

Principal Preparation Project Advisory Team (Phase 2)

Meeting #3: February 28, 2018

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Unnumbered Entries

Meeting PowerPoint

Pipeline Graphic: Using a Pipeline to Anchor our Work

Staircase Graphic: How Phase 2 Builds on Phase 1 (and where Phase 3 might lead)

Logic Model for a Statewide Micro-Credential Framework

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Principal Project Advisory Team (Phase 2)
Wednesday, February 28, 2018 (10:30 am – 3:00 pm)
New York State School Board Association
24 Century Hill Drive, Latham, NY (Lashway Conf Center)

1. Welcome, member introductions, greeting of visitors and newcomers (10:30 am)
2. Meeting Goal: Finalize recommendations for each area our 5-part charge
3. What has transpired since we last met:
 - SUNY Board of Trustees adopted a resolution calling for development of a system-wide policy framework on micro-credentials
 - Chairperson of *NELP* development team sent us the most recent draft of *National Educational Leadership Preparation Standards*
 - *Collegiate Association for Development of Educational Administration* offered SED suggestions on prep program re-registration
4. Housekeeping: Review and accept or agree on any needed change to minutes from meeting #2
5. Logic Models (10:35 am)
Objective: Decide whether to adopt or revise a logic model that links recommendations we generate in response to 5-part charge
 - Consider responses to SurveyMonkey that asked members to describe their reaction to a proposed logic model for our work
6. "First Principles" (10:40 am)
Objective: Consider how many/which "first principles" to adopt to bring coherence to recommendations emerging from our work
 - Consider responses to SurveyMonkey that asked members to describe their reaction to proposed "first principles"
7. Priming the Pump (10:45 am)
Objective: Understand how micro-credentials are currently used by NYCDOE and Tennessee (and how it can inform our project)
 - Mary Strain (*Teaching Matters*) provides national perspective on micro-credential use for the purpose of principal preparation
8. Break-out Session for Small Work Groups (11:15 am)
Objective: Each group refines their recommendations and places them on chart paper (in a manner that lends itself to a gallery walk)

Questions for Small Group on Competency Based Assessment (in this context the term "SBL" means School Building Leader)

- If NYS forgoes the Massachusetts approach (PALs); what will assure judgments of competency are comparable across NYS?
- Do we recommend competency-based assessment (a) replaces SBL exam (b) augments SBL exam or (c) does not replace it?

Questions for Small Group on Micro Credentials

- With respect to issuing micro credentials, to ensure comparability of judgments, who is responsible to whom and for what?
- How will it work?

Questions for Small Group on University Based Preparation Program Standards

- Given a cross-walk of *NELP/PSEL/MCEAP-feedback*, what can we recommend related to principal prep program standards?
- Given *NELP* status, what recommendation can we offer that signals support for *PSELS*, *NELP*, and *MCEAP's* critique of *NELP*?

Questions for the Small Group on Standards for Supervisors (in this context, the term "SDL" refers to School District Leaders)

- Could or should "supervisor standards" that we recommend pertain to supervisor preparation, supervisor practice, or both?
- In what way, to what extent, and why do we recommend modifications to 2015 Model Supervisor Standards from CCSSO?

Questions for the Small Group on P20 Partnerships

- What does it mean to re-design prep programs so all graduates are equipped to turn around schools that struggle most?
- How will re-designed partnerships surmount obstacles that now impede current prep, leaving many certified yet few ready?

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9. Carousel fashion gallery walk (12:00 pm)
Objective: Identify feedback on all recommendations using a “+/ Δ /?” approach.
 - Small groups teams rotate to visit charts displaying recommendations of the other small groups
 - Each team spends 5 minutes viewing the chart of another small group
 - Members write comments on post-its (feedback that is captured on each recommendation is organized using “+/ Δ /?” approach)
10. Working lunch while seated with your small group (12:20 pm)
Objective: Revise preliminary recommendations of each small group in light of feedback from Carousel activity
 - Gather with your small group colleagues to have lunch;
 - When 2-minute video ends, be ready to re-start work (consider what you will do with what you learned from Carousel activity).
 - Given feedback from entire Phase 2 Team, each small group makes any needed improvements to recommendation(s)
11. World Café (1:25 pm)
Objective: While co-leaders stay at their table, others circulate in “ring and run” fashion to visit other tables and give feedback
 - Each “ring and run” session is 10 minutes long; Phase 2 Team members give feedback to other small groups orally & via post-its
12. Reconvene as small groups (2:05 pm)
Objective: Each small group uses World Café feedback to consider and if needed make improvements in their recommendation(s)
 - Co-leaders for each small group summarize the suggestions that were offered by critical friends.
 - Each small group makes any needed improvements to recommendation(s)
13. Whole group reconvenes (2:35 pm)
 - Co-leaders from each small group have 3 minutes to present their latest version of recommendations to entire Phase 2 team
 - Following each small group presentation, there is a 2-minute whole group discussion (hard stop).
 - If requested by co-leaders, use Warm/Cool activity to gauge level of support from entire team to small group recommendations
14. Adjourn (3:00 pm)

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Operating Agreements

Approved minutes reflect official account of our work and our meetings.

Jointly support what we help create.

Only consensus recommendations move forward.

Team reaches consensus using an established process. *

Our meetings are held in public but they are not meetings of the public.

“No stripes” (that is, members and their contributions are valued equally).

OK to miss 1 meeting (we agree to support decisions made in our absence). **

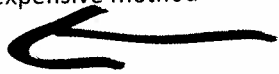
* The “established process” is Fist to Five.

** Regular members of the Phase 2 team are those who have been invited to serve by the Commissioner and who can attend at least three of the four team meetings. Those who have been invited by Commissioner Elia to serve on the Phase 2 team may remain as “ex officio” members if their schedules only permit them to attend two of the four meetings. An “ex officio” member is a full participant in all team activities (with the exception of decision-making activities)

TRAVEL INFO FOR THOSE PHASE 2 ADVISORY TEAM MEMBERS SEEKING REIMBURSEMENT JANUARY 30, 2018

Members are eligible for reimbursement for travel under certain conditions.

To qualify for reimbursement, travel-related expenditures must be at the state government rate

- To be eligible for reimbursement, members must travel via the least expensive option that is available
- If taking the train is less expensive travel by car, then take the train
- If car travel is less expensive than train, take a car
- Car rental is expected if it is the least expensive option and is less expensive than a personal car
- A link is available that allows you to calculate whether a rental car or personal car is the expensive method
- That link is <https://www.ogs.ny.gov/BU/SS/Trav/Calculators.asp> 
- Mileage is reimbursed for those traveling more than 30 miles one-way
- Reimbursement is at the state rate of \$0.54 per mile (mileage is recorded on the form that SED provides).
- Taxi travel to and from the Albany-Rensselaer Train Station will be reimbursed if it is submitted with original receipt.
- If traveling by train, submit original receipt for ticket purchase showing costs each way (this is NOT the travel ticket)
- If renting a car, it must not exceed the gov't approved daily rate (\$30.99)
- Submit original receipts
- In every case make and retain a copy of receipts for your own records.
- Efforts are made to mail reimbursements 30 days after request is received (but due to backlog, delays may occur).
- Reimbursement must be submitted in the same fiscal year that the expenditure occurred.
- All requests must be received within 30 days following meeting.
- Attached is a copy of the reimbursement form.
- To seek reimbursement, give Ken Turner the completed (and signed) travel voucher forms and original receipts.
- Alternatively, send completed (and signed) travel voucher forms and original receipts to Ken Turner via US mail:

Ken Turner
c/o Shannon Roberson
Room 977
Office of Higher Education, NYSED
89 Washington Ave
Albany, NY 12234

For each meeting, cost for a single night's lodging may qualify for reimbursement for members who travel at least 200 miles one-way to the meeting location in NYC. To be reimbursed lodging must have the prior written approval of the Deputy Commissioner for Higher Education and must be at the government rate for the area (\$115/per night). Original receipts must be submitted.

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GOAL, SUCCESS CRITERIA, CHARGE, AND DELIVERABLES

- I. Goal
 - A. Create recommendations that enhance school building leader prep (thereby contributing to improved student success)
- II. Success Criteria
 - A. Is consistent with or builds on 9 beliefs and 11 recommendations identified by Principal Preparation Project Advisory Team
 - B. Supports elements of the Regent vision and priorities articulated in the *ESSA* plan for New York State
 - C. Educationally sound (consistent with the published positions of national boards and experts)
 - D. Credible (supported by those who support is needed, e.g., stakeholders in the field, SED, Commissioner, Regents, etc.)
 - E. Includes a feedback cycle and a process for continuous improvement
 - F. Includes an implementation timetable and a change model that engages practitioners in a meaningful way
 - G. Creates system coherency (e.g., consistent with or advances current policy and practice in a sensible way)
 - H. Fiscally viable (can be adopted and implemented within existing resources)
 - I. If federal funds are used, conforms to the evidence-based requirements of *ESSA* (concerning use of Title I and IIA funds)
- III. Charge
 - A. Establish a P20 partnership framework that better defines the relationship between university-based principal preparation programs and school districts that host internships for aspiring leaders
 - B. Modernize regulations guiding university-based preparation programs (so they conform to *National Educational Leadership Preparation Standards*)
 - C. Investigate and propose a way to issue micro-credentials in partial fulfillment of School Building Leader (SBL) requirements
 - D. Recommend improvements needed to the standards for principal supervisors so they are aligned to the *Professional Standards for Educational Leaders (PSELs)*
 - E. Recommend whether competency-based assessment should replace the current School Building Leader examination
- IV. Deliverables
 - A. P20 Partnership

Deliverable: Establish a Regional P20 Partnership Pilot Program that brings together P12, higher education providers, and other organizations (possibly those from a Board of Cooperative Educational Services or BOCES or others) with expertise in teaching, learning, and leadership development. Underwrite the launch of at least three innovative partnerships that each commit to equipping a diverse pool of aspiring principals to lead, guide, and support schools to higher levels of performance. The focus of the pilot is on forging partnership agreements between participating school districts and higher education institutions related to the training and how candidates will demonstrate desired competencies before becoming certified. The focus additionally will be on preparing candidates to assume the principal role and acquire what is needed to turn around a chronically-struggling, high-need school.
 - B. University-based principal preparation programs

Deliverable: Articulate any needed changes in expectation for university-based principal preparation programs. Any recommended change will meet these criteria: (a) are prepared and approved by a team representing P12 faculty and administration (including those from a Board of Cooperative Educational Services or BOCES), higher education faculty, as well as aspiring principal candidates who are currently enrolled in programs to prepare school building leaders; (b) are aligned to *Professional Standards for Educational Leaders (PSELs)*; and (c) are compatible with applicable standards for the *Council for the Accreditation of Educator Preparation (CAEP)*.
 - C. Micro-credentials

Deliverable: Recommend a framework that enables aspiring principals to demonstrate competency with respect to a subset of requirements leading to a School Building Leader certification. Framework will provide a mechanism whereby micro-credentials can be combined in partial fulfillment of requirements for SBL certification. The micro-credential may be similar to or patterned after badges earned on digital platforms and may take the form of an annotation to an SBL certificate that signals some unique competency or particular expertise of the bearer of the certificate (e.g., specialized knowledge or skill in Career and

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Technical Education, turnaround, early childhood, Special Education, etc.). If approved, micro-credentials will be a portable record of accomplishment recognized throughout NYS.

D. Expectations for principal supervisors and superintendents

Deliverable: Recommend expectations of administrators who aspire to supervise principals. Align these to the *Professional Standards for Educational Leaders* to ensure that a principal's practice is consistent with the *PSELs* and that supervisor support for (and evaluation of) a principal is based on *PSELs*.

E. Competency-based assessment

Deliverable: Reach agreement on whether certification eligibility in NYS should rest (not on an exam but) on demonstrations of knowledge, skill, and dispositions in authentic P12 settings. In order for the candidate to demonstrate readiness for certification, the candidate takes on real problems of practice in a school setting and assumes the leadership responsibility in a way that leads to improved staff functioning, student learning, or school performance. Consistent with existing language within NYS regulations pertaining to competency-based practices and the internship, propose 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; and (c) confers certification on the basis of three things (satisfactory completion of a university-based prep program, satisfactory classroom teaching experience, and satisfactory completion of a competency-based performance during the course of a full-year internship). In this proposal, evaluations made by those who judge competency-based assessments should be comparable across the state, be defensible, be valid for their intended purpose, be evidence-based, and should incorporate reliable information.

Use of Title IIA Funds to Support Creation of Turnaround Principal Endorsement for School Leaders

The following is a proposal to use approximately \$1 million of the Department's 3% School Leader Professional Development Title IIA set aside to support a process by which Institutes of Higher Education may be approved to offer a program leading to a Turnaround Principal Endorsement for School Building Leaders.

Step 1: NYSED in consultation with the Principal Preparatory Advisory Committee will enter into Memoranda of Understanding (MOUs) with SUNY and CUNY to create and pilot a program designed to train current principals, and possibly current assistant principals, to become School Turnaround Leaders. The MOU will provide institutions with funding so there will be no cost to participants in the program.

Step 2: Based on the results of the pilot, NYSED will work with IHE's to develop curriculum for a graduate level Advanced Certificate for a program in School Turnaround Leadership that would apply to NYS IHE's that wish to operate such programs and propose amendments to Commissioner's Regulations to add a "Turnaround Principal Endorsement" (or "micro endorsement") to the School Building Leader Certificate.

Step 3: NYSED will approve programs to offer coursework leading to the Turnaround Principal Endorsement.

Step 4: IHE with programs will commit to recruiting a diverse candidate pool to participate in such programs at limited or no cost to participants. NYSED would need to approve participants whose course of study will be subsidized by NYSED.

Step 5: When there is a sufficient pool of educators with Turnaround Principal Endorsement in a particular region, NYSED will require that when new schools are opened to replace low-performing schools, or when a school is newly placed into receivership, districts must assign a person with such endorsement to be principal, or require that districts provide a compelling reason for not appointing a person with this endorsement. Such "compelling reason" must truly be compelling and will not be routinely granted.

Four Alternate Options to the Title IIA Turnaround Principal Endorsement

In addition to the proposal described above, these alternate options were developed in response to the "Use of Title IIA Funds to Support Creation of Turnaround Principal Endorsement for School Leaders."

Three key factors motivated the development of alternate options:

1. Success as a turnaround leader depends on a multitude of traits such as strong interpersonal skills, analytical skills, the ability to inspire, and the ability to command respect that cannot easily be taught in an academic setting.
2. Anyone receiving a Turnaround Principal Endorsement would be expected to be successful turning around a struggling school, which is quite difficult, and can be dependent on outside forces, such as sufficient district support. If a sizable percentage of individuals with the Endorsement were unsuccessful, then the Endorsement becomes meaningless.
3. The schools with the most needs require principals with the strongest likelihood for success. Too often, struggling schools are led by individuals who have never been a principal before. We should be trying to discourage that practice as much as possible. If the endorsement is seen as a NYSED "Seal of Approval" then it is important that only those with certain minimum qualifications, including success as a principal, be considered.

Option 1:

Think of this as a "Distinction"

- In order to be eligible for this "distinction," principals must have shown a history of success improving a school. (We would need to work with stakeholders to define what we mean by success in this context.)
- Those who meet that criteria could be invited to join a program that strengthens their skill set, similar to the Cahn Fellows program that is done with NYC principals.
- Many of the other steps outlined in the original proposal could apply, but this would re-position the program to be about further developing already successful principals, which could reduce its effectiveness as a pipeline for developing turnaround principals.

Option 2:

Think of this as a "Specialist"

- There are specific skills involved in turning around a school and in ensuring such turnaround can be sustained. There are models in the business world and sports world of specific leaders/coaches brought in to make the changes needed to correct the organization's negative trajectory. These individuals specialize in this and once the organization has been improved, they may leave for their next challenge. One possibility is to have turnaround specialist lead a team that also includes other turnaround educators.
- The original proposal can allow for the Endorsement to develop into a Specialist – This might carry more weight if it is seen as a Turnaround School Leader Specialist rather than a Turnaround School Leader Endorsement. The district can play a critical role in the success of the

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school leader, and it could be assumed that someone tagged as a “Turnaround Specialist” is going to be given more authority than someone with just an “endorsement.”

