic population in programs' catchment area's teacher demographics. We propose that this recommendation be coupled with a

| | | track this and help programs target their recruitment and support?

The second goal is related to retention and completion. Programs have more influence over this and should be encouraged to provide supports to enable better program completion rates among students from historically-underrepresented populations. | broader state strategy to support better diversification of its teaching ranks, particularly in recruiting and retaining teachers from historically-under-served populations.

We recommend that the state provide scholarships to encourage teachers from historically under-served populations to pursue leadership preparation and school leadership licensure, as a means of supporting program recruitment and retention, particularly in regions most challenged by this goal.

We recommend that there be program progress goals on diverse candidate retention, to emphasize how well programs support students of historically underserved populations in program completion. |
| Recommendation #4: While maintaining a commitment to quality (when it comes to certification, program approval and institutional accreditation), take steps to improve the presence of historically-under-represented populations in the ranks of successful school building leaders by employing multiple pathways to | What is the research evidence that multiple pathways will diversify the leadership pool?

Does "multiple pathways" refer to different types of preparation or different types of assessment of readiness? | This recommendation appears to have two parts that should be separated—creating multiple pathways to leadership and diversifying the school leader pool. The latter part of the recommendation was addressed in recommendations #2 and #3 and does not need to be included here. | We cannot provide a recommendation without clarification about whether this is about multiple pathways to licensure or multiple pathways for assessment for licensure.

In the absence of clarification, we do not recommend that there be multiple pathways to licensure. |

SBL certification that include competency-based demonstrations and peer review of portfolios containing multiple forms of evidence (beyond test-based results).	What are "competency-based demonstrations"? What is "peer reviewed"?		There is no research that supports non-graduate program based preparation and preliminary evidence from Massachusetts that candidates who are prepared through alternative (non-university) pathways are less well prepared and do more poorly on licensure-related performance assessments. We do support the exploration of other forms of assessment that would lead to licensure, but not multiple versions. There should be a common means of assessing readiness, to enable comparison. We propose that any recommendation about assessments for licensure should be posed as a separate, free standing recommendation.
Recommendation #5: Design, implement, and scale up statewide a mechanism that enables State-based incentives to be used to improve the identification, recruitment, selection, placement and development of aspiring school building leaders (especially but not exclusively those from historically-under-represented populations).	What would be the source funding of state-based incentives, given the current federal policy climate and budget cuts? What is meant by "state-based incentives"? Would this be grants for candidates, programs, or partnerships?	This recommendation seems to be like the current TLQP grant program purpose and design. There has been eight years of TLQP funding for 6 projects statewide. These projects were to be designed around program design features that are like the recommendations here. It would be useful to analyze what has been learned from these	We recommend that the state review the funded projects from current TLQP funding to gather the evidence of what worked and what did not in achieving the TLQP goals and objectives and use these to inform the design of a state-based incentive. We recommend that the state providing funding to share findings

| | How would this proposed recommendation be different from the TLQP grant program that is currently in place?

What type of entities would be eligible to design and implement improvements like this?

How would programs learn about these incentives to participate in "scale up"? | projects over the last eight years about the feasibility, innovation and challenges in meeting these goals.

We used several CADEA and MCEAP meetings annually to share what programs have learned about their TLQP projects, but no other common dissemination strategy has occurred. | on the design, implementation and outcomes of current TLQP projects for local programs to use for possible replication. |
|---|---|---|---|
| Recommendation #6: Adopt the *Professional Standards for Educational Leaders* for principal preparation and evaluation but add emphasis to Standard 4, Standard 5, and Standard 6 (see underlined passages below). | The standards were amended to add cultural competence. Is this competence should be what leadership candidates demonstrate or should they demonstrate the capacity to foster cultural competence among staff? | This is the recommendation that MCEAP proposed last year in our letter to the Regents. | We agree that the state should adopt the PSEL standards as the foundation for leadership preparation.

We recommend that the state also use the PSEL standards as the basis for all its leadership-related policies, including principal evaluation. |
| Recommendation #7: Institutionalize P-20 partnerships to strengthen the profession. | This recommendation includes several terms that warrant clarification to make the policy intent clearer: "institutionalize" "partnerships" "strengthen the profession". What is meant by these terms in this recommendation?

Could NYS do an audit of the school district-leadership preparation | It is not clear what the actual intent of this recommendation is.

All preparation programs, because of the internship, already work closely with local schools to support their candidates. Some programs have formalized partnerships to earmark some programs for their staff's leadership preparation. And, some programs have advisory | We recommend that there be clear district-university policy expectations that provide clarity for districts and programs to work closely together, as is feasible, on candidates' leadership preparation.

