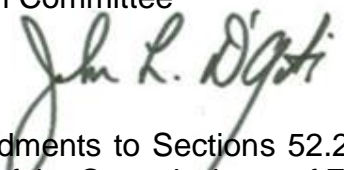




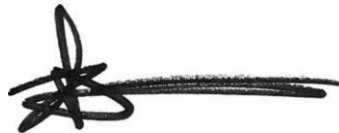
TO: Higher Education Committee

FROM: John L. D'Agati 

SUBJECT: Proposed Amendments to Sections 52.21 and 80-3.10 of the Regulations of the Commissioner of Education Relating to the Pilot P-20 Partnerships for Principal Preparation Program

DATE: September 13, 2018

AUTHORIZATION(S):



SUMMARY

Issue for Discussion

Should the Board of Regents adopt the proposed amendments to §52.21 of the Regulations of the Commissioner of Education Relating to the Pilot P-20 Partnerships for Principal Preparation Program?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This item will come before the Higher Education Committee for discussion at the September 2018 meeting of the Board of Regents. A copy of the proposed amendment is attached.

Procedural History

A Notice of Proposed Rule Making will be published in the State Register on October 3, 2018. Supporting materials are available upon request from the Secretary to the Board of Regents.

Background Information

To carry out the recommendations of the Principal Preparation Project and the commitment in our ESSA plan to use a portion of federal Title IIA funds to support better professional learning and to support aspiring principals, the Department has created a grant program to establish pilot partnerships between eligible public school districts, institutions of higher education (IHEs), and other organizations with experience supporting, developing and training leaders, to improve the preparation of school building leaders. The funded partnerships will develop and implement a program leading to New York State school building leader (SBL) certification, which will prepare candidates to successfully take on the challenges of leading schools and achieve improved outcomes for all students.

The goal of these pilot programs is to spur and support a growing statewide network of Regional P-20 Partnership Programs that share the aim of improving principal preparation and thus enhancing staff and school performance and contributing to improved student academic success. The Department's objective is to change principal preparation to better prepare school leaders in a changing environment.

The pilot programs must:

1. be competency-based and the partners must jointly develop competencies aligned to the Professional Standards for Educational Leaders (PSELs) as adopted by the Board of Regents at its December 2017 meeting and set forth in §52.21(c)(2)(vi) of the Commissioner's Regulations;
2. include competency-based rubrics, designed jointly by the three partners, to determine if a candidate has demonstrated the ability to take on the challenges and responsibilities of leading a school;
3. include a process, developed by the three partners and aligned with the PSELs, whereby judgments of a candidate's mastery of individual competencies (including evaluation of candidate performance on the competency-based rubrics) and summative judgments of a candidate's readiness to be recommended for certification as a school building leader are made jointly by the three partners. Representatives of each of the partners must sign off on a candidate's readiness to lead a school building before the IHE can recommend the candidate for New York State certification;
4. provide extended internships (at least one academic year) that are grounded in a competency-based and well-supervised set of practical experiences. The internship must encompass the full-day experience throughout the regular school year, when students are in session, and may not be conducted "around the edges" of a candidate's employment;
5. define the qualifications, expectations, and professional responsibilities of mentors and coaches of aspiring principals and the role of each partner in assuring high quality mentoring/coaching. The program shall also pair each candidate with high-

quality coaching and mentoring support throughout the internship and continuing through the first full year that the candidate is in the principal job;

6. monitor the identification, development, and placement of school leader candidates and provide updates on these candidates to the Department so that the Department can ensure projects are successfully fulfilling program aims and requirements and quantify model impact; and
7. include ways to build sustainability and progressively shift financial responsibility from the candidates.

Partnerships must include:

1. An eligible school district.

To be eligible, a school district must meet all the following criteria:

- have a high level of student need in comparison with the availability of local resources. This is measured using the need/resource capacity index;
 - be a re-identified Focus District.¹ This means that the district has shown low academic performance on the Grades 3-8 ELA and Math tests or low graduation rates for certain groups of students, such as those who are economically disadvantaged, students with disabilities, and English language learners, and that performance is not improving;
 - have substantial numbers of students who are economically disadvantaged (>70%); and
 - have a minimum of 15 schools.
2. An IHE that has a registered graduate program in school leadership. This requirement establishes the IHE's qualifications to carry out the terms of this program; however, the funding is for partnerships to develop a new program, pursuant to the terms of the grant program.
 3. A leadership development partner (LDP), which may include Boards of Cooperative Educational Services (BOCES), professional organizations that represent school building leaders in collective bargaining, IHE-based centers that provide leadership development, and/or organizations with a record of accomplishment in leadership development.

¹ A Reidentified Focus District is a school district that was identified as a Focus District under New York's ESEA flexibility waiver using 2010-11 school year data, and then reidentified as a Focus District based on 2014-15 school year data, and that was not subsequently removed from that designation.

Applicants must submit a Memorandum of Agreement (MOA), signed by all three required partners, which outlines how the partnership will re-design programming to better prepare school building leaders – including a list of the required project design elements, specify the role of each partner, and detail all services each partner commits to provide and when they are expected to do so.