- Similar to Option 1, the minimum criteria necessary would include prior success.
- One difference from Option 1 would be that being tagged a “specialist” may make those not prepared to make significant changes more inclined to take an active effort in making sure that the principal does not succeed in an attempt to undermine the label. The term “Specialist” gives more authority, but it can also be more polarizing.
- The term “specialist” could increase expectations for success, which could suggest that the anyone with the title could lose it if they do not succeed and the school needs to be closed.

Option 3:

Move this from being a Turnaround School Leader Endorsement to an Urban School Leader Endorsement

- There would likely be overlap between any curriculum in urban school leadership and a curriculum in turnaround school leadership. By shifting the name, we would eliminate the pressure of “endorsing” someone to succeed. The name change would also eliminate the need for individuals to have proven track records of success in order to participate and would reduce expectations of school leaders taking on positions at struggling schools. However, because the entry requirements would be reduced, the re-naming would not necessarily result in a cadre of individuals sufficiently prepared to lead receivership schools. In addition, not all receivership schools are located in urban areas. Finally, there is not a perfect overlap between the skills of an “urban school leader” and a “turnaround leader.” There are school leaders who have been successful in urban schools who when placed in low-performing schools have not been successful.

Option 4:

Turnaround District Specialist

- Instead of focusing on developing and identifying turnaround school leaders, we could re-imagine the initiative as one focused on developing District Leaders.
- The target audience would be those who oversee, support, and evaluate school leaders at turnaround schools, not superintendents.
- A turnaround district specialist may not have forces conspiring to de-legitimize the title like a principal may face.
- If what is taught is implemented, this could be a way to dramatically improve the caliber of principals at struggling schools. Better candidates would be hired and placed in principal positions, and those in principal positions would get better feedback and oversight from their district supervisors than what currently exists.

**Principal Project Advisory Team (Phase 2)
Attendees Meeting 2
January 31, 2018**

Absent (8)

Marina Cofield
Doug Fisher *
David Flatley
Reginald Landeau, Jr.
Edwin Quezada **
Reginald Richardson
Allen Williams **
Larry Woodbridge

Withdrew (2)

Susan Doyle
Melissa Garofalo

Attendees (42)

Louise Alfano
Greg Avellino
Zheadric Barbra
Jackie Bennett
Peggy Boorady
Mark Brooks
David Cantaffa
Hazel Carter
Bill Clark
Gladys Cruz
Sheila Durant
Clarence Ellis
Paul Fanuele
Kathleen Feeley
Soribel Genao
Cecilia Golden
Mari Guillaume
Al Inserra
Stephen Jambor
Tracey Johnson
Chuck Khoury
James Kinnier
Mac Knight
Sister Remigia Kushner
Kevin MacDonald
Lynn Lisy-Macan
Yvette Maleve-Diaz
Colleen McDonald **
Carol Murphy
Andrea Fortin-Nossavage
Terry Orr (invited speaker)
Lynda Quick
Suzanne Rosenblith
Chuck Russo
Deb Shanley
Mary Strain (invited expert)
Stephen Todd
Ken Turner (facilitator)
Elizabeth Waite
Xiao-lei Wang
Kim Wilkins
Jennifer Wolfe
John Zampaglione

* Denotes non-resident external experts; their attendance, while welcomed, is not expected

** Denotes ex officio members who have schedule conflicts that make it impossible to attend more than two meetings

Principal Project Advisory Team Summary (minutes) of January 31, 2018 Meeting

The co-chairs opened the second meeting of the Phase 2 Advisory Team meeting at 10:45 am. The co-chairs include Gladys Cruz (District Superintendent) and Suzanne Rosenblith (School of Education Dean at a Higher Education Institution). Members introduced themselves.

The meeting goal was reviewed. It was to “develop 1-3 preliminary recommendations for each area the 5-part charge.”

A description was provided of what had transpired since the first meeting. That included federal approval of the *Every Student Succeeds Act (ESSA)* plan for NYS. In part, it says that 3% of Title IIA funds can be used for principal preparation.

Agreement was reached to accept the minutes (to include the attendance list and transcription of notes) from meeting #1.

Attention was drawn to results of a SurveyMonkey distributed following meeting #1. It asked members to evaluate meeting #1. Two thirds of members responded. An area of needed improvement was the provision of tea and coffee.

The topic of logic models was addressed. Because *ESSA* requires states to develop and use a logic model when using Title funds to support principal preparation, members considered a proposal calling for staff to create a logic model that ties together recommendations that the Phase 2 Advisory Team is expected to generate. Members agreed to that using “Fist to Five”. Members will consider a logic model at meeting #3 on February 28, 2018. The logic model will follow the format provided by RAND and illustrated by University of Southern Illinois.

Members considered results from a SurveyMonkey on “First Principles.” The Advisory Team chair-persons suggested that the Advisory Team members to consider adopting a small set of “first principles” because it could help bring coherence to the recommendations emerging from the 5-part charge given to the Advisory Team. Using “Fist-to-Five” the members approved a proposal to bring this topic back for consideration at Meeting #3 on February 28, 2018.

An invited speaker (Margaret “Terry” Orr from Fordham University) provided a presentation on competency-based assessment and how it is used by other states (Massachusetts and California) and how that work can inform our work. A Q&A session followed.

Members met in small groups and worked to develop 1-3 preliminary recommendations for each area the 5-part charge.

After spending one hour, teams returned to form a whole group and to participate in a “Q-Storm”. Individual members offered feedback to each small group concerning their preliminary recommendations. After each small group presentation, members of entire team posed questions “I wonder whether . . . ?” “Have you considered . . . ”

After lunch, members reconvened in small groups to revise recommendations given Phase 2 member feedback.

Members re-convened as a whole group. One after another, the co-leaders of each small team described to the whole group any changes that had been made to preliminary recommendations.

Members adjourned at 3:05 pm

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Second Meeting on January 31, 2018 of the Principal Project Advisory Team (Phase 2) Agreements Reached and Transcription of Small-Group Notes from Chart Paper

Prior to meeting #2, 27 members responded to a SurveyMonkey asking for an evaluation of the January 17, 2018 meeting. A table shows results (n=27, totals may not sum to 100 due to rounding).

Table 1: Summary of member evaluation of meeting #1, Jan. 17, 2018)

	Percent <i>Strongly Dissatisfied</i>	Percent <i>Dissatisfied</i>	Percent <i>Satisfied</i>	Percent <i>Strongly Satisfied</i>	Percent <i>Satisfied or Strongly Satisfied</i>
Material organization			33	67	100
Usefulness of materials			42	58	100
Focus of the meeting			19	81	100
Organization of the agenda			22	78	100
Pacing of the meeting		4	30	67	96
Range of viewpoints			31	69	100
Member participation			33	67	100
Ability to reach agreement			41	59	100
Diversity of viewpoints		4	38	58	96
Seeking member opinion before meeting			52	48	100
Makeup of the five small working groups			48	52	100
Facilitation			19	81	100
Adequacy of lunch			38	62	100
Coffee, tea, snacks	21	42	21	17	38
Venue size, acoustics, comfort			22	78	100

Table 2: Summary of response to a question, How confident are you we will reach our goal (of drafting recommendations)?

	Percent
Little confidence	4
Moderate confidence	26
Great confidence	70

Prior to meeting #2, a total of 28 Advisory Team members responded to a SurveyMonkey on the topic of "first principles." This asked members to consider whether adopting a small set of statements could provide each of the five small working groups with a common foundation. If a set of "first principles" was adopted by the entire membership, then these statements could help link the recommendations emerging from the five different small groups. A summary of survey results follows (note that the figures in parentheses are those indicating "complete support" plus those indicating "qualified support" equals the "total of complete support and qualified support").

1. Ongoing Support and Guidance in the Form of High-Quality Mentoring and Coaching (92% + 8% = 100%)
Continuous learning is a necessity because principals must be well-adapted to current conditions but also adaptable to changing conditions; thus ongoing support in the form of high-quality mentoring and coaching are vital (not just up to but through the full first year on the job as principal)
2. P20 Partnership (80% + 20% = 100%)
Districts are clients of principal preparation programs so feedback from (and meaningful 2-way collaboration with) field-based practitioners are vital elements of university-based principal preparation programs

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3. Purpose and Effect of this Project (72% + 24% = 96%)
The intent is to create a leader preparation system that learns to get better at getting better (by improving principal preparation we thereby contribute to greater school and student success)
4. The Value of Feedback and the Role of Data (72% + 20% = 92%)
Feedback is at the heart of learning to get better; thus data collection, analysis, and reporting are vital because they make it possible to gauge whether activity and change translate into desired improvement.
5. Aim of Preparation Programs (68% + 32% = 100%)
Sound programs equip candidates to lead schools in continuous school improvement and to lead turnaround in schools that struggle most
6. Quality as the Driver of Preparation Programs, not Dollars (68% + 32% = 100%)
Program graduates' ability to assume a leadership role and lead schools to higher ground is not just the aim and purpose of prep programs but the measure and driver of program success (not revenue generation)
7. Defensible Judgments (68% + 32% = 100%)
Judgements concerning the adequacy of preparation programs and/or candidate readiness for certification must be reliable, valid for their purpose, and comparable across individual, program, and year
8. Competency Matters Most (60% + 40% = 100%)
As part of their principal preparation, candidates enrolled in programs demonstrate certification readiness by leading efforts at a district school that lift staff, student, or school performance
9. Residency Runway (60% + 36% = 96%)
During a full-time, year-long, (ideally paid), school-based internship, candidates identify problems of practice and design and lead interventions that help improve opportunities/outcomes for staff and students
10. Problem Statement (56% + 40% = 96%)
There is an ample supply of those certified to be principal, but not enough who are certified have what is needed to lead and effectively improve schools; "what is needed" includes support for continued learning
11. PSELs are Foundation of (and Organizing Concept for) Principal Preparation Programming (52% + 48% = 100%)
Realizing educational excellence and equity throughout NY requires well-trained leaders who have a convincing command of competencies associated with *Professional Standards for Educational Leaders*
12. The Pathway to Improvement (44% + 56% = 100%)
A principal preparation environment strongly encourages innovation and creativity yet is tempered by a few universal no-fault expectations (Standards but not standardization)

Notes follow describing the preliminary recommendations generated by each of the five small work groups.

MICRO-CREDENTIAL

Recommendations:

- The State should create qualitative knowledge around [identified] fields [that describe] what practitioners [should know and be able to do]. Empower districts to recognize or develop micro-credentials to address the unique goals and/or needs of the district/schools.
- Shift CTLE focus from seat time to competency-based learning by expanding definition to include micro credentials
- Create stackable micro-credentials to support multiple entry points and pathways
- Expand existing CTLE approved providers to include micro credentials
- Enhance prep programs by incorporating micro-credentials to personalize learning using existing content standards

Questions:

- Will or could micro-credentials apply to aspiring principals as opposed to those already in principal position?
- What would make micro-credentials portable?
- I wonder about how micro-credentials are stackable?
- If micro-credentials are "bite-sized", how big is the bite?
- Are micro-credentials earned through district or through university; how do we get everyone on same page?
- How will micro-credentials be transferable between districts in NYS (and/or to other states)?
- Does the CTLE seat time requirement need to be lifted or changed?
- I wonder how to create incentives for districts to adopt and use micro-credentials?
- I wonder how some areas may rely on micro-credentials more than other areas?
- I wonder if using micro-credentials is better?
- I wonder about how learning is better with micro-credentials?
- I wonder about credential incentives [offered] by districts?
- I wonder how much is involved in creating a system of micro-credentials?
- Can districts adopt a micro-credential approach?
- I wonder how would micro-credentials shape professional development?
- Can you cluster micro-credentials (or split up the skills)?
- Are they stackable (and if so, then how)?
- I wonder about micro-credentialing during principal preparation?
- I wonder how do we create an evaluation to see the impact of this approach?

COMPETENCY-BASED ASSESSMENT

Agreement reached on these recommendations:

- There is a need for a competency-based system
- Scaffold implementation of the roll-out (using a blended approach)
- Before implementation happens, identify the competencies

Part 1 (2)

- Attend to human capital (this is accomplished using professional development)
- First attend to culture. This includes teachers, staff, students, families and others

Part 2

Questions:

- How do we identify desired competencies?
- What about cost?
- How does the environment lend itself to competency-based approach?
- What about professional development for university faculty?
- What process do we have in mind (for undertaking change in this direction)?
- What about the participant experience of a competency-based approach?
- What can we say about the success of those participating in a competency-based approach?
- I wonder about coaching and mentoring and how that would be involved and used?

P20 PARTNERSHIP

This small group evaluated the adequacy of a two-page concept paper titled "P20 Partnership for Principal Preparation; Equipping School Building Leaders to Successfully Turn-Around Schools". In part, it states:

- This initiative seeks to develop a program that will bring together leaders from school districts that have a successful record of preparing aspiring principals, scholars from university-based graduate programs with national expertise in school leadership development, and potentially other entities with leadership development expertise (possibly Boards of Cooperative Educational Services, etc.) to collaborate on the re-design of preparation programs so that leaders who emerge are better equipped to turn around schools that struggle most.
- Using Title IIA funds that the federal government provides to NYS, we are proposing to establish models that can be used to spur and support a growing statewide network of Regional P20 Partnership Programs in New York State that share the aim of improving principal preparation and thereby enhancing staff and school performance and contributing to improved student academic success.
- We are exploring opportunities to develop innovative partnerships that will provide aspiring principals with the knowledge, skill, and experiences to lead, guide, and support schools to higher levels of performance with special attention to preparing candidates to successfully turn around chronically-struggling, high-need schools.
- Committed to advancing educational excellence and enhancing equity of opportunity, federal funds provide seed resources to underwrite the design and launch of model P20 Partnership Programs that are sustainable over time. These will

The two-page concept paper includes 15 characteristics.

- a. Provide extended (year-long) internship learning experiences for aspiring principals that are grounded in a clinically-rich, and well-supervised set of practical experiences
- b. Develop competencies aligned to the 2015 *Professional Standards for Educational Leaders* and use those as the focal point for competency-based determination of candidate readiness for certification
- c. Use tools that meet ESSA evidence requirements to prepare aspiring principals so they can organize time in ways that improve instructional focus (pursuant to RAND report titled *School Leadership Interventions Under Every Student Succeeds Act: Evidence Review*, Jan., 2017, pg. 24).
- d. Design and launch the machinery to systematically disseminate lessons learned so these lessons inform the field and State Education Department and help NYS fine-tune the development of a statewide framework of Regional P20 Partnerships Programs

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- e. Couple existing capabilities that a district has to monitor the identification, development, and placement of school leaders (capabilities presently exist or are currently being pilot tested) with data analysis and reporting abilities to provide a foundation for a credible third party evaluation that will monitor and quantify model impact thereby helping NYS to meet the evidence requirements of *Every Student Succeeds Act*
- f. Specify the expectations and professional responsibilities of mentors and coaches of aspiring principals
- g. Alter how determinations about candidate readiness for certification are made so that decisions are shared by university-based scholars and field-based practitioners
- h. Design and implement an internship experience that calls upon a knowledgeable in-district expert to observe, supervise, mentor, coach, and attest that a candidate has demonstrated competency with respect to a particular certification standard
- i. In lieu of School Building Leader (SBL) examinations, design competency-based assessments that call upon candidates to identify a problem of practice for a school, to design and lead the implementation of the intervention, and then to evaluate and document in what way and how well the intervention improved staff functioning, student learning, or school performance.
- j. Culminate in issuance of a micro-credential that is recognized by NYS as partial fulfillment of the requirements for School Building Leader (SBL) certification
- k. Establish for each Partnership Programs a written agreement between the district and the university that stipulates how revenue collected during an internship benefits the organization(s) and individual(s) that bear responsibility for supervising candidate internship.
- l. Design and implement a process whereby judgments of candidate readiness for certification that are made by each program are comparable across individual, program, and year and that judgments made about candidate fitness are educationally sound, credible, defensible, reliable and valid for their intended purpose
- m. Set and meet goals, targets, and milestones (and then report success in efforts) to recruit, select, develop, and place in school leadership roles individuals from historically under-represented populations and subsequently to annually increase the number and percent of candidates from these historically-under-represented student populations who assume school building leader responsibilities in a struggling school and successfully improve on the school's performance.
- n. Pair internship with high-quality coaching and mentoring support that extends through first full year that a candidate is in the principal job (enumerating what will the university, the district, and each school will do to assure quality mentoring/coaching)
- o. Implement ways to build sustainability and progressively shift financial responsibility from the state to the P20 partnership

Recommendations from the small groups - Add the following to the two-page concept paper:

- Provide fully integrated, immersive, year-long internship experiences for aspiring principals that are grounded in a clinically-rich, and well-supervised set of practical experiences aligned with national standards.
- Develop a funding model that encourages and supports the recruitment of high quality candidates with special attention to candidates from historically-under-represented populations.

