

Survey related to the Preparation of School Building Leaders in New York State

- Context** The University of the State of New York (Regents Research Fund) on behalf of New York State Education Department is seeking your help with efforts to improve state support for the development of school building leaders in New York State. To undertake this work, Commissioner of Education MaryEllen Elia has asked for a review of programs in place to prepare school principals. To guide this effort, the Commissioner is assembling a Principal Project Advisory Team. It will include parents, teachers, principals, superintendents, board members, and deans of schools of education at institutions of higher education. The Commissioner has asked this Advisory Team to identify if improvements are needed and to forward recommendations for improvements to the NYS Board of Regents, if warranted.
- Use of Results** Your response to these questions will be anonymous. No single comment will be attributed to any single individual. Remarks that are offered will be combined in summary fashion and provided to members of the Advisory Team. If a specific comment is cited, it will only be to illustrate a theme that emerged. Results will also be reported to the Commissioner and Board of Regents. A summary of results will be publicly posted on a web page.
- Terms** For this purpose, the acronym SBL means “School Building Leader.”
- When the term “leader” or “school leader” appears below, it refers to those who earn school building leader (SBL) certification. This may include those who work as principals, assistant principals, program leaders, teacher leaders, etc. It may apply to those who hold SBL certification but work in a central office.
- In this context, “school leader development program” and “leader preparation program” and “leader prep program” are used interchangeably. When they appear, they refer to a university-based program designed to graduate individuals who are able to take and pass the NYS School Building Leader certificate exam and to enter and succeed in a leadership position in a school that requires SBL certification.
- The term “IHE” means institutions of higher education.
- Survey Period** The window for this survey opens <date TBD>. It closes 10 days later on <date TBD>.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. It is:				
- Possible to gauge the quality of programs to prepare school leaders.	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Important to gauge the quality of programs to prepare school leaders.	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
2. Which can help gauge the quality of a state-approved school leader development program:				
- Annual opinion surveys of graduates who complete a school leader preparation program	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Annual opinion surveys of school districts that employ leader preparation program grads	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Annual rate at which graduates of a leader preparation program pass the SBL exams	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Annual number of individuals who successfully complete a leader preparation program	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Percentage of recent prep program graduates that earn jobs requiring SBL certification	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
3. Leader-preparation programs in New York State are sufficiently responsive to:				
- Trends in technology	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Changes in laws that affect public education	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Varying demographic characteristics of the student population	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
4. In my experience, the greatest strengths of NYS school leader preparation programs are:				
- NYS laws organize SBL programs around nat'l leadership standards (2008 ISLLC standards)	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Admissions to SBL prep programs require applicants to have 3+ years teaching experience	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- NYS approval requires university SBL programs to have district partnership for internships	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- SBL programs in NYS must include at least 15 weeks of clinically-rich supervised internship	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- On SBL certificate exams, candidates must show their knowledge of program standards	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- University-based SBL programs infuse classroom instruction with skilled practitioner input	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- A university is barred from admitting SBL students if 50% of its graduates fail the SBL exam	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
5. Within available resources, areas of possible improvement in leader prep programs include:				
- Prep program could be organized around most current (2015) nat'l leadership standards	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Better data (reliable & valid for its purpose) could be available to judge program adequacy	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- State oversight of leader prep programs could include a feedback cycle to improve practice	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- School leader prep programs could be evaluated annually to gauge program adequacy	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Initial state approval of leader preparation programs could include a site visit	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Steps could be taken so fewer IHEs fall below the target pass rate of 80% on SBL exams	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Steps could be taken to support the development of ethnically- or racially-diverse leaders	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
6. The aim of NYS programs to prepare school leaders should be to:				
- Generate the quality leaders all our schools need	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Produce the number of leaders New York State schools require	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Include a high-quality internship that leader candidates need	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Include ongoing professional development for program graduates	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Develop and use their own measures of quality to assess the adequacy of their program	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
7. The New York State Education Department role in leader preparation programs should be to:				
- Ensure leaders who are certified have knowledge/skill to enter and thrive in leadership job	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Create a system to continuously improve leader preparation programs	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Utilize current research to identify "what works", i.e., successful &/or promising practices	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Set clear program standards consistent with the most current research and best practice	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Permit innovative leader preparation programs if they maintain quality among graduates	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Provide policymakers with high-quality data on the performance of leader prep programs	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
8. Essential elements that vital to any high-quality leader prep program in NYS include:				
- Coursework	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Supervised internship of at least 15 weeks	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Mentoring/coaching for aspiring school leaders prior to graduation from the program	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>
- Continued support to program graduates through the 1 st year on the job as school leaders	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>

	<i>No Importance</i>	<i>Little Importance</i>	<i>Moderate Importance</i>	<i>Great Importance</i>	<i>Very Great Importance</i>
9. How important are the following to leader preparation programs?					
- The program is focused on current national standards	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Graduates exit programs prepared to pass SBL certification exams	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Internships provide the opportunity to apply SBL knowledge and skill	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- University coursework blends theoretical and practical	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
10. How important is it for leader preparation programs to develop the following knowledge, dispositions, competencies, or skills in leaders?					
- Managing facilities and resources in a fiscally-responsible way	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Knowledge related to sound instructional practice	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Ability to coach to enhance teacher instruction and student learning	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Knowledge of how to adapt instruction so it is culturally responsive	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Ability to engage families in open, ongoing, two-way communication	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Managing conflict in school settings in a fair and equitable manner	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Developing school culture that focuses on the whole child	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Acting with integrity, transparency, and fairness	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Creating an inclusive and caring learning environment	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
- Promoting equity of opportunity for every student	<i>NI</i>	<i>LI</i>	<i>MI</i>	<i>GI</i>	<i>VGI</i>
11. To improve the quality of school leader development programs in NYS, what one change would make the greatest difference?					
