

Description of the Principal Preparation Project

The purpose of the Principal Preparation Project is to enhance the quality of school building leadership in New York State. The underpinning belief that drives this work is straightforward. We can enhance student success by improving the quality of school building leadership

Acting on behalf of the New York State Education Department, the University of the State of New York (Regents Research Fund) has undertaken an 18-month initiative to enhance the quality of school building leadership in New York State. Called the "Principal Preparation Project," this initiative engages parents, teachers, principals, superintendents, board members, and deans of colleges of education for the purpose of:

- (a) Reviewing the standards and programs in place to prepare school building leaders;
- (b) Identifying where improvements are possible; and
- (c) Developing recommendations to the Board of Regents for consideration.

Funded by the Wallace Foundation, this project also seeks to develop a computer-based system to help school districts with recruitment and hiring of principals by identifying pre-service and in-service school building leaders and tracking their progress toward placement, including school-based career placement changes over time for practicing principals.

To this end, Commissioner MaryEllen Elia is assembling a Principal Project Advisory Team. Those represented on the Advisory Team include parents, teachers, principals, superintendents, school board members, deans of schools of education at institutions of higher education, and civil rights organizations. After addressing four questions, work by this Advisory Team will culminate in recommendations for the Board of Regents:

1. How well do the professional standards for school building leaders align with the demands of the job?
2. How can feedback from the field about the current state of principal preparation translate into state-level changes that improve the preparation of school principals?
3. How can the state adjust its policies on professional development, supervision, and evaluation in ways that enhance the development of current and aspiring school leaders?
4. To what extent can real-time reporting of two events improve school leadership quality?
 - a. Identification of those aspiring to be principals and reporting their progress toward placement.
 - b. School-based career placement changes over time for principals in New York State.