Questions:

- I wonder how do you partner with districts that do not follow best practices?
- I wonder how can the partnership concept be inclusive (regardless of district size)?
- What has derailed P20 partnerships in the past in New York State?
- I wonder how to overcome the things that have derailed P20 partnerships in the past in New York State?
- Why call it a P20 Partnership and not a broader coalition that includes more than just educational community?
- What about the idea of moving away from "partnership" to the idea of "one profession?"
- I wonder if funds are available to accomplish these partnerships?
- I wonder how might funding could be re-distributed so higher education isn't taking all the funding?
- I wonder about how we might structure incentives and resources so as the benefits of a partnership improve the resources that flow to that partnership increase?

STANDARDS FOR PRINCIPAL SUPERVISORS

This small group evaluated the adequacy of a document that CCSSO produced that is titled "2015 Model Supervisor Standards." This includes 8 standards. The small group line edited the first 4 of these 8 standards.

Recommendations:

- In the interest of creating a unified system of accountability and support, this small group recommends a shift away from emphasis on the formal evaluation of a principal and towards support for the growth and development of a principal.

[Parenthetically, the rationale here is that each district has a formal evaluation process. The need is for more, better, and different support so principals grow, develop, adapt, and improve their professional practice.]
- This means we uncouple coaching from evaluation. While evaluation occurs within [e.g., is a component of the] the larger process of supervision and evaluation, it is expected that growth will evolve from [or should be a by-product of] both processes.
- In the interest of creating a unified system of accountability and support, attention in the standards is focused on using coaching within the supervisory process [to promote] the growth of principals. Via COSERs, the coach may come from (and be trained and supported by) the local BOCES.
- This shift in emphasis is best reflected in the changes that the small group proposes to the 4th of 8 standards.

Original Form of Standard 4

Principal supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

Proposed Change to Standard 4 (strikethrough used for deleted language are capitals used for new language)
Principal COACHES supervisors engage principals in the PROFESSIONAL LEARNING ~~formal district principal evaluation~~ process in ways that help PRINCIPALS ~~them~~ grow as instructional leaders.

Clean Form of Revised Standard 4

Coaches engage principals in the professional learning process in ways that help principals grow as instructional leaders.

Questions:

- Who is doing the work of coaching and mentoring for principals (is this a new role)?
- Is any training required of coaches (and if so, training in what)?
- Who appoints coaches?
- Should coaches come from outside the district?
- To what extent does a principal have a say in who does the coaching?
- Is there a mandate for mentoring to be provided to principals (and if there is, should it be strengthened somehow)?
- What role does or should the state play in this?
- Who is accountable to whom and for what?
- How will a coach work with higher education?
- What do we mean by “uncouple” or “decouple”?
- What if the evaluator and the coach are the same person?
- What credentials are needed or expected of those who coach and/or mentor?
- Do the terms “coach” and “mentor” have the same meaning throughout NYS (if not, how does meaning vary)?
- How do we evaluate the effectiveness of coaching and/or mentoring?
- Are there standards for supervisors (and shouldn't there be)?
- What about revising standards for School Building Leaders (SDL)?
- How do our recommendations taken into account that a principal supervisor is not always the superintendent?
- How do we calibrate training for coaches so that we ensure and maintain quality in the coaching experience?
- Are we really implying that the coach is now the evaluator (don't think so but have to ask)?
- With superintendents working in so many different settings and contexts, <illegible>.

STANDARDS TO GUIDE UNIVERSITY-BASED PRINCIPAL PREPARATION PROGRAMS

Members of the small group found that when it comes to the topic of regulations to guide the design of university-based Principal prep programs, the real question is this.

How will the *PSELs* be distilled into a manageable set of guiding principles?

In NYS, because of Regent action in Dec., 2017, *PSELs* have become the foundation of principal preparation (and ultimately principal practice). Small group members agree that *PSELs* are and should be the North Star.

Members of this small group identified features that might become part of SED guidance to institutions of higher education (IHE). Possibilities follow:

Recommendations:

- To connect theory & practice Principal prep program internships must be connected to work of P-12 systems.
- SED needs to include P-12 advisory groups in registration and/or re-registration process of university-based principal preparation programs
- Micro-credentialing can be a way to get to specializations and specialized pathways
- Needs to be a core in the P12 leader prep programs at higher education institutions (micro-credentialing can help differentiate elementary versus middle level versus high school)
- Revisit current certification requirements for School Building Leaders (SBL), School District Leaders (SDL), and tenure.
- Answer the question, are higher ed principal prep programs oriented to principals (if not, should they be)?

Questions:

- If program quality is important, how will program quality be assured?
- Should there be a standard required of all candidates (regardless of the different settings they head off to)?
- Are or should you consider a differentiated preparation pathway (one for APs and another for principals)?
- Are there pathways that are differentiated to account for the various types of districts that programs serve?
- What non-pecuniary incentives (that would not cost the state anything at all) might exist that can help attract desirable candidates (historically-under-represented populations) into principal preparation programs and then to become principals?
- Would there be (or should there be) a rubric developed -- or a series of rubrics -- that reflect the different developmental levels (and/or different levels of proficiency)?
- Who is responsible for doing the work?
- Does this small group envision State approval of a principal prep program as a "license for the program to operate" or could the State approval of a principal prep program have some tangible importance or meaning or currency for an individual graduate of the principal prep program (similar to how in some states, a diploma from an IB-authorized high school allows the graduate to enter their college program as a junior (at state-funded universities in that state)?
- Should there be common admission standards for principal prep programs?
- Is there a way to balance a safety net with <unfinished idea>?

Members of this small group focused on the reality that a delay in the final publication of the *National Educational Leadership Preparation Standards (NELP)* could affect the work of this small group. A speaker (Terry Orr) had indicated that she thought it would be premature for the Phase 2 Advisory Team to issue a recommendation concerning expectations for university-based principal preparation programs prior to seeing the final version of the *NELP* standards. The members of this small group brainstormed various approaches that the small group might take, given this delay in the publication of the final *NELP* standards. Beginning a year ago, *NELP* embarked on an effort to reconcile standards from *PSEL* and *CAEP*. In this context, the term *PSEL* means *Professional Standards for Educational Leaders*. And *CAEP* means *Council for the Accreditation of Educator Preparation*.

One member of the small group also reminded his colleagues in the small group that the NYS Board of Regents was considering taking action that might allow any university to appeal to the SED to request approval to pursue an alternative to *CAEP* accreditation. While this proposal is out for public comment, if approved by the Regents it would allow any institution of higher education five years to initiate and complete an accreditation review using an alternative process that met with the NYS Board of Regents approval. Deliberations about this inject another level of uncertainty.

Members weighed how to deal with the uncertainty. One option would be to refrain from taking any action at all. Another option would be to prepare a recommendation that commented upon the *NELP* standards in their current form and/or the suggested improvements to *NELP* that had been identified by the *Metropolitan Council for Educational Administration Programs (MCEAP)*.

Members heard how those in a neighboring state (Connecticut) approached the topic of reforming the standards to guide university-based principal preparation programs. A non-resident external expert to the Phase 2 Advisory Team explained how an outreach effort was organized in Connecticut. Practitioners were asked a single question. This question was, "What do you expect every graduate of a principal preparation program in our state to know and be able to do?" In this context, the phrase "to know and be able to do" means "can appropriately and consistently apply in different contexts and situations." Connecticut used this outreach effort to identify the factors and elements to include in a state-level framework to guide principal preparation programs in that state.

Members of this small group discussed the idea and merit of building understanding and expectations from the bottom up. It was understood that at some point the dust will settle on the national scene and something will emerge insofar as *NELP* is concerned.

Presumably a listening tour would not invite participants on the tour to re-think the merits of PSELs altogether, but instead would ask participants to review suggested improvements to NELP that MCEAP offered and simply ask "if not these additions, then what additions to NELP (so NELP standards better conform to PSELs)?"

Proposed List of Features for SED to include when re-registering principal preparation programs
 Source: Collegiate Association for the Development of Educational Administration (CADEA)

Feature	As defined in NYS TLQP	Suggestions from CADEA members
Focus	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	
Candidate qualifications	Bases selection of candidates on demonstrated success	Provide specific criteria related to leadership effectiveness Must demonstrate their teaching and clinical effectiveness
Recruitment	Includes proactive activities to recruit highly effective certified teachers with leadership potential	Pro-active strategies in collaboration with education-related organizations
Pedagogy	Is aligned with research-based best practices	Define the essential characteristics of effective leaders Best practices for leadership Align to PSEL standards Align to NELP standards Aligned with research-based best practices incorporating creativity and innovation Do not allow totally on-line program.
Curriculum	Integrates theoretical and practical knowledge throughout all learning experiences	Sharper focus Current and emerging fields Enable candidates to be nimble about what it means to prepare students to be college and career ready
Internship/fieldwork	Provides for an authentic, rigorous, full-time clinical	Clinically rich, authentic experience

Proposed List of Features for SED to include when re-registering principal preparation programs
 Source: Collegiate Association for the Development of Educational Administration (CADEA)

	internship	<p>Three-way support (university, district, SED)</p> <p>Quality control requirements for supervisors and university advisor</p> <p>High quality internships</p> <p>Concurrent with coursework</p>
Candidate supports		<p>Include attention to developing "soft skills" or relationship building skills</p> <p>Include checkpoints throughout the program to assess candidate competencies and dispositions</p>
Assessment	Uses authentic measures to assess program candidates	<p>Demonstrate ability to lead change</p> <p>Evidence of work as school leader</p> <p>Evidence of outcomes from work as a school leader</p> <p>Performance indicators and authentic assessment from portfolios</p>
Completion		
Cohort		
Faculty	Has faculty committed to and capable of delivering the program	<p>Balance practitioner and research experience</p> <p>Appropriate ratio of fulltime faculty and instructors and adjuncts (no greater than equal FTEs)</p> <p>Limit use of adjuncts</p>

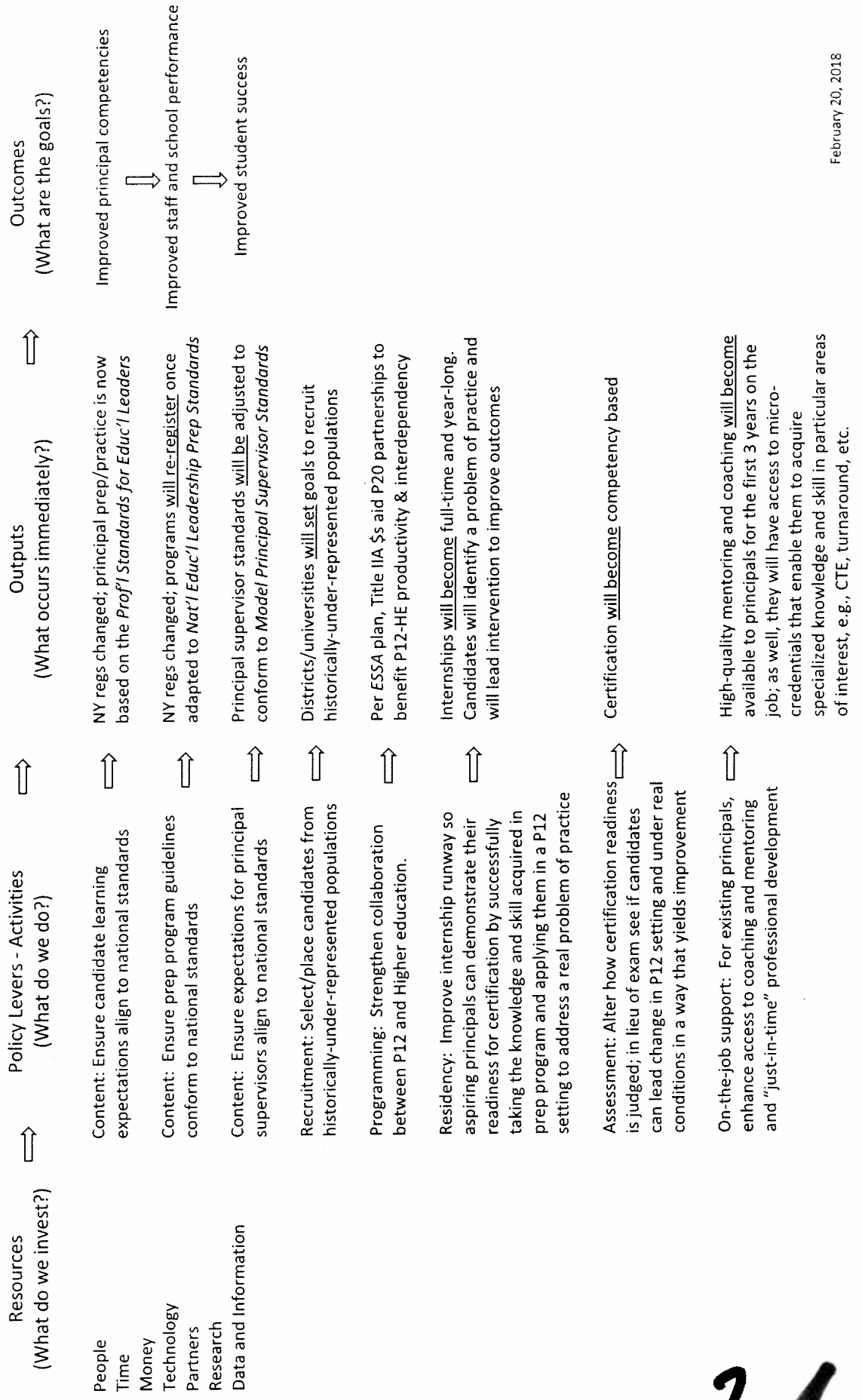
Proposed List of Features for SED to include when re-registering principal preparation programs
 Source: Collegiate Association for the Development of Educational Administration (CADEA)

Partnerships	Ensures meaningful and active practitioner partnerships working closely with dedicated program faculty	
Internship supervision		
Program evaluation	Is evaluated using a variety of performance indicators	<p>Evaluate the relationship between program and job placement; improved student outcomes of schools led by graduates</p> <p>What is the definition of success?</p> <p>Use NELP program evaluation standards and requirements</p> <p>Use multiple measures</p>

LOGIC MODEL FOR PRINCIPAL PREPARATION PROJECT

PROBLEM STATEMENT

Despite earnest effort, NYS has not yet achieved its mission "to ensure every student has equitable access to the highest quality educational opportunities, services, and support." When it comes to principal preparation, many are certified but not enough have what it takes to be effective in the job ("what is needed" includes ongoing support).



2A

Logic Models for Selecting, Designing, and Implementing Evidence-Based School Leadership Interventions

Companion Guide to
School Leadership Interventions Under the Every Student Succeeds Act

LINDSAY DAUGHERTY, REBECCA HERMAN, AND FATI H UNLU



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“Road Map” to Logic Model Components

On this page, we provide a “road map” to the different parts of a logic model, including what information we have developed for each component and how that information can be used to build or refine your own logic model.

Problem Statement
 “What issue am I addressing?”

In this document, we describe each of our six intervention types according to the problem they aim to address (see pages 9 and 10).

How to use it: Use these problem statements to help you focus on logic models related to the types of interventions that most directly apply to your needs and priorities.

Resources
 “What do I need?”

