Principal Preparation Project

Final Report from the

Principal Project Advisory Team

Presented to the

Board of Regents

July 18, 2017

PROJECT INTENT

Establish a 37-member Advisory Team to:

- Examine the preparation of school building leaders;

- Determine if changes are needed and, if warranted, make recommendations to the Board of Regents for change; and

- Review and consider a recommendation to adopt the new *Professional Standards for Educational Leaders* (*PSELs*).

FINDINGS

The Principal Project Advisory Team convened for a final meeting May 31, 2017 and reached consensus (Appendix A).

The Team made 11 recommendations.

The first recommendation was to adopt the *PSELs*.

A CLOSER LOOK AT MOST-CURRENT NATIONAL STANDARDS FOR EDUCATIONAL LEADERS

National Policy Board for Educational Administration produced 2015 *Professional Standards for Educational Leaders* (Appendix B). They include 10 standards.

1. The Mission, Vision, and Core Values

2. Ethics and Professional Norms

3. Equity and Cultural Responsiveness

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

8. Meaningful Engagement of Families and Community

9. Operations and Management

10. School Improvement

Note:

The three underlined items highlight areas where the *PSEL* standards represent the greatest change from the 2008 standards (that were created by the *Interstate School Leaders Licensure Consortium, or ISLLC*).

4

BACKGROUND ON THOSE PRODUCING THESE STANDARDS (*NAT'L POLICY BOARD FOR EDUCATIONAL ADMINISTRATION*)

Since 1996, the *National Policy Board for Educational Administration* (*NPBEA*) has sponsored publication of national standards for educational leaders. For two decades, states have used these to guide certification for educational leaders.

- In 1996, the *Standards for School Leaders* were published. Developed in association with the *Interstate School Leaders Licensure Consortium (ISLLC)*, they were commonly called *ISLLC* Standards.

- In 2008, the *Education Leadership Policy Standards* were published. Again prepared with the assistance of the *Interstate School Leaders Licensure Consortium*, these are the standards that now guide initial certification for school building leaders in New York State.

- In 2015, the *Professional Standards for Educational Leaders* (*PSELs*) were published. While *NPBEA* sponsored and led the production, the 2015 *PSELs* are copyrighted by the Council of Chief State School Officers.

WHAT SUPPORT EXISTS FOR UPDATING THE STANDARDS (FROM 2008 TO 2015 VERSION)?

1. The 37-member Advisory Team reached consensus to update the standards.

2. Groups sent letters in May, 2016 urging the Regents to adopt updated standards (Appendix D):
   - Metropolitan Council for Educational Administration Programs or MCEAP
   - Collegiate Association for Development of Educational Administration or CADEA

3. Others reviewed standards and recommendations (asterisk shows those that submitted letters):
   - Deans at Independent Colleges and University 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 *
   - Professional Standards and Practices Board at NYSED *
   - 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
   - Rochester-based organizations (Urban League, Hillside Children's Center, Mayor's Office) *
   - New York State School Board Association or NYSSBA
   - Ed Schools Deans at SUNY institutions offering SBL programs
   - United Federation of Teachers or UFT
   - Chancellor of NYCDOE and Superintendents of Buffalo, Rochester, Syracuse, and Yonkers
   - Parent-Teacher Association or NYS PTA

* Letters in Appendix E

ADVISORY TEAM RECOMMENDATIONS

1. Adopt new standards adding emphasis to "culturally responsive practices," "love of learning," and the concept of "all means all."

2. Make initial principal certification <u>competency-based</u> by translating the standards into competencies and altering expectations so that aspiring leaders earn certification by applying knowledge and skills in a P-12 setting.

3. Explore options and/or opportunities leading to full-time, extended period, school-based <u>internships</u> for aspiring principals.

4. Provide incentives and expectations that promote stronger and more sustainable <u>P-20 partnerships</u> involving districts and universities.

5. Ensure high-quality <u>coaching and mentoring</u> support extends through the first full year that a principal is on the job.