The Department will monitor project implementation, with the intention of registering successful programs to continue in operation beyond the pilot grant period if they are successful.

The proposed amendment establishes the requirements for the pilot principal preparation programs funded under this grant to be registered by the Department so that candidates can be recommended for certification upon successful completion of the program and upon the sign-off of all three partners.

The proposed amendment also amends §80-3.10 of the Commissioner's regulations to waive the requirement that a candidate successfully complete three years of classroom teaching service and/or pupil personnel service experience in public or nonpublic schools to obtain an initial certificate if the candidate was admitted into a PILOT program based on a determination by the program that the candidate demonstrated the potential for instructional leadership based on prior experiences that were evaluated using criteria established by the program and which were uniformly applied.

Related Regents Items

N/A

Recommendation

N/A

Timetable for Implementation

Following the 60-day public comment period required under the State Administrative Procedure Act, it is anticipated that the proposed amendment will be presented to the Board of Regents for adoption at its January 2019 meeting and would become effective as a permanent rule on January 30, 2019.

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 101, 207, 305 and 3006.

1. Paragraph (7) of subdivision (c) of section 52.21 of the Regulations of the Commissioner of Education, shall be repealed, and a new paragraph (7) shall be added, as follows:

(7) Pilot P-20 Partnerships for Principal Preparation.

(a) Purpose. The purpose of this paragraph is to establish a Pilot P-20 Partnership for Principal Preparation program to spur and support a growing statewide network of Regional P-20 Partnership Programs that share the aim of improving principal preparation and thus enhancing staff and school performance and contributing to improved student academic success.

(b) Limitations. The Pilot P-20 Partnerships for Principal Preparation program shall end on September 30, 2022.

(c) Definitions. For purposes of this paragraph:

(i) Eligible public school district shall mean a school district that meets each of the following criteria:

(A) the district has a high level of student need in comparison with the availability of local resources; as measured by the need/resource capacity index, based on a formula prescribed by the Commissioner;

(B) the district is a re-identified Focus District. This means that the district has shown low academic performance on the Grades 3-8 ELA and Math Tests or low graduation rates for certain groups of students, such as those who are economically disadvantaged, students with disabilities, and English language learners, and such performance is not improving;

(C) the district has substantial numbers of students who are economically disadvantaged as defined in subparagraph (xii) of subdivision (b) of section 100.21 of this Title (>70%); and

(D) the district has a minimum of 15 schools.

(ii) Eligible institution of higher education shall mean an institution of higher education (IHE) with a graduate program in school leadership that is registered with the Department.

(iii) Eligible leadership development partner entity (LDP) shall mean an entity with leadership development expertise which may include Boards of Cooperative Educational Services (BOCES), professional organizations that represent school building leaders in collective bargaining, IHE-based centers that provide leadership development separate and apart from the degree-granting academic program, and/or organizations with a record of accomplishment in leadership development.

(iv) Eligible partnership shall include an eligible school district, an eligible higher education institution and an eligible leadership development partner entity.

(v) Programs shall mean those proposals, submitted by eligible partnerships through a Request for Applications (RFA) process for the Pilot P-20 Partnerships for Principal Preparation program, that receive an award under such RFA.

(vi) Professional Standards for Educational Leaders (PSELS) shall mean the Professional Standards for Educational Leaders as defined in section 52.21(c)(2)(vi) of this Title.

(vii) A Reidentified Focus District is a school district that was identified as a Focus District under New York's federal Elementary and Secondary Education Act (ESEA) flexibility waiver using 2010-11 school year data, and then reidentified as a Focus

District based on 2014-15 school year data, and that was not subsequently removed from that designation.

(d) General requirements for the Pilot P-20 Partnerships for Principal Preparation program. The general registration requirements set forth in sections 52.1, 52.2 and 52.21 of this Part, and the general requirements for registration of programs leading to certification in the educational leadership service as set forth in subparagraphs (1) and (2) of this subdivision shall not be applicable. The institutional accountability requirements, however, set forth in paragraph (6) of this subdivision shall apply.

(e) Specific requirements for the Pilot P-20 Partnerships for Principal Preparation program. All programs shall:

(1) jointly develop competencies aligned to the Professional Standards for Educational Leaders (PSELs) and use those as the framework for competency- based coursework and internships;

(2) be registered with the Department and enable candidates to develop and demonstrate proficiency with respect to the PSEL competencies, with a minimum of 30 credit hours. The competency-based approach, course sequence, format, and required content may vary depending on each individual candidate's strengths and weaknesses. If appropriate, programs may grant credit for equivalent coursework completed by a candidate in a previous graduate program;

(3) jointly design competency-based rubrics to determine if the candidate has in fact demonstrated the ability to take on the challenges and responsibilities of leading a school;