In this document, we identify a list of resource types and some questions about needed resources for states and districts to consider asking (see pages 36 and 37).

How to use it: When identifying an intervention and the primary activities, use our guiding questions to identify resources. *If sufficient resources are not available, consider other intervention types.*

Activities
 “What do I do?”

In the logic models, we identify activities associated with each of the six categories of leadership interventions and report additional detail on how specific interventions we reviewed undertake these activities (see pages 12 to 35).

How to use it: Determine whether your current or future intervention has the activities commonly found in evidence-based programs.

Outputs
 “What happens immediately?”

In the logic models, we identify outputs—or the immediate things that should happen if the intervention is implemented effectively—for each of the six intervention categories, and indicate possible indicators that can be used to measure implementation success (see pages 12 to 35).

How to use it: Identify the key outputs that you might want to examine and measure to determine whether the intervention is being implemented properly.

Outcomes
 “What are my goals?”

In this document, we identify a number of common short-, medium-, and long-term outcomes for school leadership interventions (see page 11).

How to use it: Understand how leadership interventions work to achieve improved outcomes for students, identify the principal competencies the current or future intervention aims to affect, and align the design of the intervention with outcomes.

Understanding Different Leadership Intervention Types

Next we describe six types of leadership interventions. We define leadership interventions broadly to include any deliberate effort to systematically improve leadership capacity in schools by altering programs, practices, or policies. Interventions can include specialized programs that target certain groups of principals or districtwide/statewide practices that affect all principals. Interventions can be developed in-house by states and districts, purchased from external organizations, or developed collaboratively. Choosing the right intervention type(s) includes understanding where the challenges are in the current pipeline and state/district environment, identifying the areas of the pipeline and environment where policymakers have the leverage to make change, and ensuring that the intervention can be designed and implemented to meet the goals of the state/district. In some cases, multiple intervention types may be combined, to be implemented together (see previous section).

Principal Preparation Programs

Problem: Many states and districts struggle with a shortage of new principals who possess competencies needed for effective leadership. While attending training programs, principal candidates often do not receive academic coursework and clinical experiences that adequately prepare them for leadership positions in real life. After graduation, new principals often do not receive sufficient support and mentoring tailored to their individual needs to guide them in the first few years in leadership positions.

Intervention: Principal preparation programs aim to prepare current and aspiring educators to become principals through training that combines high-quality classroom instruction and some type of school-based internship. These programs can lead to an advanced degree or certification. They may be provided by universities, districts, or independent organizations, or some combination of the three.

Strategic Staff Management

(Recruitment, Selection, and Placement)

Problem: Many states and districts struggle to hire leaders who possess the competencies needed for effective leadership. In addition, school leaders may not be assigned to schools in an optimal way. High-needs schools, in particular, struggle to attract and retain effective leaders and replace ineffective leaders.

Intervention: Strategic staff management includes activities to improve recruitment and selection processes and the assignment of principals to schools. Recruitment and retention interventions may include, for example, communication strategies to broaden the candidate pool or specialized processes and tools to screen and evaluate candidates (e.g., performance-based interview tasks). Interventions may also attempt to place effective principals into specific schools (based on need or on principal-school match) and/or replace ineffective principals.

Professional Learning

Problem: The ongoing training, support, and professional development offered to principals may fail to meet the needs of all principals, especially early-career principals and those placed in the most challenging schools. The amount of professional learning offered may be insufficient, the content of professional learning may not necessarily be aligned with principal or school needs, and/or the delivery of content may not be effective.

Intervention: Professional learning interventions aim to provide to principals more effective support that is closely aligned with principal needs. Professional learning can include workshops (single sessions or a series), professional learning communities, and coaching/mentoring. These opportunities may be available throughout a principal's career, although they often are most intensive early in his or her career.

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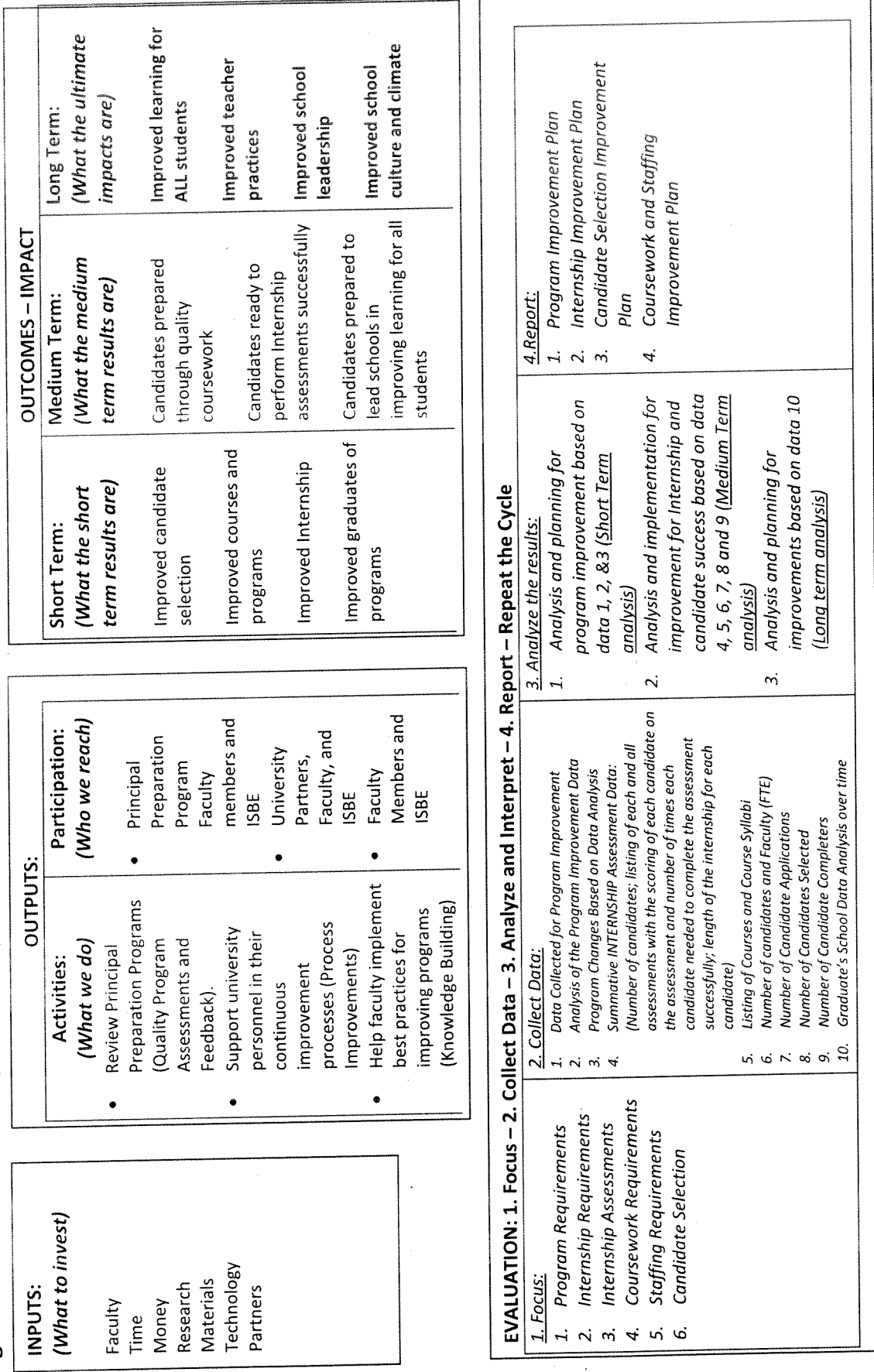
CENTER FOR THE STUDY OF
EDUCATION POLICY
EMPHASIZING RESEARCH THAT MATTERS
Illinois State University



Center for the Study of Education Policy
Principal Preparation Program Toolkit

June 2016

Logic Model – Illinois Principal Preparation Program Continuous Improvement and Review Process



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Proposed “First Principles” (February 28, 2018)

The Foundation

Realizing educational excellence and equity throughout NYS requires well-trained leaders who have a convincing command of competencies associated with the *Professional Standards for Educational Leaders (PSELs)*.

Purpose and Effect

We agree with Linda Darling Hammond. The intent is to create a P20 educational system that learns to get better at getting better. Improving principal preparation contributes to school and student success.

Feedback and Data

Feedback is at the heart of learning to get better; thus data collection, analysis, and reporting are vital because they make it possible to gauge whether activity translates into improvement.

P20 Partnership

Districts are clients of (and partners with) preparation programs; so close and ongoing feedback between field-based practitioners and university-based programs are essential elements of principal preparation

Mentoring and Coaching

Because continuous learning is a necessity, principals need ongoing support in the form of high-quality mentoring and coaching up to and beyond the full first year on the job

Quality is the Driver, not Dollars

The ability of program graduates to assume a leadership role and lead schools to higher ground is not just the aim and purpose of preparation programs but the driver of program success (not revenue generation).

Aim of Prep Program

Sound programs equip candidates to lead schools in continuous school improvement and to lead turnaround in schools that struggle most.

Competency Matters Most

Candidates enrolled in preparation programs demonstrate certification readiness by leading efforts at a district school that lift staff, student, or school performance.

Defensible Judgments

Work toward ensuring judgments about the adequacy of preparation programs and/or candidate readiness for certification are reliable, valid for their purpose, and comparable across individual, program, and year.

Residency

During a full-time, year-long, (ideally paid), school-based internship, candidates identify problems of practice and design and lead interventions that help improve opportunities and outcomes for staff and students.

Internship

8 CRR-NY 52.21 (c)(II)(v)(a, b, and c)

Leadership experiences

(a) Programs shall **require candidates to successfully complete leadership experiences** that shall:

- 1) Include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;
- 2) Be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty; and
- 3) Be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school building leadership.

(b) The leadership experiences specified in clause (a) of this subparagraph shall occur throughout the program of study. In addition, they shall culminate in a **full-time experience of at least 15 weeks** that is structured to provide leadership responsibilities of increasing breadth and depth.

(c) **Alternatively,** the leadership experiences specified in clause (a) of this subparagraph may occur in a **competency-based format** different from that prescribed in clause (b) of this subparagraph, provided that the program demonstrates that such format **is substantially equivalent** to the format prescribed in clause (b) of this subparagraph.

Veronica Diaz, EDUCAUSE Learning Initiative
Jonathan Finkelstein, Credly
Susan Manning, University of Wisconsin–Stout

The use of digital badges is transforming how skills and competencies are acknowledged, verified, and recorded. These portable credentials carry a payload of data and evidence about the achievement for which they were earned, making digital badges efficient vehicles for allowing official recognition of competencies to move with individuals as they go from one context to the next. When aligned to an emerging set of technical specifications, digital badges help form a new common currency for skill and career development and workforce advancement.

As higher education evolves to accommodate new forms of learning and new workforce needs, skills are being assessed across an ever-widening range of activities across the learning landscape. Campus-based and online degree programs, professional certificates, competency-based education, open online courses, professional development initiatives, cocurricular and extracurricular activities, and programs in service learning, information literacy, and entrepreneurship are just some of the many settings within higher education where competencies worth recognizing are demonstrated or observed. Digital badges unify the learning that happens in these diverse contexts—often at a relatively granular level—with a common and portable representation of achievement.

The use of badges can also help connect a series or progression of learning experiences, illuminate pathways to learners, and more clearly demonstrate achievements to an external audience. The digital nature of these credentials provides significant affordances and can offer greater ongoing value than more traditional formats for recognizing or recording learning, such as a degree, an academic course-level transcript, or a paper-based certificate of completion. Digital badges:

- include a consistent set of metadata or information about the nature of the assessment, experience, or criteria that led to the skills or competency-based outcomes represented;
- incorporate authentic evidence of the outcome being certified;
- can be shared, displayed, or pulled into different kinds of platforms and environments in both human-readable and machine-readable formats;
- can be distributed in a simple, consistent format, fostering relationship building, marketing, networking, and just-in-time career development opportunities;
- are searchable and discoverable in a range of settings; and
- offer data and insights about how and where they are used, valued, and consumed.

A diverse and rapidly growing set of examples in higher education illustrate the marriage between the unique benefits of digital badges and learning programs that emphasize discrete competencies, skill mastery, or credentials as certified outcomes. Examining existing initiatives is one of the best ways to appreciate the potential for digital open badges and to inform and inspire the development of new programs. The following use cases highlight the use of digital badges in supporting faculty development, cross-disciplinary literacies, extracurricular learning, and competency mastery within degree programs:

- Texas Wesleyan University's Center for Excellence in Teaching and Learning awards badges for participation in faculty development programs to recognize soft and technical skill development (see [Badges 2.0](#)).
- The University of Central Florida's Information Literacy Program awards digital badges for successful completion of each of UCF's Information Literacy Modules, which are grouped into three functional categories: gather, evaluate, and use (see [Badges](#)).
- The University of Notre Dame integrates digital badges into e-portfolios to recognize the authentic evidence and important skills demonstrated by students through extracurricular and cocurricular activities (see [E2B2 Badge Directory](#)).
- Brandman University offers badges to enable learners to attain, manage, and share portable digital credentials earned through their online competency-based degree programs (see [Competency-Based Education](#)).
- UC Davis's Agricultural Sustainability Institute has a badge system that functions as a competency-based (rather than credit-hour based) model of learning. The program has developed a set of competencies for the major—systems thinking, experimentation and inquiry, strategic management, civic engagement, personal development—and each competency correlates to a badge that students work toward by collecting experiences (see [Digital Badges at the Agricultural Sustainability Institute](#)).

More than anything else, developing a plan to thoughtfully integrate digital badges into higher education initiatives involves an investment of time by multiple stakeholders to ensure a meaningful mapping of outcomes and credentials. This brief provides a roadmap, guidelines, and examples of how to get started and take steps to incorporate digital badges into your programs. The first section addresses the dynamics of digital badges and badge systems. The second section details how to cultivate a complete badge ecosystem. The final section considers technology, implementation, and graphic and design components.

The Dynamics of Digital Badges

As a marker of an achievement, a digital badge looks both backward and forward at the same time: *backward* to the experience or assessment that was completed to qualify for it, and *forward* to the benefits, rewards, or new opportunities available to those who have earned it. As nothing more than a vessel for communicating and transporting information about an achievement, digital badges can serve very different functions and convey different kinds of value, depending on how and where they are employed.

Like any credential, a badge is rarely an end in itself. It is a milestone that leads to another leg of a journey or a key to unlock doors to new opportunities. Most people do not engage in learning activities with the goal of earning a badge; worthwhile learning experiences are intrinsically motivating. The badge is a stamp of approval or affirmation of the outcome of those experiences. As such, when developing new recognition and credential systems, the focus should not center squarely on the badge itself but on contemplating what experiences and assessments are worth certifying and on the rewards or benefits those inputs should unlock.

An earned badge communicates a great deal about the earner, the organization that issued it, the relationship between the two, and those that seek, accept, or endorse the badge as a valued credential or certification. A thoughtfully designed badge or system of badges should consider all of these constituents.

As you begin developing a badge initiative that will have maximum meaning, value, and currency, think deliberately about what specific challenge or opportunity your badges are designed to address. Some of the possibilities you might consider include:

- *Serving as an alternate qualification for lifelong learning.* Degrees and licenses certify summative achievements often following formal education programs or courses of study. Do your digital badges provide official certification recognizing learning that is more granular, formative, or incremental?
- *Surfacing, verifying, or sharing evidence of achievement.* How can we surface discrete evidence that certifies a skill or accomplishment, and by doing so arm learners with official recognition they can use toward new opportunities? Does validating and making a specific success or outcome more visible, portable, and sharable help a learner move successfully from one learning experience to the next?
- *Democratizing the process of issuing credit.* How can we empower anyone who can observe or assess meaningful achievements to issue digital recognition of those accomplishments, even if that means that credential issuing becomes less centralized?
- *Exposing pathways and providing scaffolding.* How can we better suggest or illuminate a path forward for learners while also enabling that pathway and progress to be shared with an external audience of peers or potential employers?
- *Supporting ongoing engagement.* How can digital badges support learners incrementally as they progress through a learning experience? Can we enhance motivation before and after the experience?