RECOMMENDATIONS (CONT'D)

6. In a competency-based internship establish an internship requirement that calls upon <u>knowledgeable in-district experts to observe and attest</u> that a candidate has demonstrated competency in identified areas. Consider <u>micro-credentials</u> to be issued in partial fulfillment of certification (these may take the form of an <u>annotation</u> to the certificate signaling particular expertise of the bearer).

7. Adopt <u>CTLE</u> expectations that call for current principals to acquire the knowledge and skills (i.e., <u>culturally responsive practices</u>) that prepare them to supervise instruction in ways that meet the learning needs of a diverse student population.

8. Create opportunities (e.g., pilots) and incentives to encourage districts and universities (and BOCES if desired) to implement models of <u>continuous professional learning and support</u> to School Building Leaders during the first three years in their career.

RECOMMENDATIONS (CONT'D)

9. Reinforce accreditation expectations that call for higher education institutions that offer School Building Leader programs to set goals, targets, and milestones for increasing the number and percent of candidates from <u>historically under-represented populations.</u> Call for districts to set similar goals to recruit, select, develop, and place individuals from historically under-represented populations within the ranks of school building leaders.

10. Use non-public sources of funds to develop and deploy tools to help district hiring managers in their selection and placement decisions; develop and use <u>indicators and measures to gauge the efficacy</u> of SED efforts to support and enhance the growth of aspiring and current principals and to develop sustainable P-20 partnerships (that exist to support development and improvement of principal talent pipeline).

11. Create step-up implementation plan (include possible <u>pilot P-20 partnership</u>)

HOW DO THESE RECOMMENDATIONS CORRESPOND TO THE SBL PROGRESSION THAT IS NOW IN PLACE IN NYS?

How recommendations correspond to progression leading to candidate acquiring SBL certification in NYS

Step 1
Expectations set for universities seeking to offer SBL prep program

Step 2
Candidates finish program (incl. 15-wk full-time internship)

Step 3
Candidates who get satisfactory exam score earn SBL certificate

Step 4
SBL certificate holders selected for job requiring SBL certificate

Step 5
SBL certificate holders finish year one in the job of principal

Step 6
SBL certificate holders finish year three in principal's job

Step 7
SBL certificate holders finish year five in the principal's job

Recommendation 1:
Alter NYS regulations so the basis for initial school building leader certification shifts from the 2008 ISLLC standards to the 2015 *Professional Standards for Educational Leaders.*

Recommendation 4:
Provide incentives and expectations that promote stronger, more-sustainable P-20 partnerships involving districts and universities (and BOCES, if desired).

Recommendation 9:
Reinforce accreditation expectations that now call for university-based SBL prep programs to set goals to remedy under-representation; at the same time call upon school districts to set similar goals to provide better access to school building leadership roles for historically-under-represented populations.

Recommendation 10:
Use non-public sources of funds to develop/deploy tools to help district hiring managers make selection and placement decisions; develop and use indicators and measures to gauge SED efficacy in supporting the growth of aspiring and current principals.

Recommendation 11:
Prior to full-scale implementation of changes to the SBL certification process, offer an option with meaningful incentives for a pilot involving a P-20 partnership (opt-in for BOCES) and a process for learning from the pilot.

Recommendation 2:
Make initial certification competency based by translating standards into competencies and altering expectations so candidates must apply knowledge and skill under authentic conditions in P12 settings to improve staff functioning, student learning, or school performance.

Recommendation 3:
Create pathways, options, and/or opportunities leading to full-time, extended period, school-based internships so candidates experience the full range of principal duties.

Recommendation 6:
Shift certification so it is competency-based by altering internship (calling for a knowledgeable in-district expert to observe and attests that candidate demonstrated competency in identified areas); allow university to issue micro-credentials in partial fulfillment of certification (signaling candidate expertise in a particular area).

Recommendation 5:
Pair internships with high-quality coaching and mentoring support that extends through the first full year on the job as a principal (enumerating what will be done to assure quality

Recommendation 7:
Adapt *Continuing Teacher & Leader Education* (CTLE) so every five years principals acquire skill and knowledge to address learning needs of a diverse population.