We recommend that NYSED survey districts and programs to identify where leadership preparation partnerships already exist and where gaps for more strategic |

	partnerships that already exist statewide?	committees or other forms of close working relationships with one or more local districts. If the recommendation's intent is to expand district-university relationships, the form and nature of these relationships should be defined, with flexibility given the different sizes and needs of local districts. It is our understanding that many programs already have one or more formal partnership with local districts to develop aspiring leaders for their school leadership needs. It would be useful to identify the gaps and opportunities for more partnerships.	leadership preparation partnerships. We recommend that the state adopt the UCEA program quality guidelines definition of a partnership and that include at least some of the following: a. District-university advisory committee b. District curriculum review to update topics, tools and expectations. c. Use of school and district leaders as instructors or co-instructors. d. District assistance in recruiting and selecting candidates. e. School and district leader support on ensuring quality internship experiences. f. School and district feedback on candidate skill development.
Recommendation #8: Provide on-going, job-embedded professional learning and authentic experiences with diverse student populations (including English language learners, students with disabilities, etc.) during preparation and the first year on the job.	Who would be responsible for this? What kind of experiences are envisioned? What leadership skills are envisioned for this recommendation?	This seems to be two recommendations that should be separated: a. Recommendation for content and field based experiences in leadership preparation b. Recommendation for content and on-the-job	We recommend that this be separated into two separate recommendations and that all recommendations concerning post-preparation be combined. We also recommend that the purpose, content and expected leadership skills be defined further.

	What is "first year on the job"? the first leadership position after program completion? Is the expectation that the professional learning would be articulated between preparation and the first year on the job?	training for new school leaders.	We recommend that the PSEL standards be used to define leadership skills and that expectation levels be established for skill proficiency as beginning (aspiring candidates), developing (for program completers), meeting (for new school leaders) and exemplary (for experienced school leaders)
Recommendation #9: Consider an annotation to the SBL Certification for principal-ship	What does "annotation" mean? Is this a proposal for an SBL certification that is specifically for the principalship, and not just school leadership generally? Does this mean to add an assessment requirement for SBL certification? As part of the PSEL standards, shouldn't candidates demonstrate those qualities without an annotation? What other skills would be assessed?	We would propose that there be a special education annotation for school leader licensure.	We request that there be clarification of this recommendation before we provide feedback.
Recommendation #10: The preparation of school building leaders will: - Be grounded in CAEP or State-adopted standards for programs to prepare school building leaders; - Be competency-based;	Why the CAEP and not the PSEL standards? Is the state adopted CAEP? Which competencies? PSEL or CAEP? What does it mean to be "rooted in district-university partnerships"	The recommendations use several different standards: a. PSEL b. CAEP or state standards for preparation c. District principal evaluation expectations which are currently based on the 2008 ISLLC standards.	We agree with the recommendation that programs should be competency based (using the PSEL standards) We agree with the recommendation that candidates should have a lengthy internship.

- Be rooted in district-university partnerships; - Involve partners from P12 and higher education that play a role in assessment of competency in each standard via clinically-rich micro-credentialing experiences throughout the coursework; - Include an internship component with sustained time in one place; - Take steps to see that the above happens in a pilot initially with voluntary representation of university-district partnerships across the state and a process of learning from the pilot.	and is this different from recommendation #7 and if so how? What is meant by P12 partner? School or district leaders? What is meant by higher education? The school of education or just leadership department or just program faculty? How would P12 and higher education play a role in assessment? Who would determine the assessment and how would this be done? What are "clinically-rich micro-credentialing experiences" and why are these tied to coursework since the clinical part implies field work? What does "an internship component with sustained time in one place" mean? How is this recommendation different from the current state requirement that preparation programs must achieve national accreditation?	The standards to be used be programs needs to be clarified. This recommendation has several components that should be individually spelled out and not lumped together in one recommendation. The assessment component in this recommendation itself has multiple parts: a. That P12 and higher education role in assessment. This needs to be explained further. b. The use of clinically-rich micro-credentialing experiences. Programs currently have course-based assessments and, as required for national accreditation, program assessments. What does it mean that these would be credentialing experiences We have long asked the state for mechanisms to enable better internship design and support.	

	How would extended term internships be funded? School districts? NYSED?	How can CoSer funding be used to help cover districts' in releasing candidates for their internship experiences?	
Recommendation #11: The preparation of school building leaders will create a measurable first-year mentoring requirement that features a full school year of formal mentoring. Structure it so higher education partners with districts (and if desired other organizations with expertise in mentoring) so there is a continuation of formal training received in principal preparation. To allow this, develop a job embedded candidate portfolio process to accompany principal preparation so the portfolio follows candidates into the job. The portfolio contains a competency-based assessment – that includes but is not limited to self-assessment -- that starts in preparation but with a line of sight to on-the-job evaluation and which measures each candidate's strengths and weaknesses in an effort to focus mentoring efforts on target areas of growth and development that are tailored to the strengths and needs of each candidate	Is this being mentored a new requirement for initial school leaders? Is this going to be part of the continued education requirement for new school leaders? What is the definition of mentoring? Who will do the mentoring? How will this be funded? Will new school leaders have to pay for mentoring just as they do for their preparation? Would preparation programs be one type of vendor to provide mentoring? How will candidates' progress be documented and how will this be used? How will this be related to a school district evaluation of the new school leader?	This recommendation combines two parts that should be separately addressed: a. Requirement of full-year mentoring for first year school leaders b. A competency-based portfolio that integrates learning objectives from preparation with learning objectives during the initial school leadership year. Many graduates do not move directly into a school building leadership position upon degree completion. On average, it takes graduates 2 years to advance to an assistant principal position and four years to advance to a principal position (and more in NYC). What continued leadership development is being proposed for those in time between graduation and their first leadership position? Could the state provide more career advancement	We agree with the recommendation that new school leaders be mentored. We are concerned with the logistics, policy challenges, and costs, particularly when aligning mentoring with school districts' initial induction, support and evaluation of initial school leaders.