With a clear understanding of how digital badges align to the needs of the learners you serve and your organization's goals, you're ready to develop a plan for an actual project or initiative. It is useful to continue to return to your objectives as you develop your badge system, checking the components and processes against the stated purpose. Also consider how your organization's core values are demonstrated in your overall system and in each badge.

The process for developing an effective badge system can be broken into several discrete elements to consider:

1. *Create a badge constellation.* A constellation is a master plan or blueprint that shows all of the badges you intend to offer and how they relate to core themes or to each other.
2. *Map meaning to each badge and to the overall badge system.* Ensure that each part of your constellation has a value to the earner, to your organization, and to those who would reward or offer opportunities to bearers of each badge.
3. *Identify or develop an assessment strategy.* How will you know when an earner is ready to receive a badge? Are existing assessments, observation opportunities, or measures already in place, or does your system require new ways to determine when an individual has qualified for a digital badge or credential? What activities or work will be assessed, and what evidence can accompany each issued badge?
4. *Determine relationships within the system and how learners progress.* Is your plan one that shows progress, where components build on one another? How does one badge relate to another or "stack" to support ongoing personal or professional development?
5. *Design benefits, opportunities, and rewards into the system.* Work backwards from the benefits that will be available to those who earn badges in your system. Does each badge serve a greater purpose than itself? What doors does it unlock for earners? How will you communicate and promote the value of your badges to all constituents?
6. *Address technology considerations.* How will you create and issue badges? Where and how will the badges be displayed or consumed by other systems and platforms where they realize their potential value?

7. *Develop an appropriate graphic design.* While the visual design is but one element of a badge rich with data, how an achievement is visually represented communicates a great deal of additional information. Digital badges offer a unique and powerful opportunity to market the skills and capabilities of those who complete your programs, and badges promote your initiatives as well as your organization and what it values.

The above set of considerations can serve as a high-level checklist to ensure your badge system is contemplating all of the most critical components. We will now look at each of these parts of the badge system creation process in more detail.

1. Create a Badge Constellation

A badge constellation is essentially a map of your overall system. Sometimes represented graphically, the constellation shows the overall scope and scale of the skills and achievements your system acknowledges, as well as how the elements relate to one another. It gives learners a holistic visualization to appreciate what progress and incremental milestones might be expected along the way to their ultimate goal, which could be as granular as a single learning objective within a course or as broad as a complete degree program.

The constellation is the vehicle to express all parts of a badge system, and it should highlight what the recipient and issuer value as outcomes. Additionally, the constellation should help learners and other interested parties navigate the experiences unified by the badge system. For example, it should help illustrate relationships across activities, assessments, assignments, and prerequisite steps.

The first step in constellation design is to consider what kind of achievements a badge might represent. These classifications can help to further organize your constellation:

- Individual skill or knowledge development
- Summative achievement
- Progressive or milestone accomplishments
- Membership or involvement in a community or activity

These are not mutually exclusive. For instance, one badge might recognize the completion of an individual unit of learning (such as an individual skill or knowledge development), while another may recognize completion of all the badges (a summative achievement) in the learning experience.

2. Map Meaning to Each Badge and to the Overall Badge System

While a constellation will show the overall system, it is important to articulate what each component represents. A component is a part of that larger system and could be a badge or an activity that leads to a badge. You'll find some of the badge development steps are very similar to instructional design steps. In a classic instructional design model, once the audience is identified and analyzed, the overarching learning outcomes are broken down into smaller learning objectives. In his blog post, [Digital Badges as Curricular Building Blocks](#), Bernard Bull encourages us to think of discrete competencies as the building blocks of curriculum design. In this model, the smallest building block is not a course but a competency, and each is attached to a learning experience recognized by a digital badge. That competency is equivalent to an instructional objective. Employing this approach would lead to a competency-based badge design and could be easily applied to a short learning experience, such as UCF's [Information Literacy Initiative](#), or a full degree program, such as Concordia University Wisconsin's [online master's degree in educational technology](#).

During this part of the process, it is instructive to begin filling in the standardized set of metadata that defines all open badges, such as title, description, criteria, expiration (if applicable), and evidence that

will be included when the badge issued. You might also consider who will be the issuer of record for each badge because that impacts its credibility, value, and meaning. Taking the time to work on the specific data for each badge at this stage acts as a sanity check that the badges you are creating meet your program objectives.

3. Develop an Assessment Strategy

Next consider how you might design an effective assessment strategy for each badge; this is one of the most significant steps of badge development. The assessment will determine when a competency or learning objective has been met and when to issue a badge. Existing measurement processes or instruments may already be in place, or new assessments may be needed, depending on the badges being developed.

It is important to note that badges in and of themselves are not assessments; they are what is issued to acknowledge that an assessment has been successfully completed. That said, due to their unique nature and use across a broad spectrum of contexts, digital badges lend themselves to being associated with many forms of authentic and embedded assessments. Some to consider include:

- Review of a submission of evidence or an authentic artifact, such as a reflection piece, video, or other media created during a learning experience or activity
- Test, quiz, or other formal assessment
- Peer review of work
- Verified participation at an event or in a learning program
- Membership in good standing in an association or interest group
- Earned role within a community, such as a presenter, facilitator, or leader

Although badges can be organized in many ways and can recognize many levels of accomplishment, it can be useful to differentiate between badges that represent “gold star” types of achievements versus those that might rise to the level of a “gold seal.” By *gold star*, we mean badges that are generally used to help visualize progress or motivate an individual to move along a path toward something more substantial and significant. *Gold seal* badges recognize more significant learning or an accumulation of work, such as completing an overall certification, degree, or other credential. Sometimes multiple lower-level gold star badges can accrue or lead to a more highly regarded gold seal badge, and other times they might constitute a completely separate currency—it all depends on the constellation design.

4. Determine Relationships within and Progression through the Badge System

As badge earners move through your system, the constellation should guide them and show the path, whether it be linear or otherwise. Here is also where you determine how one component of your system relates to another. It may be that several smaller achievements are necessary before a more meaningful badge is awarded or that an earner can receive many of the same achievements based on a chronological factor (e.g., Faculty Fellow for 2015, Faculty Fellow for 2016; the badges may look the same but represent different years). If a badge signifies completion of a milestone (that might have involved lots of other steps), you might think of this as representative of a summative assessment. If a badge represents a step toward the completion and is smaller in “scale,” it may be formative. Regardless, the relationships between the various parts of your badge system should be conveyed clearly to earners and the community at large.

5. Design Benefits, Opportunities, and Rewards into the System

As the designer of a badge system, you must consider and help develop the value of each badge you create. What will your badges do for the recipient? What rewards or opportunities available to those who earn a badge will help motivate learners to complete the badge criteria or assessment process? Will they be qualified for a new position? An internship? Will it lead to new learning opportunities or unlock a new step along a professional learning pathway?

The value of a badge can be local to your organization or it can extend beyond to the broader community or ecosystem at large. Either way, that value should be communicated in the badge metadata.

6. Address Technology Considerations

With your badges defined and your constellation coming together, you will want to consider how you will create, distribute, and keep track of issued badges, as well as how your earners will securely receive, manage, and share badges and put them to use. A digital credential or open badge management platform helps manage all aspects of the life cycle of a digital badge.

A badge that aligns with the emerging “open badge” specification includes a set of standardized metadata packaged with an associated image and is linked to what’s called an “assertion.” An assertion, which is hosted in perpetuity by the issuer or a trusted third party, can be thought of as a carbon copy or receipt that affirms the authenticity of the issued badge. An open badge platform such as [Credly](#) takes care of all of these requirements.

Badge-issuing platforms can also include tools for individuals to manage their earned credentials and choose how and where they’d like to use or display them. A user’s profile or “backpack” can store badges earned from different contexts and issuers. Badges earned through a variety of sources can be curated to tell a story about each individual’s learning path and achievements.

The essential functions of a badge management platform include the ability to:

- Define a badge, including its associated metadata, such as title, description, expiration, and evidence requirements
- Manage the organizations or individuals who may issue the badge
- Set badge-earning criteria or rules for who may earn the badge
- Securely issue the badge to one or more people
- Host the assertion and any evidence associated with the badge indefinitely
- Track and analyze badge-earning and -sharing data
- Confirm the identity of those using the platform
- Enable earners to securely receive a badge and direct how and where it is visible
- Set options for how and where badges are pushed or pulled into other connected systems, such as professional and social networks, intranets, online communities, and talent management or e-portfolio systems

A range of discrete tools can also manage specific aspects of the badge life cycle. For example, [BadgeOS](#) allows organizations to set up badge constellations and set rules for automatically issuing badges as individuals meet requirements, and apps for platforms like [Eventbrite](#) or [Moodle](#) allow badges to be issued based on event participation and learning outcomes, respectively.

Figure 1 shows an example of the metadata associated with a badge. The metadata includes the title, description, criteria, issue date, expiration, evidence, and issuer details.

The screenshot displays the metadata for a digital badge. On the left is a badge graphic with the text 'Online Presenter 2015' and a person icon. Below the graphic are social media icons for Facebook, Twitter, LinkedIn, and MySpace, and a 'Report abuse' link. The main content is divided into two columns: 'Badge Details' and 'Issuer Details'. The 'Badge Details' column includes the title '2015 EDUCAUSE Online Presenter', a description of the badge's purpose, criteria for earning it, the issue date '05/26/15', and a 'View evidence' link. The 'Issuer Details' column shows the issuer as 'EDUCAUSE' with a small logo.















Figure 1. Badge metadata

7. Develop the Graphic Design of the Badges

Developing a graphic design for your digital badges can be an enlightening experience. The exercise often brings together a range of stakeholders, from instructional technologists to marketing departments, and it requires thoughtful consideration about the potential growth of your system so that the graphics can expand as your constellation grows. As you work through the design process, here are some things to contemplate:

- How should one balance the skills or competency represented by the badge with the granting institution's brand? Badges can help extend the institutional brand, but a badge system can also have its own unique identity and purpose.
- If your badge system has multiple tracks or categories, how should those taxonomies be reflected in the design? The badge system shown in figure 2, which is from the University of Central Florida, offers an example of how relationships and hierarchy can be conveyed through shape, size, and color.
- Will you display a logo on the badges? Does the logo need to integrate with the institutional, unit, or departmental brand?
- Will the badge graphic include a year?
- Will the badge color or art change from year to year?




After successfully completing UCF's **Information Literacy** Modules, you will receive one of the following digital badges.

Gather	Evaluate	Use
 Creating a Search Strategy	 Evaluating Websites	 Avoiding Plagiarism using APA style
 Focusing an Information Search	 Selecting Articles for Academic Assignments	 Avoiding Plagiarism using MLA style
 Moving into Discipline Specific Research	 Understanding the Information Cycle	 Citing Sources using APA style
 Conducting a Literature Review	 Recognizing a Research Study	 Citing Sources using MLA style
 Maximizing Google Scholar Searches		 Using RefWorks

The **Gather Information** badge is awarded for earning all of the above badges.

The **Evaluate Information** badge is awarded for earning all of the above badges.

The **Use Information** badge is awarded for earning three of the above badges.

You will receive the **Information Literacy** badge after you have earned the Gather, Evaluate and Use badges.




Figure 2. University of Central Florida Information Literacy Modules badges

Additional Considerations

Developing a badge system is in many ways like designing a complete currency. There are many aspects, constituencies, and use cases to consider. Here are some additional, overarching items to keep in mind.

Scale. Will you begin your badge initiative as a pilot or a full implementation? Will your badge program be for a specific program or department, or will it be institution-wide? A larger, broader deployment may take more time and coordination and will involve more stakeholders as the system is developed.

Value. Who will value your badges, and how will you communicate this so the badge program maximizes its relevance? Will there need to be external and internal communication or marketing to build awareness of the badges' value and utility? Will their value be determined by the exclusivity or degree of difficulty to obtain them? What role will the evidence required to obtain the badges have in determining their value? Who will assess or ultimately determine the value of the evidence?

Marketing. Closely related to the value of a badge is how the entire program is marketed. Internally, will there be any common institutional standards or policies needed, or can those come later? Will badges be sharable and consumed outside the institution? If so, how will they need to be contextualized? Should there be an outward-facing description of credentials and badges that helps the uninitiated appreciate the value of your badges?

Administration. Depending on the scale of your badge program, you will need to consider how many people need to be involved in administering and issuing badges. If a badge system is implemented at an institutional level, there may be a few special considerations regarding the administration of badges:

- Who has the ability to create new badges?
- Who can issue a badge?
- Who verifies achievement if evidence is required?
- Will all badges be public and "sharable," or will some badges stay within an institutionally controlled system, either open or closed?

Learning Management System (LMS) Considerations. A few LMSs allow for the issuance of badges. An important consideration is whether those badges are intended to "gamify" the course experience, signal progress within a course, represent competency acquisition, or signify completion of the full course. Likewise, not all LMS badges are externally sharable; some can only be shared in the LMS itself.

Conclusion

Many organizations are looking to provide a means to recognize learning and achievement in a way that moves beyond the traditional transcript or resume and captures a more granular set of accomplishments and skills demonstrated in a broader collection of settings and programs. A digital badge system can help unify how we represent successful outcomes in the many learning opportunities in higher education, from formal activities and assessments to more informal and cocurricular activities. A deliberate, thoughtful system can introduce learners at all levels to new pathways and can act as a catalyst to explore additional experiences. It also can foster academic growth, professional development, and workforce advancement by turning verified skills and achievements into official credentials and opportunities.

Digital Badging Resources and Examples

The resources and examples below are organized into categories that illustrate how badges are being used to respond to an opportunity or a goal within each organization.

Student Skills, Competencies, and Cocurricular Achievement

- University of Alaska Anchorage (UAA): [The Exploration of Digital Credentials for Professional Learning at UA](#). UAA Academic Innovations & eLearning offers professional development

opportunities in the form of workshops, group training, consultations, course review, and community connections.

- Concordia University Wisconsin's Office of Continuing and Distance Education: Learning Beyond Letter Grades. In this MOOC, students work through the self-paced course and pursue the badges that correspond to the modules they're interested in.
- University of Central Florida: Information Literacy Initiative. Digital badges are awarded to students for completion of any of UCF's Information Literacy Modules. In this program, which supports both student and faculty, learners progress through literacy modules and earn badges for completion.
- OpenSUNY Learning Project: Metaliteracy. The Metaliteracy badging project is designed with a focus on flexible, individualized learning, where participants go through self-paced interactive quests and challenges, through which they learn to produce, evaluate, select, and share information. The quests allow participants to choose paths relevant to them as they navigate the constellation of available badges.
- University of Notre Dame: ePortfolios and Digital Badges. Students receive digital badges that recognize accomplishments in their e-portfolios.
- Elmhurst College: Skills for the Digital Earth: The Use of Location Technologies for All. In this MOOC, students receive digital badges for skills they've mastered after each completed module.
- Harvey Mudd College: Computing and Information Services. The Educational Technology Services Group has awarded digital badges to students who attended Scientific Computing and High-Performance Computing workshops. In addition to participating in the workshop, students completed tasks such as completing a quiz and then writing a program outside the workshop to qualify for a badge.
- University of Wisconsin–Stout: Professional Development Courses. Courses at the School of Education use badges to certify mastery of specific skills within graduate-level courses.
- Coastal Carolina University: Badges. This initiative digitally distributes course content across the first-year composition program to support the development of students' academic reading and writing skills; Coastal Composition Commons, or CCC, is meant to help the English faculty create a systematic way to celebrate and mark students' mastery of critical skills.
- Portland State University: Digital Badges for Creativity and Critical Thinking. The purpose of this project was to create a digital badge curriculum to certify and acknowledge skills attainment for creativity and critical thinking and deploy this curriculum for a subset of undergraduate students in Community Health.
- Deakin University: Deakin University will be offering a master's degree in information technology for earning a series of credentials (through DeakinDigital, a subsidiary of Deakin University) and one unit of study at the university.

