Notes from Authentic Experiences/Internship Work Group Session 2 - Jan 25, 2017

What's at the heart of our charge? (most current/revised thoughts of the group):

- Clinically rich experiences where candidates <u>practice, do and reflect upon</u> the work of the principalship

Bold Ideas brainstorm - Notes from post-its:
- Micro-credentials
- No exam
- Competency-based approach / no University degree required for certification if you demonstrate competencies
- Local control (with accountability)
- Programs re-apply for certification (showing they can create assessments and training needed to get candidates to demonstrating competency / demonstrating relevance and authentic practice)
- Practitioners as faculty
- The Massachusetts model
- Medical model
- Authentic assessment
- Some kind of inventory to inform who gets into training/programs (wasn't on the post-it, but I thought it might belong here)

Other thoughts:

- Do we really want to let go of the required one year internship?
- We should recommend NELP for NY - seems a critical aspect/piece of all of this because these standards from NELP will guide/frame our "practice, do and reflect"
- We should address something to leverage relevant instruction at universities

Things we liked/loved that we heard this afternoon (in the presentations):

- The Massachusetts model
- Multiple pathways (clear standards but you get there as you want)
- Idea: Our recommendation should be about standards and then allowing for multiple pathways to practice, do and reflect

Notes from P12-Higher Ed Partnership Breakout Group Session (1:30 pm – 2:30 pm) - Jan 25, 2017

What emerged from our breakout group work in the final hour of the meeting?

- Our group considered partnership but not just between P12 and Higher education but also with other entities.

- A real relationship develops between places that need principals and places that develop principals.

- Our group is thinking about the impact that those partnerships have both on IHE and P12.

- As we consider the P12-Higher Ed Partnership, the commitment to "publish or perish" is a reality for the IHE world.

- It has to be considered when we talk about partnership ideas.

- In order to influence partnerships so they benefit IHEs, it would put IHEs in a better position to more-completely engage in the practice of enhancing school building leadership if some consideration were given to the "publish or perish" reality that IHEs face every day.

- There is a difference between the preparation of school building leaders who intend to (and actually do) go on to become principals and the preparation of school building leaders who do not intend to go on to become principals. SBL preparation programs may need to differentiate between these two; some who are enrolled in an SBL program intend to become principals but others do not. How could or should prep programs adapt to this reality?

Notes from Diversity Breakout Group Session (1:30 pm – 2:30 pm) - Jan 25, 2017

Within our discussion of principal preparation in general (and diversity in particular) we wonder whether proper and sufficient emphasis is placed on improving student performance.

So, how do the standards for individual certification and the standards for principal preparation programs look at candidate who may fit the profile on paper (that is, they may qualify to be certified) but who are not yet really ready to step into the job of principal?

I heartily support a full-time internship. At the same time, I don't think it is the most important element in being an effective principal.

I am keen on the importance of a principal knowing students well and being able to oversee and supervise teachers (and coach them) so that instruction is delivered in a way that meets students learning needs.

Standard 4 from the draft NELP standards speaks to this idea. That is, an adequately prepared principal may or may not be from an historically-under-represented population but (s)he must be able to guide the instruction so it meets the needs of students who have widely-varied backgrounds and learning needs. That is the key point. The goal is not just to recruit individuals for school leadership positions that are from historically-under-represented populations but to develop the capacity within all of our principals (aspiring and sitting principals) to propel learning and promote academic success for an increasing diverse student population.

When we consider how individuals become candidates in a School Building Leader preparation program, we think about the various moving parts. There is a series of elements that all affect the flow of individuals . . . first into the public education profession and then into the school leadership channel. There are the various tests that are used to make admission decisions (both into college and later into graduate school programs). There may or may not be bias either in the tests themselves or in how the test results are used. Sometimes we may see scores from tests used to determine whether educators are worthy of promotion. We may unfortunately encounter systematic unfairness in the attitudes and beliefs and behaviors of those in positions of authority in some systems (by "systems" we mean schools of education and/or school districts). The harsh reality is that in some cases minority candidates in collegiate programs often face considerable opportunity costs. That is, they are pursued by other fields outside of public education – other in ways that make it difficult for public education to compete on a level field with respect to salary and benefits.) This can diminish the flow of racially/ethnically diverse candidates into public education. That is something we will have to deal with if we want to be successful.

When we think about distilling the many ideas we came up with as a breakout group, there seem to be four groups, or buckets.
1. Those that pertain to equipping all principals with the knowledge/skill to meet the learning needs of a diverse student population
2. Those that pertain to access
3. Those that pertain to testing or gauging whether candidates are "certification ready"

4. Those that pertain to whether to sunset SED approvals of IHE programs focused on school building leader preparation

Group 1: Equipping principals with knowledge/skill to meet learning needs of diverse students
    Combine 1 and 7 into a single item titled "Improving Principal Cultural Competency"

    Focus: Prepare leaders with the skills and knowledge to meet varied learning needs of a diverse student population

    Item 1 Suggestion: "Learning about diversity is an ongoing process. It takes hours of professional development . . . it [should] result in very authentic learning . . . related to diversity and multicultural education."

    Item 7 Suggestion: "[SBL] prep programs and SBL certification include the expectation that candidates [show they can and do] employ culturally-responsive practices."

Group 2: Improve access of historically-under-represented populations to school leadership
    Combine 2, 3, 4, 6, and 8 into a single item titled "Expanding Access to Leadership for Under-Represented Populations"

    Focus: Produce leaders from varied backgrounds (including from historically-under-represented populations)

    Item 2 Suggestion: "Districts set diversity goals." Presumably goals districts set include increasing the number & %age of minority staff in the ranks of School Building Leaders.