		documentation for programs' graduates to help in planning for and support graduates over time?	
Recommendation #12: Create incentives to encourage districts and universities (and if desired, Boards of Cooperative Education Services or BOCES) to align and adopt sustainable induction models tied to the principal preparation portfolios to provide continuous ongoing support to educators during the first three years of their educator's careers. The State Education Department will monitor, track, and report outcome gains to document growth and outcomes.	Why is this recommendation focused on "incentives to encourage districts and universities"? How is this recommendation for a three-year induction model different from the one-year mentoring in recommendation #11? How does it become the state education department's responsibility to track new leaders' leadership development and growth? How does this overlap with local districts' evaluation of school leaders?	This recommendation has several components that should be separated and spelled out further: a. A three-year induction program for initial school leaders b. A school leader portfolio that links learning in preparation to learning in the first three years. c. The state's role in monitoring each leader's learning outcomes	We recommend that recommendations 11 and 12 be sorted out further and the purpose, scope and design of new leader mentoring and induction be explained. We recommend that the use of leadership portfolio be a separate recommendation that is explained further. We do not recommend that the state monitor school leaders' learning outcomes.
Recommendation #13: Provide targeted support to train and develop mentors as well as for consideration for mentor placement, including working with professional organization for assistance and guidance from existing models of success, e.g., Committee for Identifying and Developing Educational Leaders in Western New York State (or CIDEL).	Who or what is the focus of the targeted support to train and develop mentors? Is this for organizations and institutions to develop mentor training models? How would the mentor training be conceived of separate from the design and implementation of mentoring and induction?	Based on our local area experiences (particularly with BOCES), we have found that most school districts do not want to pay for outside mentors and prefer to develop their own new principal mentoring and induction programs.	We recommend that mentor training be part of proposed designs for mentoring and induction.
MCEAP RECOMMENDATIONS			

MCEAP recommendation #1—align these recommendations to the CAEP standards when those become available		Programs will have two sets of standards to use as the foundation and structure of their preparation programs. The CAEP standards provide important criteria for preparation program design which should be used for all programs:
		
		  a. Faculty/adjunct ratios to limit program use of adjuncts.
		  b. Use of performance assessments to evaluate candidates' skills in improving student learning and schools.
			We strongly recommend this.

MCEAP recommendation #2—create an integrated data system that links candidates' degree completion, licensure status and employment history that would be available on a restricted basis for program evaluation and research		Presently it is very difficult for programs to track their graduates' post program careers. An integrated data system, as is available in Texas and Tennessee, would be extremely useful and enable research into the priorities included here.	We strongly recommend this.
MCEAP recommendation #3—revising CoSer funding to cover internships as a form of professional development		Presently, school districts and preparation programs are challenged in funding release time for candidates to undertake school leader internship responsibilities. Only candidates in programs with TLQP grants, candidates in well-resourced districts, and candidates who are hired into a leadership position (using the internship	We strongly recommend that there be a funding mechanism created to enable candidates to have reasonable release time for authentic school-based internships.

		certificate) are able to have release time for an internship. This creates an inequitable leadership preparation pathway. Past experiments with CoSer funding for internship experiences enabled districts and preparation programs to: a) fund release time for candidates to have rich, authentic school building internship experiences; and b) enable districts and programs to place candidates in different schools (other than their home schools) for internship experiences, giving candidates better access to quality leader mentoring.	
MCEAP recommendation #4—provide grant funding for preparation programs to collaborate on R& D on program improvement.		It is very challenging for programs to evaluate their own program effectiveness, given the lack of access to career data and lack of funds to conduct a rigorous school leadership study.	We strongly recommend this.
MCEAP recommendation #5—adopt the UCEA program quality criteria as a required program self-evaluation and goal setting.	What program quality criteria does the state propose to use and how will performance benchmarks be used?	UCEA has developed a clear set of preparation program criteria, with effectiveness rating scales that could serve as a model for NYS. These criteria overlap strongly with the NYS-TLQP effective program criteria. See: http://3fl71l2qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2014/07/UCEAProgramCriteria.pdf	We strongly recommend that the state adopt a clear set of program standards, with criteria, such as the UCEA program criteria.

MCEAP recommendation #6—Provide additional school leader specialization options for aspiring and current school principals.		Given the persistent achievement gap schools and the state, we see a strong need to offer recognized preparation and specialization for school leaders in leading schools that effectively serve under-served populations. While we can offer coursework and other preparation, there is no formal recognition of such specialization.	We strongly recommend that the state create recognized subspecialties or additional specializations (like annotation) in school leadership effectiveness in promoting cultural competence among staff and fostering inclusion, especially for special education and ELLs, and working to close the achievement among federally designated high need groups based on race/ethnicity, economics, language and special education.

CADEA

Collegiate Association for Departments of Educational Administration (CADEA), New York

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Deputy Commissioner D'Agati and Director Turner
New York State Education Department
89 Washington Street
Albany, New York 12234

May 30, 2017

Dear Deputy Commissioner D'Agati and Director Turner**,**

As members of the executive committee of the New York State association of leadership preparation programs (over 50 programs statewide), CADEA, we strongly support the principal preparation program recommendations and feedback provided by our regional affiliate, the Metropolitan Council of Educational Administration Programs (MCEAP) in their letter to you on May 25, 2017.