Engagement/Scaffolding Experiences

- Pierce County Library System: Scout. The Scout program supports an interactive community to interact with the library virtually where they can explore library services, incentivize customer behavior, and participate in and complete several activities, from small to significant.
- The Potential and Value of Using Digital Badges for Adult Learners is a publication that serves as a general resource about digital badges and adult learners and explores the potential and opportunities for developing and implementing a system that supports recognition of an individual's knowledge and skills.
- New Mexico State: New2Online. This professional development program, which uses a faculty audience for badges, helps track where mentees are through PD process and helps know what benchmarks have been hit. Department heads are also stakeholders that support faculty PD. The badge is accompanied by a financial reward for completing the deliverables, which are related to process for redesigning a course.

Faculty and Workforce/Professional Development

- Texas Wesleyan University's Center for Excellence in Teaching and Learning: [Badges 2.0](#). This program awards badges for participation in faculty development programs to recognize soft and technical skill development.
- State University of New York [Tools of Engagement Project \(TOEP\)](#) is an on-demand professional development model among faculty across SUNY campuses.
- The [EDUCAUSE Badging Initiative](#) is an example of a professional association issuing digital badges for workforce development, contributions to the field, subject-matter expertise development, and community service.
- New Media Consortium, [NMC Academy](#), is a global network of creative innovators from dozens of universities, colleges, schools, and organizations around the globe with a wide array of minicourses or learning experiences.
- University of Alaska, [Digital Credentials for Professional Learning](#), is a badging program that is aligned with national standards, such as the National ISTE Standards (International Society for Technology in Education) for Teachers and Technology Coaches.
- The [Adobe Campus Leaders](#) program issues to educators a range of badges that relate to their skills and abilities in digital media, such as video, animation, and creativity. These badges support a global community of educators who foster creativity with Adobe products and tools.



History

In 1973, the Board of Regents of the University of the State of New York initiated a pilot study to assess the potential of a college credit advisory service. This project was a direct outcome of recommendations made by the Commission on Non-Traditional Study, a two-year venture supported by the Carnegie Corporation, to provide a national perspective on the future of higher education, including recognizing and granting credit for postsecondary learning undertaken in non-collegiate settings. The Commission called for a system to establish college credit equivalencies for courses offered by government, industry, and other non-collegiate sponsors.

During this preliminary stage, evaluations were made of 102 courses and programs sponsored by eight organizations, including AT&T, General Electric Company, Eastman Kodak Company, New York Telephone (now Verizon Communications), the New York City and New York State police academies, Literacy Volunteers of America and the American Institute of Banking of Greater New York. Credit recommendations were established when the learning experiences were found to be at the college level. In the process, the components of a model for a reliable and workable review system were identified. The results of the pilot study were published in December 1974 in the Program's first volume of course descriptions and credit recommendations under the title, *A Guide to Educational Programs in Non-collegiate Organizations* (subsequent volumes of credit recommendations also used this title until 1985, when it was replaced by *College Credit Recommendations*.)

The 2002 edition of *College Credit Recommendations* represented the 22nd volume of descriptions of evaluated non-collegiate sponsored instruction published by National PONS (now called NCCRS-National College Credit Recommendation Service) before being made available online. Updates are now made available through CCRS Online. Since the first edition of the Directory, NCCRS has served more than 500 organizations across the U.S. and has evaluated and recommended for college credit approximately 5,200 courses, exams, and educational programs.

Review Process

Credit recommendations are established through a thorough and objective evaluation process. Click program policies for more details.

Non-collegiate organizations participate in NCCRS on a voluntary basis. Each sponsoring organization selects courses and programs for review with the assistance of Program staff. Only educational programs and courses conducted on a formal basis and with official approval of the sponsoring organization are considered for review. Informal training or job experience is not reviewed.

Courses and programs must present what is thought to be college-level material, must have a prescribed program of instruction and be taught or facilitated by qualified individuals, and must include an appropriate method of evaluating student performance. In the case of on-line learning and proficiency examination programs, there must be evidence of security measures established to ensure student identity.

Organizations supply information for each course or program submitted for review. For a list of required documentation, click [here](#).

Each organization also supplies information on the administration of its educational activities, including an explanation of procedures for curriculum and examination development and revision, procedures for record keeping and reporting, and controls to ensure uniformity of quality and content when a course or program is taught at more than one location or by more than one instructor.

Review teams are generally composed of three persons selected on the basis of their knowledge and experience in the subject area of the courses or programs to be reviewed. Evaluators are suggested by postsecondary institutions, professional and educational associations, and non-collegiate organizations. Click [here](#) for a list of NCCRS evaluators.

Evaluations are usually conducted at the location of the organization sponsoring the learning experiences and are supervised by a member of the NCCRS staff. Organizational staff members familiar with the curriculum must be available to answer questions that may arise during the review of the instructional materials. After a thorough assessment of all the information and materials supplied by the organization, the team members first decide if the learning experience is at the college level. If it is, they then determine whether the method to assess student performance is adequate to judge that students have achieved the stated learning objectives and mastered the subject matter. When the team determines that a credit recommendation is warranted, they determine the level of credit, the number of credit hours, and the appropriate subject area or areas where credit may be assigned.

In some cases, the team may evaluate together a group of two or more related courses or programs which individually are too short to be eligible for review. If appropriate, a single credit recommendation is established for the group, and it applies only when a student has completed the entire course grouping.

In other cases, the team may not recommend that academic credit be granted. Reasons for declining to extend a credit recommendation include:

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1. the limited scope or organization-specific nature of a learning experience compared to college courses;
2. the lack of comparability of instructional materials to those found in college-level courses;
3. the absence of adequate measurement of student mastery; and
4. failure to present sufficient materials on which to make a judgment.

Courses or programs that have been evaluated but for which credit recommendations were not extended are not listed in the NCCRS online directory *CORS Online*.

Evaluation Eligibility Checklist

If you can answer yes to the following questions, then your *organization* is eligible for evaluation:

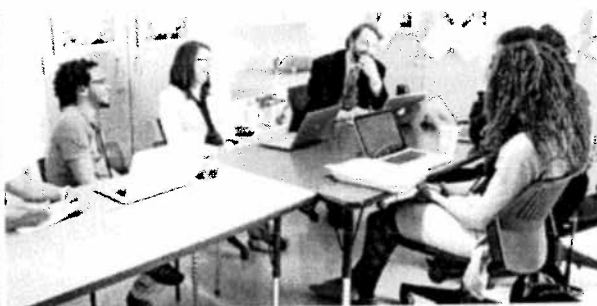
1. Does your organization offer documentable, formalized learning experiences without granting regionally accredited college degrees?
2. Has your organization been operating for at least one year? Do you have authorization to operate and serve students in your home state, if applicable?
3. Does your organization have administrative control over the courses you want evaluated?
4. Can your organization demonstrate that it has retained official student records in a secure manner for at least the period potentially covered by the credit recommendations? Can your organization retrieve those records and send official documentation of them (e.g., transcripts) to colleges upon request?

If you can answer yes to the following questions, your *courses or exams* can be evaluated:


1. Is this a formalized learning experience conducted consistently from one administration to the next? Eligible learning experiences include traditional classroom courses, laboratory or shop courses, distance learning or on-line courses, subject-matter proficiency examinations, and examinations for professional certification or licensure.
2. Do you believe the experience is at college level in terms of subject matter and treatment of instructional topics?
3. Does the experience include a means of assessing students' performance and/or the extent to which they have achieved the learning objectives?
4. Can the subject matter included in the learning experience be documented through instructional materials, and a detailed outline, lesson plans, or instructor's manual that shows how materials are organized and presented?
5. Do the instructors hold advanced degrees in the subject matter and/or have a college degree with considerable work experience in the field of study?
6. Has the course been offered at least once within the past two years?

If you are still unsure of your eligibility, please contact the NCCRS office to explore your options. You will be required to submit a Self-Study Report before final eligibility is determined. You may also request a complete Information/Application Package. Once approved for evaluation, you will need to complete a Request for Evaluation Form for EACH course or exam that will be submitted for evaluation.

**Micro
Credentials for
Educators**



**NY State Principal Preparation Project
February 28, 2018**



Defining Micro Credentials

Competency Based Micro Credential is digital badge that recognizes demonstration of a competency based on evidence assessed and validated by issuing organization

Digital Badge is issued by an organization, embedded with metadata including the achievement assessed and evidence of achievement - Open Badge 2.0 Compliant

Key Terms: Stack	Issuer
Earner	Recognizer
Issuer	Reviewer/Assessor

Growing Ecosystem

At least 17 States including NY State have included educator micro credentials in their ESSA plans

Early Adopter: Arkansas:

- State legislature has adopted select micro credentials as approved pathway for teacher career advancement (Tiers 1- 4)
- Leadership Quest project includes select micro credentials for principal professional learning aligned to career pathways for school leaders

Early Adopter: Tennessee:

- State legislature approved select micro credentials for Continue Education Units
- 2017-18 Pilot of a select stack of micro credentials to qualify for career pathway roles for teachers

American Institutes for Research: Micro credentials for Teachers Lessons from Three Early Adopter States

Growing Ecosystem

Early Adopter K-12 Systems

Baltimore Co, MD

- District offered select micro credentials for teacher professional development - in lieu of attending in person PD

NYC DOE - Office of Teacher Recruitment and Quality

- more than 500 educators and 1,500 micro credentials issued
- Micro Credentials provided a solution for equitable transparent pathway into new teacher leader roles
- Grown across the system as a strategy to elevate teachers with high value expertise

Teaching Matters
recognized a
professional
learning
Challenge

- 1** Traditional professional learning models have too often failed to engage educators in context based practice and have often lacked evidence of impact.
- 2** Traditional models for assessing success have relied on methods and sources that are not sufficiently aligned to the specific practices they seek to measure and are not designed to support continuous improvement
- 3** Schools and school systems are unique ecosystems - with unique assets, challenges and contexts. Preparation and professional learning must reflect these needs and respond with supports that address systemic values

Micro Credentials
Offered A
Possible
Solution

- 1** Competency based micro credentials can be designed to support demonstration of context based learning and impact - throughout the course of educators' careers.
- 2** Competency based micro credentials offer an opportunity to craft assessments and an assessment for learning process specifically aligned to high value competencies
- 3** Micro credentials offer transparent, flexible learning pathways that can be aligned to school system values and career pathways

Evolution of Micro Credentials: Teaching Matters

- 2016
 Mineola Union Free School District - 18 Micro Credentials with over 30 Teachers Leaders (2016-present)
 NYC DOE Stack of micro credentials for Emerging Teacher Leaders (Over 500 teachers 2017-present)
- 2017
 Tennessee State DOE Partnership supporting (85 teacher leaders across 6 districts)
 Bill and Melinda Gates Foundation Grant - Master Teacher Program (60 Teacher Leaders)
 NYC DOE Expanded Emerging Teacher Leader Program expanded to content specialization:
 Culturally Responsive Educators and AP for All (over 100 teachers)
- 2018
 NYC Council of Supervisors and Administrators: Strategic School Leader Fellowship Program: Culturally Responsive School Leadership and Leading Formative Assessment Practices (25 school leaders)
 Arkansas State DOE Partnership for Tier 3 Licensure - (50 Teacher Leaders across 3 districts) Spring, 2018

Anatomy of Teaching Matters' Micro Credentialing Process



Example: Teaching Matters School Leader Micro Credential

Micro-credential	Description of Competency
Building Foundations for Culturally Responsive Education	School leader collaborates with stakeholders to launch a focus on equity and cultural responsiveness within the school community, laying the groundwork for an inclusive school culture.

To earn the micro-credential, the Leader must:

Collaboratively unpack leaders' cultural backgrounds	<ul style="list-style-type: none"> Establish a stakeholder team (including AP's and principal) dedicated to developing an equitable and inclusive school culture over time. Lay the foundation for the team's work through shared reading about culturally responsive education (CRE) and culturally responsive school leadership Engage the team in an activity where participants unpack their own identities and cultural backgrounds, such as: <ul style="list-style-type: none"> Identity Chart Circles of my Multicultural Self Key questions for team members to consider: <ul style="list-style-type: none"> Who am I? What is my cultural background? What other aspects of my identity are important to me? How do I view myself? How do others view me? What are the stereotypes about my cultural background or identity? Which ones do I identify with and/or reject? What questions does my unpacking of my own identity raise for me about my role within this school community?
Unpack students' backgrounds and	<ul style="list-style-type: none"> Lead stakeholder team in an analysis of school-wide demographic data to develop a nuanced understanding of the cultural backgrounds and identities present in the school community

Example: Teaching Matters School Leader Micro Credential

Identify disparities in performance	<ul style="list-style-type: none"> Record findings in Part 1 of the <u>Diversity and Equity Analysis</u>. Lead stakeholder team in an analysis of state test data to identify disparities in student performance based upon various aspects of students' identities (ethnicity, race, disability, language, gender, socioeconomic status). Record findings in Part 2 of the <u>Diversity and Equity Analysis</u>.
Launch the work of analyzing existing structures and practices with larger school community	<ul style="list-style-type: none"> Plan to lead a session with the entire faculty to: <ul style="list-style-type: none"> build rationale for engaging in dialogue and action around diversity, equity, and inclusion. share learnings from analysis of demographic and student performance data. introduce the process of self-assessment of the school community's existing structures and practices around equity, inclusion and cultural responsiveness. lead the faculty session, and document concrete and appropriate next steps for continuing this work.
Submit evidence	<ol style="list-style-type: none"> A written reflection on the experience of laying the groundwork for an inclusive school culture, answering the following questions (250-400 words): <ol style="list-style-type: none"> Describe the process of leading your stakeholder team in collaboratively unpacking cultural backgrounds. What was most challenging about the conversation? What were the most valuable learnings that arose from the conversation? Reflecting upon your team's demographic data analysis, what specific learnings about the cultural backgrounds and identities of your students were most compelling? Describe at least one example of a takeaway that either surprised the team or challenged the team's existing beliefs. What do you see as the implications of these learnings? As a leader, what were the most important insights you gained in guiding your team to analyze disparities in student performance? Reflecting on the faculty session you led to launch a focus on equity and cultural responsiveness, what was most successful, and what was most challenging? Describe at least one change you would make to the session if you were to facilitate it again. What specific next steps were identified as a result of the faculty session for continuing this work? What are your next steps as a leader to ensure the continuation of this work, and what do you foresee as your greatest obstacle(s) in carrying this work forward? School demographic data analysis (Part 1 of <u>Diversity and Equity Analysis</u>)

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Accolades

“The micro credentialing process was a way to document my achievements, make it clear to my colleagues, administrators and coaches in the school what I was doing. They helped me improve the culture at the school and helped others understand and accept the role of teacher leader.”

- Vicky Dedaj, teacher leader, X468 Bronx, NY

“Once the teachers earned the micro credentials then you really saw the shifts. They felt they earned the right to lead PLC's in ways that moved the whole team toward improved student outcomes.”

- Pat Burns Asst. Sup. Mineola Union Free SD

“This type of professional development is powerful in that it isn't just about going to a session, listening and going home. It is fundamentally built on a process that requires learners to implement practices, reflect on the work and demonstrate mastery.”

- Ann Williams, Director of Teacher Recruitment and Quality NYC DOE

What Have We Learned?

Currency matters- incentives such as career advancement, financial incentives, credit or accreditation increase participation and completion rates

Educators find the process and agency associated with micro credentials appealing and valuable - establishes a mindset of earning vs receiving

What Have We Learned?

Systems find micro credentials to provide more **data**, support **transparency**, are more **flexible** and **locally aligned** to systemic needs, as well as have strong potential for more **strategic recruitment and allocation of talent**

Stacks and progressions allow for deeper learning

Approaching **assessment as an opportunity *For learning*** rather than just of learning is powerful for moving toward mastery

Recommendations for Improved Micro Credentialing Ecosystem

Establish *Competency Based* Micro Credentials as a standard

Establish a framework to align micro credentialing systems to standards and learning objectives - what learning is most appropriate for micro credentialing

- Pre service - opportunities for authentic practice based demonstrations
- Post graduation and throughout career - continuing professional learning, certification processes, endorsements and principal evaluations

Create guidance/standards for assessment of micro credentials and learning pathways through micro credentials

Recommendations for Improved Micro Credentialing Ecosystem

Redefine CTLE process to include competency based micro credentials -shift from seat time requirements to outcomes based evidence

Establish an approval process for micro credentials and issuers - at the local or state level

- Consider "term limits" for review of micro credentials,
- Focus on stacks of learning
- Utilize the "endorsement" features of digital badges as strategy for approval or quality measure

Embrace the opportunity for distributed learning to support continuous innovation and to leverage expertise

Considerations for Principal Preparation Project

How can NY State establish guidelines for rigor and quality while maintaining central benefits of micro credentialing for professional learning?