Recommendation 8:
Create opportunities and incentives to encourage districts and universities (and BOCES if desired) to implement models of continuous professional learning and support to educators during the first three years in their career as school building leaders.
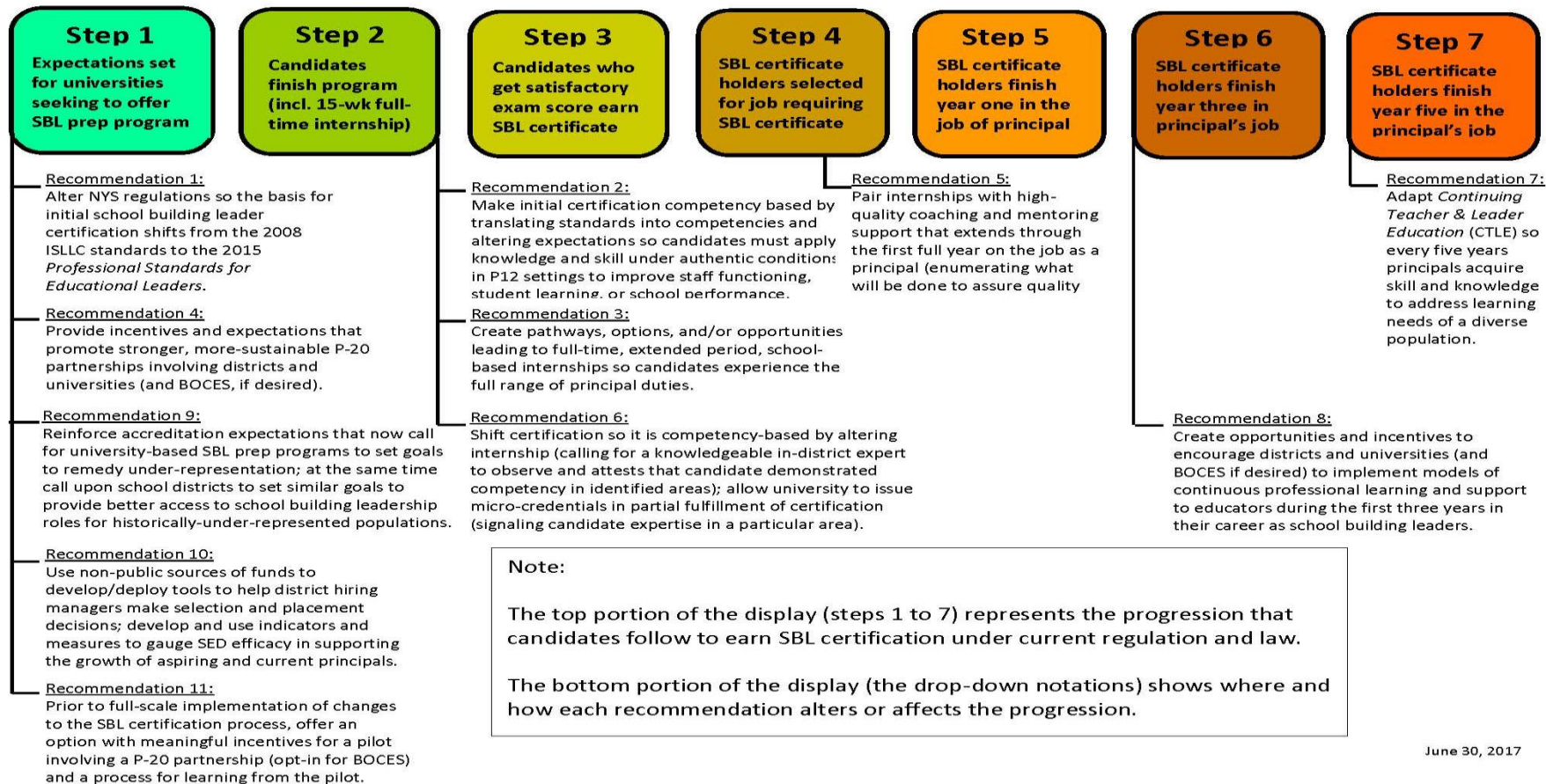
Note:

The top portion of the display (steps 1 to 7) represents the progression that candidates follow to earn SBL certification under current regulation and law.

The bottom portion of the display (the drop-down notations) shows where and how each recommendation alters or affects the progression.