Sincerely,

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2015 *Professional Standards for Educational Leaders* (PSEL)	2008 ISLLC Standards (basis of NYS certification standards)
PSEL Standard 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders: a) Develop an educational mission for the school to promote the academic success and well-being of each student. b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. g) Model and pursue the school's mission, vision, and core values in all aspects of leadership. **PSEL Standard 10 – School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders: a) Seek to make school more effective for each student, teachers and staff, families, and the community. b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement. d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	**ISLLC 1. Develops, articulates, implements, and stewards a vision of learning, shared and supported by all stakeholders** a) Collaboratively develop and implement a shared vision b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning c) Create and implement plans to achieve goals d) Promote continuous and sustainable improvement e) Monitor and evaluate progress and revise plans

PSEL Standard 3. Equity and Cultural Responsiveness.	ISLLC 2. Advocates, nurtures, and sustains a school culture and
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	instructional program conducive to student learning and staff professional growth
Effective leaders:	a) Nurture and sustain a culture of collaboration, trust, learning, and high expectations
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.	
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	b) Create a comprehensive, rigorous and coherent curricular program
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.	
e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	c) Create a personalized and motivating learning environment for students
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.	d) Supervise instruction
h) Address matters of equity and cultural responsiveness in all aspects of leadership.	e) Develop assessment and accountability systems to monitor student progress
PSEL Standard 4 – Curriculum, Instruction, and Assessment	
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	f) Develop the instructional and leadership capacity of staff
Effective leaders:	g) Maximize time spent on quality instruction
a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.	h) Promote the use of the most effective and appropriate technologies to support teaching and learning
b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.	i) Monitor and evaluate the impact of the instructional program.
c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	
d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	
e) Promote the effective use of technology in the service of teaching and learning.	
f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.	
g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	

PSEL Standard 9 – Operations and Management	**ISLLC 3. Manages the school, its operations and resources for a safe, efficient, and effective learning environment**
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	
	a) Monitor and evaluate the management and operational systems
Effective leaders:	
a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.	
b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	b) Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	
d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.	c) Promote and protect the welfare and safety of students and staff
e) Protect teachers' and other staff members' work and learning from disruption.	
f) Employ technology to improve the quality and efficiency of operations and management.	d) Develop the capacity for distributed leadership
g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.	
h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.	e) Ensure teacher and organizational time is focused to support quality instruction and student learning
i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	
j) Develop and manage productive relationships with the central office and school board.	
k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	
l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.	

PSEL Standard 6 – Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:
a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into educationally effective faculty.
b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

PSEL Standard 5 – Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders: a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. e) Cultivate and reinforce student engagement in school and positive student conduct. f) Infuse the school's learning environment with the cultures and languages of the school's community. **PSEL Standard 7 – Professional Community for Teachers and Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders: a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. h) Encourage faculty-initiated improvement of programs and practices.	**ISLLC 4. Collaborates with faculty and community members, responds to diverse community interests and needs, and mobilizes community resources** a) Collect and analyze data and information pertinent to the educational environment b) Promote understanding, appreciation, and use of the community's diverse, cultural, social, and intellectual resources c) Build and sustain positive relationships with families and caregivers d) Build and sustain productive relationships with community partners

Standard 2 – Ethics and Professional Norms	ISLLC 5. Acts with integrity, fairness, and in ethical manner
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders: a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. c) Place children at the center of education and accept responsibility for each student's academic success and well-being. d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff	a) Ensure accountability for every student's academic/social succes b) Model principals of self-awareness, reflective practice, transparency, and ethical behavior c) Safeguard the values of democracy, equity, and diversity d) Consider and evaluate the potential moral and legal consequences of decision-making e) Promote social justice and ensure that individual student needs inform all aspects of schooling
Standard 8 – Meaningful Engagement of Families and Communities	**ISLLC 6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context**
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders: a) Are approachable, accessible, and welcoming to families and members of the community. b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. e) Create means for the school community to partner with families to support student learning in and out of school. f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. g) Develop and provide the school as a resource for families and the community. h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. i) Advocate publicly for the needs and priorities of students, families, and the community. j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.	a) Advocate for children, families and caregivers b) Act to influence local, district, state, and national decisions affecting student learning c) Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Center on **GREAT TEACHERS** & **LEADERS**
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The **Professional Standards for Educational Leaders (PSEL) 2015** and the **Interstate Leaders Licensure Consortium (ISLLC) Standards 2008:** A Crosswalk

Introduction

Expectations of current school leaders and conversations surrounding educational leadership are rapidly evolving. In addition to managing daily school activities, today's principals must also focus on instructional leadership, the cultivation of diversity in schools, and the assurance of equal access to equitable opportunities leading to the highest levels of learning and achievement for all students.

The next iteration of standards that define effective educational leadership is the Professional Standards for Educational Leaders (PSEL), released in October 2015. The PSEL were developed to replace the Interstate Leaders Licensure Consortium (ISLLC) standards, which had been introduced in 1996 and revised in 2008. The PSEL were designed to respond to the new context of public education as well as to recent research studying the influence and impact of school principals on teaching and learning. The PSEL are intended to inform the work both of school leaders and of central office administrative leaders and school boards. The standards will impact leadership development over the next decade or, if the longevity of the ISLLC standards serves as an example, possibly longer. Some states have already begun the process of comparing their current educational leadership standards with the new PSEL and working to identify key areas of alignment or disconnect.