(4) design a process, aligned to the PSELs, whereby judgments of candidate mastery of individual competencies (including evaluation of candidate performance on

the competency-based rubrics described above) and summative judgments of candidate readiness to be recommended for certification as a School Building Leader (SBL) are made jointly by representatives of each partner in the eligible partnership. These judgments shall be based on extensive documentation and evidence and shall be educationally sound, credible, defensible, reliable, and valid for their intended purpose. Representatives of each partner in the eligible partnership must sign off on the candidate's readiness to lead a school building before the IHE can recommend the candidate for New York State certification. Prior to issuing the SBL certificate, the Department reserves the right to review all documentation and evidence used by the partners in making the recommendation for SBL certification. Each candidate will be required to take a SBL examination, as determined by the Commissioner, to become a certified SBL. Candidates must also pass the Educating All Students examination and all required workshops and receive fingerprint clearance, if they have not already done so, to become a certified SBL;

(5) enroll at least one cohort of aspiring principal candidates during the funded project period, to begin the program in either Year 1 or Year 2. For the Big 5 city school districts (New York City, Buffalo, Rochester, Syracuse, and Yonkers), the required minimum cohort size for this project is 15 principal candidates. The required minimum cohort size for smaller districts (Mount Vernon and Schenectady) is five principal candidates. The Commissioner may grant a waiver from the minimum cohort size requirement upon a showing of good cause satisfactory to the Commissioner, including but not limited to, demonstration that waiver of this requirement would enable the institution to provide a more innovative or sustainable program, which otherwise meets the requirements of this Part. Projects may enroll more than the minimum in each cohort.

However, projects need not enroll a cohort every year. Pilot projects may only admit and enroll candidates who do not currently hold SBL certification.

(6) provide extended (at least one academic year long) internship learning experiences for aspiring principals that are grounded in a competency-based and well-supervised set of practical experiences. Consistent with the purpose of exposing candidates to the full breadth of knowledge, skills, and experiences involved in leading schools, the principal-intern shall engage in sustained and rigorous clinical learning with substantial leadership responsibilities and an opportunity to practice and be evaluated in an authentic school setting, consistent with the PSELs. The internship must be designed to encompass the full-day experience throughout the regular school year, when students are in session, and may not be conducted “around the edges” of a candidate’s employment. The commissioner may grant flexibility in the design of the internship, upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that such flexibility would enable the institution to provide a more innovative or sustainable program, which otherwise meets the purposes and requirements of this Part.

(7) define the qualifications, expectations, and professional responsibilities of mentors and coaches of aspiring principals and the role of each partner (IHE, district, and LDP) in assuring high quality mentoring/coaching. The program shall also pair each candidate with high-quality coaching and mentoring support throughout the internship and continuing through the first full year that the candidate is in the principal job;

(8) monitor the identification, development, and placement of school leader candidates and provide updates on these candidates to the Department so that the Department can ensure projects are successfully fulfilling program aims and requirements and quantify model impact. The Department may specify which data must be collected and submitted by each project for this evaluation to be conducted;

(9) provide sufficient space and other resources for the effective operation of the project activities;

(10) design into the pilot ways to build sustainability and progressively shift financial responsibility from the candidates and Title IIA funding to the partnership. In budgeting and planning for sustainability, the partnership should be certain to support these established activities through reliable and stable funding sources. In budgeting and planning for sustainability, Title IIA funds should support but not serve as the sole source of funding for this work. The Department will monitor project success, with the intention of registering successful programs to continue in operation beyond the pilot grant period if they meet the regulatory requirements established by the Department for this program. If successful, a program may be allowed to expand to include additional school districts and/or other partners;

(11) ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law. Such coursework or training shall include but not be limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior;

(12) ensure that candidates complete two clock hours of coursework or training

regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law;

(13) ensure that candidates complete six clock hours, of which at least three hours must be conducted through face-to-face instruction, of coursework or training on the social patterns of harassment, bullying and discrimination, in accordance with the requirements of section 14 of the Education Law;

(14) prior to admission, require candidates to possess a permanent or professional certificate in the classroom teaching service or pupil personnel service, or to demonstrate the potential for instructional leadership based on prior experiences that are evaluated using criteria established by the program which shall be uniformly applied;

(15) be responsible for ensuring that courses in the program that are not taught by faculty of the partner IHE are taught by individuals who have demonstrated by training, earned degrees, scholarship, experience, or other widely recognized ways, their competencies to offer the courses and discharge the other academic responsibilities which are assigned to them; and

(16) ensure that candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion.

2. Clause (c) of subparagraph (ii) of paragraph (1) of subdivision (a) of section 80-3.10 of the Regulations of the Commissioner of Education, is amended, to read as follows:

(c) Experience. The candidate shall have successfully completed three years of classroom teaching service and/or pupil personnel service experience in public or nonpublic schools N-12; except for candidates admitted into a Pilot P-20 Partnership for Principal Preparation program pursuant to section 52.21(c)(7) of this Title because the

program determined that the candidate demonstrated the potential for instructional leadership based on prior experiences that were evaluated using criteria established by the program and which were uniformly applied.