June 30, 2017

HOW DO 2015 *PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSELS)* COMPARE TO THE 2008 *ISLLC* STANDARDS?

The 2015 *Professional Standards for Educational Leaders (PSELs)* also improve on the 2008 *ISLLC* standards in five ways*:*

1. The *PSELs* have a stronger, clearer emphasis on academic success AND broader learning, student development, and student well-being.

2. The *PSELs* take a more systemic view of leadership work.

3. The *PSELs* place more importance on "each*"* student and "all" students.

4. The *PSELs* more explicitly use logic to link leadership to learning.

5. The *PSELs* call out certain areas for particular emphasis:
    -   Equity and Cultural Responsiveness
    -   Community of Care and Support for Students
    -   Meaningful Engagement of Families and Communities

Staff-produced crosswalk is in Appendix F.
CCSSO-created crosswalk is in Appendix G, http://www.gtlcenter.org/sites/default/files/PSEL_ISLLC_Crosswalk.pdf
Table illustrating special emphasis PSELs place on equity is in Appendix H.
Reference: http://www.npbea.org/wp/wp-content/uploads/2014/11/PSEL-WebinarPowerPointSlides.pdf

HOW DID ADVISORY TEAM RESPOND TO QUESTIONS REGENTS POSED MAY 8TH?

1. If NYS adopts *PSELs*, what will it mean for those who supervise principals?

   Answer: If the Regents agree to shift the basis for SBL certification from the 2008 *ISLLC* standards to the 2015 *PSELs*, this is immediately relevant. In advance of Regents action, it is premature to alter requirements for certifying or evaluating School Building Leaders.

2. When arranging a clinical experience, too many programs leave it to candidates to find a site and/or to find an individual who agrees to serve as a mentor; what can be done about this?

   Answer: It makes sense to offer guidance on how roles and responsibilities for districts and universities will change in order to improve the quality of support that mentors provide to aspiring principals. If Regents adopt a recommendation to improve mentoring, clarification will come via regulations, guidance documents, or both.

HOW DID ADVISORY TEAM RESPOND TO QUESTIONS REGENTS POSED (CONT'D)

3. What about love and care for students? Does it enter into discussion about principal prep standards?

    Answer: Advisory Team members had a spirited exchange. One offered this, "Students who are loved at home come to school to learn; others come to be loved." The member stated, "To be successful, principals must love the students and the work." Members debated if standards could address this. One from higher education advocated for using behavioral "look fors" that can be used to determine if the candidate demonstrates care for students while certification readiness is being assessed.

4. With respect to the belief titled "Valuing Diversity", does the Advisory Team understand and appreciate that there is a difference between tolerating diversity and seeing diversity as an asset?

    Answer: Advisory Team members agreed with the distinction and observed that the question reinforces *PSEL* standard 3b. It states, "Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning."

5. Does the Advisory Team plan to suggest that SBL programs recruit more diverse leader candidates?

    Answer: Yes. The Council for the Accreditation of Educational Programs (CAEP) accredits higher ed institutions nationally and in NYS. Standard 3.1 from CAEP states that the "provider presents 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 P12 students."

6. How has the Advisory Team come to grips with the reality that school building leader candidates earn the SBL certificate but head off to become leaders in school settings that are widely different?

    Answer: The Team agreed on a recommendation that can enable candidates to acquire specialized knowledge and skill. More work is needed to make it operational, but the recommendation states, "create a mechanism that employs a clinically-rich experience, calls upon a knowledgeable in-district expert to observe and attest that a candidate has demonstrated competency with respect to a particular certification standard, culminates in issuance of a micro-credential that is recognized by NYS, and provides a way for micro-credentials to be combined in partial fulfillment of requirements for SBL certification. Micro-credentials may take the form of an annotation to a certificate that signals particular expertise of the bearer of the certificate." The micro-credential concept is being explored by SUNY as well.

7. When we talk about "competency-based", do we fully appreciate that the competencies required of different types of school leaders vary considerably?