Purpose

State leaders should consider this crosswalk as one of many resources that can help inform conversations at the state level or with district leaders regarding aligning current leadership standards with the new PSEL. This comparison of ISLLC and PSEL standards enables educational leaders to review how leadership standards have evolved since 2008 and to discuss key differences that will need to be addressed in existing state standards. Conversations about the comparison can serve as the foundation to: (1) inform revisions to state leadership standards; (2) foster common understanding of what educational leaders must know and be able to do to improve teaching, learning, and student achievement; and (3) help improve aspects of the principal pipeline, including preparation, licensure, recruitment and hiring, mentoring and induction, evaluation, and professional development.

Should a state decide to pursue an in-depth examination of the alignment between its current school leadership standards and the PSEL standards, please see the GTL Center tool, *Aligning Leadership Standards to the* Professional Standards for Educational Leaders *(PSEL): A Toolkit*. This tool provides a sequential process for conducting standards alignment.

How the Crosswalk Was Developed

Standards alignment experts from the Center on Great Teachers and Leaders (the GTL Center) developed this crosswalk document in the context of the following process:

1. First, GTL Center experts conducted an initial comparison of the PSEL and ISLLC standards to identify high-level common themes and key differences between similar standards.

2. Next, staff created a side-by-side comparison of each PSEL element with each ISLLC function to identify the degree of alignment—full, partial, or none— in language and focus. This step found that some PSEL elements are partially aligned with multiple ISLLC functions, while other PSEL elements are not included in the ISLLC standards.

3. Finally, the proposed crosswalk between the two sets of standards and their elements and functions went through a quality assurance review process, including internal review by an AIR researcher whose expertise is in the area of school leadership, as well as external review by a former superintendent and current consultant in the area of school leadership. This consultant was involved in the development of both the ISLLC 2008 and PSEL 2015 standards.

Overview of the Crosswalk

This document provides a side-by-side comparison of the 2015 PSEL standards with the 2008 ISLLC standards, including a discussion of the overall thematic differences between the standards (Table 1). In addition, a detailed comparison of the 31 *functions* (i.e., the individual items under each standard) that are part of the 2008 ISLLC standards and the 83 *elements* of the 2015 PSEL is provided. This detailed comparison is organized by the 10 PSEL standards, shown in the right-side column of Table 2.

High-Level Alignment and Comparison Between ISLLC 2008 and PSEL 2015 Standards

Table 1 shows the high-level alignment of the 2015 PSEL to the 2008 ISLLC standards. PSEL consists of 10 standards, while ISLLC 2008 has six standards. Table 2 below indicates instances of overlap and alignment across the two sets of standards.

The PSEL seek to challenge organizations that support educational leadership development to move beyond established practices and systems. They are framed by a future-oriented perspective that recognizes the changing world of educational leadership. And they emphasize an integrated implementation, since each standard is dependent on the others. Both ISLLC 2008 and PSEL 2015 underscore the importance of ongoing standards revisions so that the standards will always reflect changes in educational context and knowledge.

Table 1. Side-by-Side Correlation of ISLLC 2008 and PSEL 2015 Standards

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

Detailed Standard-to-Standard Comparison Including Elements and Functions

This section provides a detailed comparison of the PSEL standards and their elements (a total of 83 items) with the ISLLC standards and their functions (a total of 31 items). Table 2 below includes 10 main sections that align with the 10 PSEL standards (vertical section headings on far left of table). Each section includes two columns that discuss: (1) key differences between the PSEL and the ISLLC standard(s) to which it aligns (according to Table 1 above); and (2) the PSEL elements that align with 2008 ISLLC functions and those PSEL elements that go beyond existing language and expectations in the 2008 ISLLC standards and functions.[1]

In general, the PSEL standards are presented at a finer grain size than are the ISLLC 2008 standards in order to better inform leader practice rather than simply high-level policy. For example, many of the PSEL elements include a "why" for the leadership actions proposed, such as "to promote student learning" or "to improve quality."

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[1] Appendix A includes a standards crosswalk index that provides a quick-glance reference to show how the elements and functions are aligned (or not aligned) in each standard.

Specifically, Table 2 suggests that four common themes emerge when comparing the two overall sets of standards and their elements and functions. These themes include equity, talent development, leadership capacity, and academic systems. This thematic breakout clearly highlights how the PSEL represents an evolution of the ISLLC standards.

> Equity: ISLLC mentions "responding to the cultural context" as well as other political and social contexts, while PSEL goes further by specifically addressing equity and cultural responsiveness in Standard 3.

> Talent Development: ISLLC calls for the leader to create a culture that is "conducive to professional growth" and the retention of effective teachers. However, PSEL Standard 6 is a specific call to leaders to act to develop the professional capacity and practice of school personnel.

> Leadership Capacity: ISLLC references the importance of developing, articulating, implementing, and stewarding a vision of learning across the system, but PSEL specifically addresses the concepts of continuous improvement—gathering, organizing, implementing, adjusting, and engaging stakeholders—in Standard 10.

> Academic Systems: The instructional program in PSEL, including curriculum, instruction, and assessment, is articulated in greater depth than it was in ISLLC and more specifically refers to intellectual rigor and coherence as foundational elements.