How can Higher Ed and NY State support currency for demonstration of critical competencies through micro credentials?

How can micro credentials enhance pre-service learning?

How might micro credentials strengthen principal evaluation?

How might micro credentials provide more meaningful pathways to certification, endorsements and specialization credentials - particularly in meeting local needs?

Contact



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Building CRE Foundations Micro-credential

Micro-credential	Description of Competency
<p>Building Foundations for Culturally Responsive Education</p>	<p>School leader collaborates with stakeholders to launch a focus on equity and cultural responsiveness within the school community, laying the groundwork for an inclusive school culture.</p>
<p>To earn the micro-credential, the Leader must:</p>	
<p>Collaboratively unpack leaders' cultural backgrounds</p>	<ul style="list-style-type: none"> • Establish a stakeholder team (including AP's and principal) dedicated to developing an equitable and inclusive school culture over time. • Lay the foundation for the team's work through shared reading about culturally responsive education (CRE) and culturally responsive school leadership. • Engage the team in an activity where participants unpack their own identities and cultural backgrounds, such as: <ul style="list-style-type: none"> ○ Identity Chart. ○ Circles of my Multicultural Self • Key questions for team members to consider: <ul style="list-style-type: none"> ○ Who am I? ○ What is my cultural background? What other aspects of my identity are important to me? ○ How do I view myself? ○ How do others view me? ○ What are the stereotypes about my cultural background or identity? Which ones do I identify with and/or reject? ○ What questions does my unpacking of my own identity raise for me about my role within this school community?
<p>Unpack students' backgrounds and</p>	<ul style="list-style-type: none"> • Lead stakeholder team in an analysis of school-wide demographic data to develop a nuanced understanding of the cultural backgrounds and identities present in the school community. • Record findings in Part 1 of the <u>Diversity and Equity Analysis</u>.

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Building CRE Foundations Micro-credential

<p>Identify disparities in performance</p>	<ul style="list-style-type: none"> • Lead stakeholder team in an analysis of state test data to identify disparities in student performance based upon various aspects of students' identities (ethnicity, race, disability, language, gender, socioeconomic status). • Record findings in Part 2 of the <u>Diversity and Equity Analysis</u>.
<p>Launch the work of analyzing existing structures and practices with larger school community</p>	<ul style="list-style-type: none"> • Plan to lead a session with the entire faculty to: <ul style="list-style-type: none"> ○ build rationale for engaging in dialogue and action around diversity, equity, and inclusion. ○ share learnings from analysis of demographic and student performance data. ○ introduce the process of self-assessment of the school community's existing structures and practices around equity, inclusion and cultural responsiveness. ○ lead the faculty session, and document concrete and appropriate next steps for continuing this work.
<p>Submit evidence</p>	<ol style="list-style-type: none"> 1. A written reflection on the experience of laying the groundwork for an inclusive school culture, answering the following questions (250–400 words): <ol style="list-style-type: none"> a. Describe the process of leading your stakeholder team in collaboratively unpacking cultural backgrounds. What was most challenging about the conversation? What were the most valuable learnings that arose from the conversation? b. Reflecting upon your team's demographic data analysis, what specific learnings about the cultural backgrounds and identities of your students were most compelling? Describe at least one example of a takeaway that either surprised the team or challenged the team's existing beliefs. What do you see as the implications of these learnings? c. As a leader, what were the most important insights you gained in guiding your team to analyze disparities in student performance? d. Reflecting on the faculty session you led to launch a focus on equity and cultural responsiveness, what was most successful, and what was most challenging? Describe at least one change you would make to the session if you were to facilitate it again. e. What specific next steps were identified as a result of the faculty session for continuing this work? What are your next steps as a leader to ensure the continuation of this work, and what do you foresee as your greatest obstacle(s) in carrying this work forward? 2. School demographic data analysis (Part 1 of <u>Diversity and Equity Analysis</u>). 3. Student performance data analysis (Part 2 of <u>Diversity and Equity Analysis</u>). 4. Agenda and PowerPoint presentation from whole faculty session launching CRE work.

The Building CRE Foundations micro-credential will be awarded based on evaluation of these items.

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Reflection Scoring Guide:

Teaching Matters Coach reviews the written reflection and completes the chart below:

Look Fors:	Demonstrated? (Y) (N) (Almost)	Comments:
<p>Basics: <i>Required Components:</i> The response includes an answer to all questions indicated in the instructions. <i>Organization:</i> The writing is easy to follow with clear organization of arguments and discussion.</p>		
<p>Depth of Reflection: The response demonstrates a thoughtful reflection on collaborating with stakeholders to launch a focus on equity and cultural responsiveness within the school community that articulates:</p> <ul style="list-style-type: none"> • most challenging and valuable learnings arising from unpacking cultural identities • learnings and implications of demographic data analysis, including at least one example of a takeaway that was surprising or challenged beliefs • insights gained from analyzing student performance • a clear analysis of successes and challenges of faculty session, including at least one proposed change to the session • specific and appropriate next steps that resulted from the faculty session, including next steps for the leader • identification of greatest obstacle in moving the work forward 		

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Diversity and Equity Analysis Scoring Guide:

Teaching Matters Coach reviews the evidence and completes the chart below:

<p>Look Fors</p> <p><i>The Diversity and Equity Analysis:</i></p>	<p>Demonstrated?</p> <p>(Y) (N) (Almost)</p>	<p>Comments:</p>
<p>Demonstrates that the school leader guided a team of stakeholders in a nuanced analysis of school demographics, as evidenced by the clear documentation of trends/learnings/unexpected findings for all categories (Part 1).</p>		
<p>Demonstrates that the school leader guided a team of stakeholders in an analysis of student performance data, resulting in the clear identification of most pronounced and most surprising disparities (Part 2).</p>		
<p>Includes logical ideas for possible contributions to identified disparities, as well as clear questions for further investigation that make sense based on the data analysis (Part 2).</p>		

To earn the micro-credential, all look-fors must be demonstrated.

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Agenda and PowerPoint for Faculty Launch Scoring Guide:

Teaching Matters Coach reviews the evidence and completes the chart below:

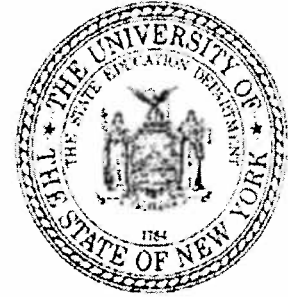
Look Fors <i>Agenda and PowerPoint for faculty launch:</i>	Demonstrated? (Y) (N) (Almost)	Comments:
Provide a clear structure for the faculty session and have a clear focus and purpose.		
Demonstrate that the school leader led the faculty in an effective launch of equity and CRE work that includes: <ul style="list-style-type: none"> • a clear rationale for engaging in dialogue and action around equity and cultural responsiveness • sharing of learnings from stakeholder team's analysis of demographic and performance data • concrete discussion of or planning for examination of school's existing structures and practices around equity, inclusion, and cultural responsiveness, that makes sense based on findings from Diversity and Equity Analysis. • time for planning of actionable next steps. 		

To earn the micro-credential, all look-fors must be demonstrated.

Overall Comments:

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This version of the draft 2-page concept paper includes suggestions for modification advanced by the small work group of Phase 2 Advisory Team members (identified on January 31, 2018)



P20 Partnership for Principal Preparation

"Equipping School Building Leaders to Successfully Turn Around Schools"

This initiative seeks to develop a program that will bring together leaders from school districts that have a successful record of preparing aspiring principals, scholars from university-based graduate programs with national expertise in school leadership development, and potentially other entities with leadership development expertise (possibly Boards of Cooperative Educational Services, etc.) to collaborate on the re-design of preparation programs so that leaders who emerge are better equipped to turn around schools that struggle most.

Using Title IIA funds that the federal government provides to NYS, we are proposing to establish models that can be used to spur and support a growing statewide network of Regional P20 Partnership Programs in New York State that share the aim of improving principal preparation and thereby enhancing staff and school performance and contributing to improved student academic success.

We are exploring opportunities to develop innovative partnerships that will provide aspiring principals with the knowledge, skill, and experiences to lead, guide, and support schools to higher levels of performance with special attention to preparing candidates to successfully turn around chronically-struggling, high-need schools.

Committed to advancing educational excellence and enhancing equity of opportunity, federal funds provide seed resources to underwrite the design and launch of model P20 Partnership Programs that are sustainable over time. These will:

- a. Provide fully integrated, immersive, full-time internship learning experiences for aspiring principals that are grounded in a clinically-rich, and well-supervised set of practical experiences aligned to national standards
- b. Develop a funding model that encourages and supports the recruitment of high quality candidates with special attention to candidates from historically underrepresented groups. Note: This section "b" is an addition
- c. Develop competencies aligned to the 2015 *Professional Standards for Educational Leaders* and use those as the focal point for competency-based determination of candidate readiness for certification
- d. Provide an evidence-based, strategic model for the recruitment, selection, and placement of school leaders that aims to attract and retain effective leaders who are placed in optimal setting. Note: This section "d" reflects suggestions from the RAND document on logic models
- e. In collaboration with NYSED, communicate findings, results, and processes in order to develop a repository of best practices to improve P20 school partnerships. Note: This section "e" has been reworded slightly

- e. Couple existing capabilities that a district has to monitor the identification, development, and placement of school leaders (capabilities presently exist or are currently being pilot tested) with data analysis and reporting abilities to provide a foundation for a credible third party evaluation that will monitor and quantify model impact thereby helping rVYS to meet the evidence requirements of *Every Student Succeeds Act*.
- f. Specify the expectations and professional responsibilities of mentors and coaches of aspiring principals
- g. Ensure that decisions are shared by university-based scholars and field-based practitioners regarding candidate readiness for certification.
Note: This section "g" has been re-ordered but content is unchanged
- h. Design and implement an internship experience that ensures a knowledgeable in-district expert will observe, supervise, mentor, coach, and attest that a candidate has demonstrated competency with respect to a particular certification standard
Note: This section "h" keeps content intact but changes the tense
- i. In lieu of School Building Leader (SBL) examinations, design competency-based assessments that call upon candidates to identify a problem of practice for a school, to design and lead the implementation of the intervention, and then to evaluate and document in what way and how well the intervention improved staff functioning, student learning, or school performance.
- j. Culminate in issuance of a micro-credential that is recognized by NYS as partial fulfillment of the requirements for School Building Leader (SBL) certification
Note: This section "j" is still under construction
- k. Establish for each funded Partnership Programs a written agreement between the district and the university that stipulates how revenue collected during an internship benefits the organization(s) and individual(s) that bear responsibility for supervising candidate internship.
Note: This section "k" inserted a modifier ("Funded") prior to Partnership
- l. Design and implement a process whereby judgments of candidate readiness for certification that are made by each program are comparable across individual, program, and year and that these judgments are educationally sound, credible, defensible, reliable and valid for their intended purpose
Note: This section "l" added "these" before judgments
- m. Set and meet goals, targets, and milestones (and then report success in efforts) to recruit, select, develop, and place in school leadership roles individuals from historically under-represented populations and subsequently to annually increase the number and percent of candidates from these historically-under-represented student populations who assume school building leader responsibilities.
Note: This section "m" struck the phrase "in a struggling school and successfully improve on the school's performance"
- n. Pair internship with high-quality coaching and mentoring support that extends through first full year that a candidate is in the principal job (enumerating what will the university, the district, and each school will do to assure quality mentoring/coaching)
Note: Sections "n" and "o" have not yet been considered by the small group
- o. Implement ways to build sustainability and progressively shift financial responsibility from the state to the P20 partnership

PSELs									
Model Supervisor Standards and Indicators (CCSSO, 2015)									
Standard 1. Help principals grow as instructional leaders	Standard 2. Support principal prof'l learning to help them grow as instructional leaders	Standard 3. Support principals in fostering a positive educ'l environment that supports diverse cultural learning needs	Standard 4. Engage principals in district principal evaluation process to help them grow as instructional leaders	Standard 5. Advocate for and inform coherence of organizational vision, policies and strategies to support student learning	Standard 6. Ensure communities are culturally/socially responsive and have equitable access to needed resources for students	Standard 7. Engage in a principal's continuous improvement to help him/her grow as an instructional leader	Standard 8. Lead strategic change that continuously elevates school performance and sustains hi-quality educ'l opportunities		
Standard 1. Mission, Vision, and Core Values Develop, advocate, and enact shared mission, vision, and core values of high-quality education				** (moderate) PSEL 1b "promote vision [focused] on successful students" Supervisor 5a "promote equity and alignment with vision"					
Standard 2. Ethics and Professional Norms Act ethically & according to professional norms		* (modest)		* (modest)					
Standard 3. Equity and Cultural Responsiveness Strive for equity of educational opportunity and culturally responsive practices		* (modest)			*** (strong) PSEL 3g "Act with cultural competence in interaction & decision making" Supervisor 6d "Exhibit cultural competency in interaction & decision-making"			* (modest)	
Standard 4. Curriculum, Instruction, and Assessment Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment	** (moderate) PSEL 4a "promote high expectations for learning, align with standards." Supervisor 1b "focus time on improving teaching, learning, and achievement"								
Standard 5. Community of Care and Support for Students Cultivate an inclusive, caring, and supportive school community		*** (strong) PSEL 5f "infuse with cultures/languages of the community" Supervisor 3a "serving needs of diverse learners"			*** (strong) PSEL 5b "each is known, accepted, valued, & cared for" Supervisor 6a & b "each is treated fairly & equitably"				

Cross-walk between Professional Standards for Educational Leaders (PSELs) and Model Supervisor Standards and Indicators

Model Supervisor Standards and Indicators (CCSSO, 2015)									
	Standard 1. Help principals grow as instructional leaders	Standard 2. Support principal prof'l learning to help them grow as instructional leaders	Standard 3. Support principals in fostering a positive educ'l environment that supports diverse cultural learning needs	Standard 4. Engage principals in district principal evaluation process to help them grow as instructional leaders	Standard 5. Advocate for and inform coherence of organizational vision, policies and strategies to support student learning	Standard 6. Ensure communities are culturally/socially responsive and have equitable access to needed resources for students	Standard 7. Engage in a principal's continuous improvement to help him/her grow as an instructional leader	Standard 8. Lead strategic change that continuously elevates school performance and sustains hi-quality educ'l opportunities	
Standard 6. Professional Capacity of School Personnel Develop the professional capacity and practice of school personnel	** (moderate) PSEL 6d "foster improvement of instructional capacity" Supervisor 1b "Improve T effectiveness"						** (moderate)	* (modest)	
Standard 7. Professional Community, teacher/staff Foster prof'l community of teachers and staff	* (modest)								
Standard 8. Meaningful Engagement of Families and Community Engage families and the community in meaningful, reciprocal, and mutually beneficial ways.						* (modest)			
Standard 9. Operations and Management Manage the operations and the resources of the school				** (moderate) PSEL 9b "manage resources to support instruction" Supervisor 4b-4e "gather evidence of instructional leadership" & "collaborate to support growth"					
Standard 10. School Improvement Leaders act as the agents of continuous school improvement							* (modest)	*** (strong) PSEL 10d "Evidence-based inquiry & strategic planning" Supervisor 8g & b "use data to assess impact/set strategy"	