    Item 3 Suggestion: "To increase diversity offer financial assistance to minority groups to go into the field and employ minority peers to recruit &/or mentor potential applicants &/or students"

    Item 4 Suggestion: Recruit a diverse population of teacher leaders into educational administration . . . offer colleges incentives for accepting minorities into their programs."

    Item 6 Suggestion: Revisit HSs; recommend coll prep prgrms offer 1 program, prep wide range of students for teacher exam, recruit for diversity (cultural, racial & women)

    Item 8 Suggestion: "Apply Teacher Opportunity Corp concept to principal prep (use allowable portions of fed funds to create a mechanism to enhance the identification, recruitment, selection, and development of historically-under-represented populations)."

Group 3: Concerns testing or gauging whether candidates are "certification ready"
    Combine 5, 10, and 11 under single heading titled "Evidence Used to Gauge Readiness for Certification (exams, etc)

    Item 5 Suggestion: "Look at testing requirements for administration. This test has become a barrier for many potential candidates trying to become administrators."

Item 10 Suggestion: Request a third-party expert review of the most-recent validity study of Pearson SBL exam (with special attention to racial/ethnic bias)."

Item 11 Suggestion: "Consider alternative methods to an exam (project-based?)"

Group 4: Concerns whether to sunset SED approvals of IHE-based SBL preparation programs
Consider 9 as a stand-alone under heading of "Sunset SED Approval for SBL Programs at IHEs"
Item 9 Suggestion: "NYS sunsets all of the approvals it grants to individual universities to offer SBL prep programs that lead to certification; add expectation that future approvals call for IHEs to set goals, targets, & milestones concerning # and percent of SBL candidates from historically-under-represented populations who complete the program."

Our breakout group concluded that providing multiple pathways for individuals (both to enter higher education and to demonstrate fitness or readiness for SBL certification) has the potential to be a useful tool in expanding the access of historically-under-represented populations to SBL leadership.

Notes from Professional Learning Breakout Group Session (1:30 pm – 2:30 pm) - Jan 25, 2017

Our group considered the six high concept ideas that the ESSA Think Tank has developed (all related to "Supporting Excellent Educators"). We identified two that matched up well with the work of the Principal Preparation Project. We decided that these two best embody the notion of Professional Learning and Ongoing Support. Those two high-concept ideas follow. The two we identified are high concept idea #18 and high concept idea #21.

18. To ensure all students have equitable access to the most effective educators, regardless of their physical location, the Department will support districts, BOCES and Institutes of Higher Education to develop comprehensive systems of educator support that address 5 common challenge areas: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective teachers; and 5) extending the reach of the most effective educators to the most high-need students, and to their families and communities.

21. To ensure novice educators receive the supports necessary to persist in the profession, the Department will seek to revise current first year mentoring requirement to require a full school year of formal mentoring.

We agreed on the importance of devoting support to new principals (through and beyond their first year as principal). For that reason, we identified a third high-concept idea that underscores the work of our Principal Preparation Project and especially the work of our breakout group on Professional Learning and Ongoing Support. That is high concept paper #22.

22. To ensure that early career educators (both those new to teaching and to leadership) receive the support that is necessary to persist in the profession, the Department will develop and encourage districts/Boards of Cooperative Education Services (BOCES) to adopt induction models to support educators during the first three years of their educators' careers.

Our breakout group needs more information about how CTLE operates in NYS (the term "CTLE" refers to Continuing Teacher and Leader Education). This will be important so we can carve out a way to better support early career educators and sitting principals (especially in their areas of greatest need).

Our group intends to look at the Professional Standards for Educational Leaders (PSEL) to see what principals need in terms of professional development and to see if those needs are adequately captured in the standards.

Finally, in response to the presentation from a team of presenters (representing SUNY Plattsburgh at Queensbury and Cambridge Central School District), a member of our breakout group offered that for partnerships to be successful it is vital to include families and community leaders. Public education today differs from what public education looked like 10-20 years ago. It is easy for parents to feel disconnected and uninformed if they do not understand the laws and mandates around education. It will be important to involve families and communities more fully so families can better understand and appreciate what teachers and administrators do in their daily work.

Principal Preparation Advisory Team: Standards break-out workgroup
1/25/2017

Group members:
- Kelly Grace
- Larry Woodbridge
- Maria Pacheco
- Cecelia Golden
- Marie Guillaume
- Moses Ojeda
- Michelle Young

During the work group portion of the meeting, Larry led a discussion on the PSEL standards. The goal of the discussion was for all group members to comment on each standard and point out what is important about the standard and what, if anything, is of concern.

Standard 1:
- The group consensus was that this is an important standard because safety and wellbeing of the students is essential to fostering an academic environment.
- (f) was identified as being particularly meaningful.
- (d) was pointed out as important because it mentioned 'collaboration.'
- The group consensus was that there are no major areas of concern with this standard.

Standard 2:
- The group consensus was that the word 'moral' should be reconsidered as a part of this standard. The concern is that there are various ways to define what 'moral leadership' is, and in general, adults may not respond well to being given 'moral direction.' If the standards are ultimately adopted, the Board of Regents should be made aware of this reservation.

Standard 3:
- The group consensus was that there is a concern with referencing a responsibility for a leader to ensure equitable access to effective teachers. This is something that not all leaders may have control over—there are infinite constraints on the ability to provide equitable access to effective teachers to all students. The PSEL standards is not the place to place this burden on leaders because these standards are used for both principal preparation as well as principal evaluation. This standard is also very difficult to measure.

Standard 4:
- (f) the concern over this standard was the fact that in most cases, leaders (as well as teachers) do NOT have the ability to choose the assessments they give to students. Therefore, employing valid assessments is not something that a leader has control over.