Table 2. Detailed Comparison of ISLLC 2008 Standards and Functions With the PSEL Standards and Elements (Organized by the 10 PSEL Standards)

Key. ● = Aligned with ISLLC function as designated

PSEL 1: MISSION, VISION, AND CORE VALUES

ISLLC 2008	PSEL 2015
Standard 1 (5 functions)—Facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	Standard 1 (7 elements)—Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
(PSEL elements that align with ISLLC 2008 functions) **Effective leaders:** 1a—Develop an educational mission for the school to promote the academic success and well-being of each student. **1A** 1b—In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. **1B** 1d—Strategically develop, implement, and evaluate actions to achieve the vision for the school. **1C** 1e—Model and pursue the school's mission, vision, and core values in all aspect of leadership. **1E** 1f—Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. **1D**	(2 of 7 PSEL elements go beyond ISLLC 2008) **Effective leaders:** 1c—Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. 1g—Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Key Differences:

PSEL 1 makes a shift from a focus on organizational effectiveness to the success of each student. Also, it provides specific guidance for areas in which an effective leader sets goals including equity and social justice. There is a new focus on core values defining the school's culture that goes beyond simply the mission and vision that drive improvement. Finally, effective leaders are expected to model and pursue these changes in all aspects of their leadership.

PSEL 2: ETHICS AND PROFESSIONAL NORMS

ISLLC 2008	PSEL 2015
Standard 5 (5 functions)—Acting with integrity, fairness, and in an ethical manner.	Standard 2 (6 elements)—Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
(PSEL elements that align with ISLLC 2008 functions) Effective leaders: 2b—Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. **5B** 2c—Place children at the center of education and accept responsibility for each student's academic success and well-being. **5A** **5E** 2d—Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. **5C** **5E** 2f—Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. **5D**	(2 of 6 PSEL elements go beyond ISLLC 2008) Effective leaders: 2a—Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. 2e—Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

Key Differences:

PSEL 2 goes beyond ISLLC 2008 in making a clear call to action for leaders to model ethical and professional behaviors—especially trust, collaboration, and perseverance. Effective leaders are expected to do their jobs well while providing moral direction for the school and staff. Finally, there is a clear emphasis on placing children at the center of education and accepting responsibility for their academic success.

PSEL 3: EQUITY AND CULTURAL RESPONSIVENESS

ISLLC 2008	PSEL 2015
Standard 5 (5 functions)—Acting with integrity, fairness, and in an ethical manner. Standard 6 (3 functions)—Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Standard 3 (8 elements)—Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
(PSEL elements that align with ISLLC 2008 functions) Effective leaders: 3b—Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. **6A** 3c—Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support. **5E** 3d—Develop student policies and address student misconduct in a positive, fair, and unbiased manner. **5A** 3e—Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. **6B** **6C** 3h—Address matters of equity and cultural responsiveness in all aspects of leadership. **6C**	(3 of 8 PSEL elements go beyond ISLLC 2008) Effective leaders: 3a—Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 3f—Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. 3g—Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Key Differences:

PSEL 3 requires leaders to ensure equity and cultural responsiveness for each student by encouraging perceptions of student diversity as an asset for teaching and learning, confronting and altering institutional biases rather than simply recognizing them, and serving as a true advocate for equity and cultural responsiveness in all aspects of leadership. In addition, the standard emphasizes preparing students to be productive in a diverse, global society rather than focusing only on improving their academic or social outcomes.

PSEL 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT

ISLLC 2008	PSEL 2015
Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Standard 4 (7 elements)—Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
(PSEL elements that align with ISLLC 2008 functions) Effective leaders: 4a—Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. **2B** 4b—Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. **2E** 4c—Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. **2C** 4d—Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. **2D** 4e—Promote the effective use of technology in the service of teaching and learning. **2H** 4g—Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. **2I**	(1 of 7 PSEL elements go beyond ISLLC 2008) Effective leaders: 4f—Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

Key Differences:

PSEL 4 incorporates broad references to leadership expectations, such as supervising instruction, monitoring and evaluating, and supporting rigorous and coherent curriculum. PSEL 4 and its elements suggest specific indicators of how to do this well, such as how to promote effective instructional practices. Also, this standard goes further than ISLLC 2008 when addressing assessments by stating that effective leaders employ valid assessments.

PSEL 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

ISLLC 2008	PSEL 2015
Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. **Standard 3 (5 functions)—Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**	**Standard 5 (6 elements)—Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.**
(PSEL elements that align with ISLLC 2008 functions) **Effective leaders:** 5a—Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. **3C** 5b—Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. **2C** 5d—Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. **2A**	(3 of 6 PSEL elements go beyond ISLLC 2008) **Effective leaders:** 5c—Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. 5e—Cultivate and reinforce student engagement in school and positive student conduct. 5f—Infuse the school's learning environment with the cultures and languages of the school's community.

Key Differences:

PSEL 5 extends ISLLC 2008's global view of school culture and student learning by providing specific actions for leaders to take to improve school community. The standard places strong emphasis on supports for students and creating a trusting environment that mirrors the culture of the community while ensuring that all students feel accepted, valued, cared for, and encouraged.