School Superintendent Assessment FRAMEWORK

I. Strategic Leadership

A. Mission, Vision, and Core Values

The superintendent

1. Knows how to develop and articulate the core values that define the district's culture
 - a) Emphasizes the imperative of high expectations and student support
 - b) Advocates for a culture of equity and inclusiveness, caring, and trust
2. Understands how to develop a shared understanding of the district's mission, vision, and core values of the school district and the community
 - a) Articulates the purpose of the district to stakeholders
 - b) Develops a shared commitment among stakeholders
 - c) Models the school's core values in all aspects of leadership
3. Understands how to engage stakeholders in the development of the district's mission, vision, and core values to promote the academic success and well-being of each student
 - a) Identifies appropriate stakeholders to give voice to diverse perspectives
 - b) Asks critical questions and seeks input from stakeholders
 - c) Uses effective decision-making strategies to build consensus
 - d) Selects appropriate communication methods
 - e) Recognizes and values the contributions of individuals and groups in goal attainment
4. Understands how to engage stakeholders in the process of evaluating and adjusting the district's mission, vision, and core values based on effectiveness, changing expectations, and needs of students
 - a) Builds accountability systems to systematically monitor alignment with the district's mission, vision, and core values

B. District and School Improvement

The superintendent

1. Knows how to create a culture of continuous improvement to achieve the district's vision, mission, and goals by creating a strategic plan consistent with the district's core values
 - a) Promotes readiness by preparing the schools and community for improvement
 - b) Develops the knowledge, skills, and motivation to succeed in the improvement process
 - c) Instills mutual commitment and accountability to achieve the district's vision, mission, goals, and strategic plan
2. Understands how and when to use different strategies for improvement, including transformational, incremental, and adaptive approaches to district and school improvement
3. Knows how to engage others in an ongoing process of evidence-based inquiry and strategic planning for continuous school improvement

- a) Develops the capacity of staff to identify emerging trends and finds research for the benefit of the district and school improvement
 - b) Develops and promotes leadership among staff for inquiry, experimentation and innovation, and initiating and implementing improvement
 - c) Develops the capacity of staff to ensure the implementation and evaluation of improvement processes
4. Understands how to develop a system for collecting and analyzing data to inform the district's improvement process
 - a) Uses quantitative and qualitative data to develop rigorous goals
 - b) Develops and maintains data and communication systems to deliver actionable information for district and school improvement
 5. Understands how to use a system approach to promote coherence when developing strategic plans for district and school improvement
 - a) Analyzes the current status of goals and objectives
 - b) Conducts a needs assessment to determine high-leverage areas of need
 - c) Recognizes the importance of aligning goals with the vision
 - d) Develops a plan of action based on district and school needs
 6. Understands how to develop a strategic plan to achieve the vision
 - a) Identifies resources (human, financial, technological, facility, community) needed to support the strategic plan
 - b) Articulates the plan to key stakeholders and builds understanding and commitment by stakeholders
 7. Knows how to manage uncertainty, risk, and the change process to ensure the success of the district's improvement efforts
 - a) Applies various models of the change process to appropriate situations
 - b) Engages school and district leadership in the change process
 - c) Assesses district and school needs to determine appropriate action
 - d) Responds to stakeholder input and barriers to the change process
 8. Understands how to evaluate and adjust the district's strategic plan based on effectiveness and the changing expectations and needs of students
 - a) Develops an accountability system to monitor progress toward goals
 - b) Collects and analyzes data to adjust programs and practices
 - c) Develops new practices to support areas of need and evaluates current practices to determine efficacy

School Superintendent Assessment FRAMEWORK

II. Instructional Leadership

A. Curriculum and Instruction

The superintendent

1. Knows how to develop coherent district-level systems of curriculum and instruction that reflect high expectations for student learning, align with academic standards, and are culturally responsive
 - a) Identifies approaches to facilitate the development, design, and delivery of a rigorous curriculum
 - b) Aligns curriculum and instruction within and across grade levels with applicable standards
2. Knows how to promote an instructional practice at all schools that is consistent with knowledge of student learning and development, effective pedagogy, and the needs of each student
 - a) Promotes the use of instructional practices that are intellectually challenging and authentic to student experiences
 - b) Promotes curriculum planning that is pedagogically appropriate for diverse learners
3. Understands the role of technology in teaching and learning
 - a) Recognizes the importance of technology in supporting teaching and enhancing learning
 - b) Effectively integrates technology across the curriculum for different purposes (e.g., communication, collaboration, organization, research)
4. Knows how to focus systems of curriculum to determine and address barriers to student learning and how to implement appropriate intervention plans

B. Assessment and Accountability

The superintendent

1. Understands the importance of developing and using district-level and school-level assessments that are based on knowledge of student learning and technical standards of measurement that align with curriculum and instruction to promote student academic success
 - a) Distinguishes among the different forms and types of assessments and their purpose for measuring student learning
 - b) Works with administrators to improve the development and use of appropriate assessments
2. Understands how to gather and analyze assessment data to support instructional improvement and monitor student progress
 - a) Identifies relevant data sources for various purposes
 - b) Engages administrators and staff in the appropriate use of data

- c) Applies data-driven decision-making processes to promote continuous improvement
- 3. Understands the importance of monitoring and evaluating curriculum and instructional practices to support student learning and academic success
 - a) Implements coherent systems of evaluation for curriculum and instruction
 - b) Connects student performance to instructional practices
 - c) Evaluates instructional programs and services to support academic success

School Superintendent Assessment FRAMEWORK

III. Climate and Culture Leadership

A. Equity and Cultural Responsiveness

The superintendent

1. Understands how to ensure students are treated fairly, respectfully, and with an understanding of each student's culture and context
 - a) Recognizes each student's culture as an asset for teaching and learning
 - b) Ensures all student groups have access to rigorous learning opportunities
2. Understands how to ensure students have equitable access to effective administrators and staff, learning opportunities, academic and social support, and other resources
 - a) Recruits qualified and competent administrators and staff members who reflect the diversity of the school
 - b) Provides resources to marginalized student groups to minimize or eliminate the achievement gap
 - c) Ensures students are prepared to contribute to a diverse cultural society
3. Understands how to develop district policies that address student conduct in a positive, consistent, fair, and unbiased manner
 - a) Reviews district disciplinary policies, procedures, and incidents
 - b) Develops and updates the district student code of conduct
 - c) Works with school leaders to ensure that campus procedures align with district policy and reflect best practice
 - d) Ensures the district policies align to state and federal guidelines
4. Understands how to act with equity and cultural competence in all aspects of leadership
 - a) Addresses rather than avoids matters of equity and cultural competence
 - b) Uses effective interpersonal and communication skills in a manner demonstrates an understanding of student and staff cultures
 - c) Acts as an advocate for the success of all students in the district and is open to diverse perspectives
5. Understands how to use strategies to address biases and marginalization of students in the district
 - a) Identifies and eliminates deficit-based schooling
 - b) Identifies and addresses low expectations associated with race, language, culture, gender identification, and disability

B. Climate and Culture for Staff

The superintendent

1. Understands how to develop workplace conditions that promote effective practice and student learning

- a) Promotes mutual accountability among staff for the success of each student and school
 - b) Creates opportunities for collaborative examination of practice, collegial feedback, and collective learning
 - c) Encourages staff to develop their learning and effectiveness through reflection, study, and improvement
 - d) Promotes the personal and professional health, well-being, and healthy work-life balance of staff
 - e) Develops and supports open, productive, caring, and trusting working relationships among leaders and staff
2. Understands how to empower and entrust staff with collective responsibility for meeting students' academic, social, emotional, and physical needs in accordance to the district's core values and mission
 - a) Creates a safe and supportive climate for learning and teaching
 - b) Creates an environment in which staff assume collective responsibility for student success
 3. Understands how to promote a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole student
 - a) Establishes high expectations for professional work at all levels in the district
 - b) Ensures ethical and equitable practice at all schools in the district
 - c) Creates an atmosphere of trust and open communication with school leadership and within schools in the district
 - d) Facilitates collaboration and collective efficacy within and among schools in the district
 - e) Seeks continuous individual and organizational learning and improvement

C. Community of Care and Support for Students

The superintendent

1. Knows how to cultivate an inclusive, caring, and supportive school district community that promotes the academic success and well-being of each student
 - a) Influences the school and district environment (physical, academic, and social) to positively affect student learning
 - b) Assesses the culture and climate in schools in the district
 - c) Collaborates with school-level personnel to monitor and identify areas of strength and need
 - d) Implements procedures and policies to ensure a safe environment.
2. Knows how to create and maintain a safe, caring, and healthy school and district environment that meets that needs of each student
 - a) Integrates the cultures and languages of the school community into the learning environment
 - b) Creates and sustains an environment in which each student is known, accepted, and respected
 - c) Promotes a safe and healthy school and district environment in which all students have a voice

3. Understands how to provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student
 - a) Encourage students to be active and responsible members of the school community
4. Understands how to promote relationships (adult-student and student-peer) that value and support academic learning and positive social and emotional development of each student
5. Understands how to cultivate and reinforce positive student conduct and engagement in school

School Superintendent Assessment FRAMEWORK

IV. Ethical and Policy Leadership

A. Ethical Practice

The superintendent

1. Understands how to act ethically and promote ethical and professional relationships and decision making by administrators and staff
 - a) Models and promotes professionalism by exhibiting integrity, fairness, transparency, and trustworthiness in interactions with administrators and staff
 - b) Places students and their well-being at the center of all decision making
 - c) Promotes and practices stewardship of district resources (e.g., financial, physical, time)
2. Knows how to promote and safeguard the values of public education, such as democracy, freedom, responsibility, social justice, and diversity
3. Understands how to provide moral direction for staff to cultivate a culture of ethical and professional behavior
 - a) Informs administrators and staff of the context of ethical and professional behavior (e.g., equality, equity, honesty, legality, consistency)
 - b) Ensures administrators and staff are trained to maintain high standards for ethical and professional conduct with students
4. Knows how to detect, monitor, and respond to ethical issues
 - a) Establishes a safe and secure accountability system
 - b) Identifies, investigates, and addresses potentially unethical behaviors

B. Policy, Advocacy, and Governance

The superintendent

1. Knows how to create and implement policies and procedures that align with the district's mission and vision and ensure student success
 - a) Interprets, creates, and enforces appropriate policies related to district needs
 - b) Works effectively with the district board of education to create, revise, and adopt district policies
 - c) Detects and investigates violations of district policy
2. Knows how to ensure that state and federal laws are implemented and incorporated into district and campus policies and procedures (e.g., regarding employment, confidentiality of students and staff, rights of students and staff)
3. Knows the roles, functions, and expectations of the superintendent and the district board of education
 - a) Develops and ensures processes that are open, transparent, and accountable

4. Knows how to work with the district board of education to develop and maintain an effective partnership
 - a) Communicates and collaborates with members of the district board of education in a variety of contexts
 - b) Applies protocols in order to address issues associated with the concerns and needs of the district board of education and individual board members
 - c) Considers the impact and implications of interactions with members of the district board of education
 - d) Applies appropriate consensus-building strategies to ensure the achievement of the district vision
5. Knows procedures for district board of education meetings in accordance with state and federal law
6. Knows how to work with the district board of education to advocate for the value of public education

School Superintendent Assessment FRAMEWORK

V. Organizational Leadership

A. Professional Capacity

The superintendent

1. Understands the basic procedures for planning and managing staffing needs
 - a) Ensures an efficient system of recruiting, hiring, supporting, and retaining effective administrators and staff
 - b) Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel
 - c) Follows basic procedures for staff discipline, remediation, and dismissal (e.g., due process procedures)
 - d) Adheres to major federal laws, regulations, and codes as required for human resource management and consults with appropriate legal staff
2. Knows how to develop administrators' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth
 - a) Identifies research-based professional-development practices and activities for self and staff
 - b) Addresses the varied needs of novice and experienced administrators and staff
 - c) Designs and implements job-embedded, collaborative professional learning opportunities with staff input
3. Knows the importance of empowering and motivating administrators and staff to the highest levels of professional practice by promoting a culture of continuous learning and improvement for all staff
 - a) Consistently applies best practices and research-based approaches that support personal and professional growth of all staff
 - b) Develops opportunities, capacity, and support for administrators, teacher leaders, and staff
 - c) Knows appropriate methods and techniques for developing, assessing, and evaluating administrators (e.g., school surveys, data analysis, observation, self-assessment, stakeholder feedback)
4. Understands ways to provide actionable feedback about instruction and other professional practices through valid, research-anchored systems of supervision and evaluation to support the development of teachers and staff

B. Operations and Management

The superintendent

1. Is familiar with how to use ethical and accountable systems to develop and manage the district's fiscal resources to support teaching and learning, build professional capacity among staff, and ensure family and community engagement

- a) Applies basic procedures for budgeting, financial record keeping, reporting, and accountability
 - b) Follows local, state, and federal requirements for financial management
 - c) Identifies the components of financial planning and the process of monitoring financial accounts (e.g., revenue forecast, enrollment, and staffing projections)
 - d) Identifies and analyzes relevant data for use in budgetary decision making
 - e) Employs strategies for financial planning and management to address future district needs
 - f) Seeks and manages federal, state, and local funds within given parameters (e.g., federal title funds, state aid)
2. Is familiar with how to acquire and manage physical resources and other resources to align with the district's vision, mission, and goals
 - a) Recognizes how elements of facilities management affect the learning process
 - b) Identifies procedures and personnel for building maintenance, cost analysis, and use of facilities
 - c) Acts consistent with federal laws and regulations associated with facilities management and compliance (e.g., ADA, OSHA)
 - d) Recognizes the role of support services in the school system (e.g., transportation, food services)
 - e) Uses technology to improve the quality and efficiency of operations and management
 3. Knows how to apply strategies for improving district efficiency, including time management (planning, prioritizing, scheduling, delegating, allocating, monitoring) and organizational structure
 - a) Protects administrators' and staff members' work and student learning from disruption
 - b) Organizes the administrative structure for efficient day-to-day operations (e.g., purchasing, scheduling, transportation, personnel)
 - c) Manages staff resources to ensure that teachers and staff are assigned to roles and responsibilities that optimize their professional capacity to address student learning needs
 4. Understands how to examine the district crisis-management plan and works with administrators and staff to ensure campus crisis management plans and related training activities are effective and efficient
 5. Knows how to develop and manage internal and external relationships toward achieving the district's missions and goals
 - a) Develops productive relationships with the central office staff, district board of education, school administrators, collective bargaining units, and state legislators
 - b) Facilitates collaboration among feeder and connecting schools for enrollment management and curricular and instructional articulation
 - c) Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community

School Superintendent Assessment FRAMEWORK

VI. Community Leadership

A. Community Engagement

The superintendent

1. Knows how to engage and communicate with families and the community in meaningful, reciprocal, and mutually beneficial ways to support the achievement of district goals
 - a) Uses appropriate two-way communication tools and strategies to engage families and the community in addressing the needs, problems, and accomplishments of the district, schools, and students
 - a) Ensures communication is accessible and welcoming to build and sustain positive, collaborative, and productive relationships with families and the community
 - b) Helps the district community understand local, state, and federal laws, rights, policies, and regulations in order to promote student success
2. Knows how to create opportunities for district leadership, schools, and families to partner in support of student learning in and out of school
3. Knows how to advocate for the district and for the needs and priorities of students, families, and the community
 - a) Responds to educational concerns, needs, and topics to inform and enhance the community's understanding of and support for important areas of concern
 - b) Ensures a high degree of transparency to build trust among stakeholders
4. Knows how to build and sustain productive partnerships with diverse stakeholder groups and the public and private sectors to support the achievement of district goals
 - a) Identifies, accesses, and collaborates with key local, state, and national entities to address educational issues and to support district-related programs
 - b) Identifies individuals, businesses, higher-education institutions, and other relevant groups in the community for potential partnerships
5. Knows how to develop a public relations program, that includes the use of social media, to foster community and media relations
 - a) Identifies communication sources and outlets
 - b) Establishes positive working relationships with the media
 - c) Establishes a communication plan
 - d) Establishes collaborative communication channels
 - e) Recognizes and uses various social media platforms purposefully

B. Maximizing Community Resources

The superintendent

1. Knows how to work with the community's cultural, social, intellectual, and political resources to promote student learning and school improvement
 - a) Maintains a presence in the community to understand its strengths and needs

- b) Develops productive relationships and engages various district constituents
- 2. Knows how to develop a productive relationship with local colleges and universities as a resource for the school district
- 3. Understands how to make district facilities and resources available for families and the community
- 4. Understands how to identify key strategies for obtaining resources such as grants, shared services, donations, and foundations