   Answer: In a manner similar to medicine or law, at present the certification of school building leaders has one portal. Lawyers first earn a Juris Doctorate. Doctors first earn the MD.   Later, lawyers head off to study for the bar exam in a state where they plan to practice. They may later specialize in litigation or patent law or school law, etc. After aspiring doctors earn the MD, they experience a range of specialties during residency and then settle into one or another. So too, those who plan to be a school building leader in NYS earn the same initial certification. If the Regents accept the recommendation of the Advisory Team to make initial SBL certification competency-based, then work will need to be done to make that operational. At that point this topic will need to be studied, defined, and detailed.

8. Often consensus decisions leave behind important points that ought to be part of the conversation but because they didn't gain support from everyone, they are swept away and don't move forward. What issues did not gain consensus support but we still need to be aware of nonetheless?

   Answer: The Advisory Team initially may have viewed its work too narrowly. While the Team was charged with considering how to enhance school building leadership, what matters most is the interaction of students and teachers. The Advisory Team has come to understand that for teachers to thrive, they need competent school principals who can provide meaningful guidance and support. So the standards and policies established by the Board of Regents that guide the preparation of principals matters. But for principals to be able to thrive and do their best work, they too need competent supervisors who can provide useful guidance and feedback. So, the development of certification standards should be aligned from teachers to principals to superintendents.

GRANT FUNDING EXTENSION APPROVED BY THE REGENTS IN DECEMBER 2016

The NYS Board of Regents approved a $500,000 Wallace grant to extend work this way:

• Better define the relationship between university-based principal preparation programs and districts that host internships for aspiring school building leaders.

• Produce a case study that documents the NYS approach to ESSA planning. Note: This will be used to identify lessons learned in NYS during ESSA planning and make them accessible to a wide audience of state policymakers in the United States.

• Study ways to add competency-based tasks to initial principal certification.

• Provide support for the proposition that aspiring principals must apply what they know in authentic settings prior to initial certification.

THIS EXTENDED FUNDING WILL ALSO ADVANCE ORIGINAL PROJECT GOALS

Additionally, the $500,000 grant from the Wallace Foundation makes it possible to:

- Work with higher education leadership programs and the integration of the standards guiding principal preparation programs (*National Educational Leadership Preparation Standards* or *NELP*).

- Translate the *Professional Standards for Educational Leaders* into competencies.

- Convert competencies into a rubric to guide principal professional development.

- Convert competencies into a rubric that is suitable for principal evaluation.

- Use suggestions from the field to strengthen the implementation of 11 recommendations emerging from the Principal Project Advisory Team.

NEXT STEPS

Timeline (if the Regents accept Advisory Team recommendations):

- September 2017: Regents consider a motion to approve the following.

  - Make the 2015 *Prof'l Standards for Educ'l Leaders* the basis of initial SBL certification.

- October 2017: Regents consider Advisory Team recommendations.

- November 2017: Issue guidance to field regarding changes to standards and adopted regulations (includes implementation dates).

REFERENCES

Related Regents Items

http://www.regents.nysed.gov/common/regents/files/517hed2.pdf

http://www.regents.nysed.gov/common/regents/files/HE%20-%20Principal%20Preparation%20Project%20Update.pdf

http://www.regents.nysed.gov/common/regents/files/916brd1revised.pdf

http://www.regents.nysed.gov/common/regents/files/Principal%20Preparation%20Project%20-%20Full%20Board%20Monday.pdf

http://www.regents.nysed.gov/common/regents/files/1216bra7.pdf

All material for the Principal Preparation Project Advisory Team can be found at:

http://www.nysed.gov/principal-project-advisory-team

APPENDICES

A: Final Report from the Principal Preparation Project Advisory Team

B: 2015 *Professional Standards for Educational Leaders (PSELs)*

C: Table Comparing 11 Recommendations to May 8, 2017 version of NYS ESSA Plan

D: Letter Urging the Regents to Adopt *PSELs* (from *MCEAP* and *CADEA)*

E: Letters from Organizations with Opinions on Advisory Team recommendations

F: Staff-produced Cross-Walk Comparing 2015 *PSELs* and the 2008 *ISLLC* Standards

G: CCSSO-produced Cross-Walk Comparing 2015 *PSELs* and 2008 *ISLLC* Standards

H: 3-Column Table Showing How *PSELs* Emphasize Equity