PSEL 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

ISLLC 2008	PSEL 2015
Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Standard 3 (5 functions)—Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	Standard 6 (9 elements)—Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
(PSEL elements that align with ISLLC 2008 functions) **Effective leaders:** 6c—Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development). **2F** 6g—Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. **3D**	(7 of 9 PSEL elements go beyond ISLLC 2008) **Effective leaders:** 6a—Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. 6b—Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. 6d—Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 6e—Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. 6f—Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. 6h—Promote the personal and professional health, well-being, and work-life balance of faculty and staff. 6i—Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Key Differences:

PSEL 6 breaks one function within ISLLC 2008 Standard 2 into nine elements that provide specific actions leaders can take to develop staff capacity. The standard emphasizes the importance of providing continuous professional and personal improvement supports for teachers, not simply focusing on improving professional capacity. The standard specifically mentions the need to promote a healthy work-life balance for both the educational leader and staff members.

PSEL 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

ISLLC 2008	PSEL 2015
Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	**Standard 7 (8 elements)—Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.**
(PSEL elements that align with ISLLC 2008 functions)	(5 of 8 PSEL elements go beyond ISLLC 2008)
Effective leaders:	**Effective leaders:**
7a—Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning. **2G**	7c—Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
7b—Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of teach student, pursuant to the mission, vision, and core values of the school. **2G**	7d—Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
7e—Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, sand staff to promote professional capacity and the improvement of practice. **2A**	7f—Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
	7g—Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
	7h—Encourage faculty-initiated improvement of programs and practices.

Key Differences:

PSEL 7 addresses two functions within ISLLC 2008 Standard 2 by breaking them into eight elements that provide specific actions leaders can take to develop a professional community for teachers and staff. The standard and its elements emphasize the school leader's role in supporting effective professional learning opportunities that are collaborative, job-embedded, and faculty-initiated in order to promote professional capacity.

PSEL 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

ISLLC 2008	PSEL 2015
Standard 4 (4 functions)—Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Standard 6 (3 functions)—Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Standard 8 (10 elements)—Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
(PSEL elements that align with ISLLC 2008 functions) Effective leaders: 8b—Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. **4C** **4D** 8c—Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. **4A** 8d—Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. **4A** 8f—Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. **4B** 8h—Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. **6B** 8i—Advocate publicly for the needs and priorities of students, families, and the community. **6B** 8j—Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning. **4D**	(3 of 10 PSEL elements go beyond ISLLC 2008) Effective leaders: 8a—Are approachable, accessible, and welcoming to families and members of the community. 8e—Create means for the school community to partner with families to support student learning in and out of school. 8g—Develop and provide the school as a resource for families and the community.

Key Differences:

PSEL 8 focuses on building productive relationships that lead to increased student learning and an improved school rather than concentrating only on family and community engagement. It encourages two-way communication and maintaining a presence in the community as specific ways to collect meaningful data and input.

PSEL 9: OPERATIONS AND MANAGEMENT

ISLLC 2008	PSEL 2015
Standard 3 (5 functions)—Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	**Standard 9 (12 elements)—Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.**
(PSEL elements that align with ISLLC 2008 functions)	(8 of 12 PSEL elements go beyond ISLLC 2008)
Effective leaders:	Effective leaders:
9a—Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. **3A**	9c—Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
9b—Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. **3B**	9d—Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
9e—Protect teachers' and other staff members' work and learning from disruptions. **3E**	9g—Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
9f—Employ technology to improve the quality and efficiency of operations and management. **3B**	9h—Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
	9i—Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
	9j—Develop and manage productive relationships with the central office and school board.
	9k—Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
	9l—Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Key Differences:

PSEL 9 addresses the leader's need to develop a broad perspective that goes beyond management and operations. It encourages leaders to work with an end in mind for every action (e.g., "to promote the mission and vision of the school"; "to improve quality and efficiency"). The standard maintains consistency with other PSEL elements by focusing on each student's learning needs. In addition, the importance of developing and managing productive relationships—rather than simply perceiving management and operations as a list of things to accomplish—is emphasized.

PSEL 10: SCHOOL IMPROVEMENT

ISLLC 2008	PSEL 2015
Standard 1 (5 functions)—Facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	Standard 10 (10 elements)—Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.
(PSEL elements that align with ISLLC 2008 functions)	(6 of 10 PSEL elements go beyond ISLLC 2008)
Effective leaders:	Effective leaders:
10a—Seek to make school more effective for each student, teachers and staff, families, and the community. **1D**	10c—Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
10b—Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. **1D**	10e—Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
10d—Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. **1B**	10f—Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
10h—Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. **1D**	10g—Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
	10i—Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
	10j—Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Key Differences:

PSEL 10 unpacks a single function within ISLLC 2008 Standard 1 into 13 elements that promote continuous learning and improvement. This standard emphasizes the importance of focusing improvement efforts on achieving the vision, fulfilling the mission, and promoting core values. The 13 elements of Standard 10 align with multiple ISLLC functions and are woven throughout the other PSEL, thus providing insight into the competencies that the PSEL's developers expect of effective leaders.
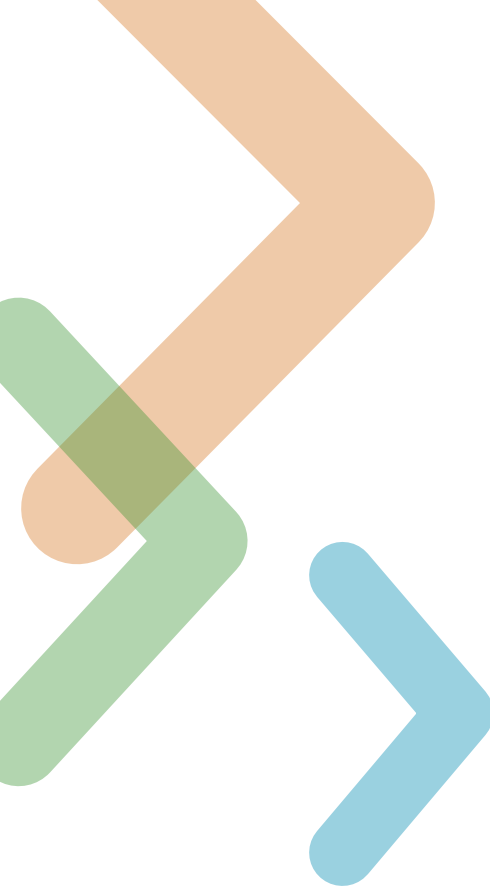
Appendix A.
Standards Crosswalk Index

Note: In columns 2–7 of the index below, labeled "ISLLC 2008 Standards," constructions such as 1a➜1A indicate that, for example, PSEL Element 1a is aligned or partially aligned with ISLLC Function 1A.

PSEL 2015	ISLLC 2008 Standards					
	1—Vision (5 functions)	2—School Culture and Instructional Program (9 functions)	3—Operations, Management, and Resources (5 functions)	4—Collaboration with Faculty and Community (4 functions)	5—Ethics (5 functions)	6—Political, Social, Legal, Cultural Context (3 functions)
STANDARD 1 **Mission, Vision, and Core Values** (7 elements) *Beyond ISLLC 2008— 1b, 1g	1a➜1A 1c➜1B 1d➜1C 1e➜1E 1f➜1D					
STANDARD 2 **Ethics and Professional Norms** (6 elements) *Beyond ISLLC 2008— 2a, 2e					2b➜5B 2c➜5A, 5E 2d➜5C, 5E 2f➜5D	
STANDARD 3 **Equity and Cultural Responsiveness** (8 elements) *Beyond ISLLC 2008— 3a, 3f, 3g					3c➜5E 3d➜5A	3b➜6A 3e➜6B, 6C 3h➜6C
STANDARD 4 **Curriculum, Instruction, and Assessment** (7 elements) *Beyond ISLLC 2008—4f		4a➜2B 4b➜2E 4c➜2C 4d➜2D 4e➜2H 4g➜2I				
STANDARD 5 **Community of Care and Support for Students** (6 elements) *Beyond ISLLC 2008—5c,5e,5f		5b➜2C 5d➜2A	5a➜3C			

PSEL 2015	ISLLC 2008 Standards					
	1—Vision (5 functions)	2—School Culture and Instructional Program (9 functions)	3—Operations, Management, and Resources (5 functions)	4—Collaboration with Faculty and Community (4 functions)	5—Ethics (5 functions)	6—Political, Social, Legal, Cultural Context (3 functions)
Standard 6 **Professional Capacity of School Personnel** (9 elements) *Beyond ISLLC 2008 6a, 6b, 6d, 6e, 6f, 6h, 6i		6c➡2F 6g➡3D				
STANDARD 7 **Professional Community for Teachers and Staff** (8 elements) *Beyond ISLLC 2008 –7c, 7d, 7f, 7g, 7h		7a➡2G 7b➡2G 7e➡2A				
STANDARD 8 **Meaningful Engagement of Families and Community** (10 elements) *Beyond ISLLC 2008 –8a, 8e, 8g				8b➡4C, 4D 8c➡4A 8d➡4A 8f➡4B 8j➡4D		8h➡6B 8i➡6B
STANDARD 9 **Operations and Management** (12 elements) *Beyond ISLLC 2008 –9c, 9d, 9g, 9h, 9i, 9j, 9k, 9l			9a➡3A 9b➡3B 9e➡3E 9f➡3B			
STANDARD 10 **School Improvement** (10 elements) *Beyond ISLLC 2008 –10c, 10e, 10f, 10g, 10i, 10j	10a➡1D 10b➡1D 10d➡1B 10h➡1D					

The Professional Standards for Educational Leaders 2015 and the Interstate Leaders Licensure Consortium Standards 2008: A Crosswalk

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APPENDIX H: Three-column table showing emphasis PSELs place on equity

Table 1: *Professional Standards for Educational Leaders* that describe how school building leaders have an impact on equity.

PSEL 3: **Equity and Cultural Responsiveness**	PSEL 5: **Community of Care and Support for Students**	PSEL 8: **Meaningful Engagement of Families and Community**
3a: Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context	5a: Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.	8a: Are approachable, accessible, and welcoming to families and members of the community.
3b: Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning	5b: Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.	8b: Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3c: Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	5c: Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student	8c: Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
3d: Develop student policies and address student misconduct in a positive, fair, and unbiased manner.	5d: Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	8d: Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
3e: Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	5e: Cultivate and reinforce student engagement in school and positive student conduct.	8e: Create means for the school community to partner with families to support student learning in and out of school.
3f: Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	5f: Infuse the school's learning environment with the cultures and languages of the school's community	8f: Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
3g: Act with cultural competence and responsiveness in their interactions, decision making, and practice.		8g: Develop and provide the school as a resource for families and the community.
3h: Address matters of equity and cultural responsiveness in all aspects of leadership		8h: Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
		8i: Advocate publicly for the needs and priorities of students, families, and the community.