

Principal Preparation Project

Presented to the

NYS Board of Regents

September 12, 2016

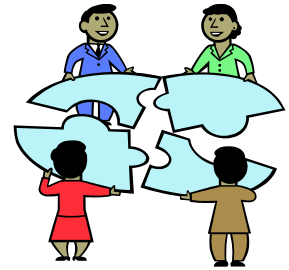
PROJECT PURPOSE

In fall 2015, SED applied for a grant from the Wallace Foundation to enhance school building leadership. The grant has five areas of focus:

1. Requirements pertaining to those who are seeking school building leader (SBL) certification
2. Requirements for programs that prepare school building leaders
3. Professional development, supervision, and evaluation for school leaders
4. A tool to help district managers select school building leaders
5. Adoption of revised Interstate School Leaders Licensure Consortium (ISLLC) Standards

ANTICIPATED OUTCOMES

This project engages stakeholders in efforts to:



- Review requirements related to the preparation of school building leaders
- Identify if improvements are needed (related to certification and program requirements, professional development, supervision, and/or evaluation)
- If warranted, forward recommendations to the Commissioner and Board of Regents for consideration and action
- Develop a tool to help districts identify, select, and place school building leaders

STAKEHOLDERS

- Teachers
- School building leaders
- Superintendents and District Superintendents
- School board members
- Deans and faculty at colleges of education
- Parents
- Civil rights organizations



RATIONALE FOR THIS WORK



- Our belief is that every student should have great teachers and a great school leader
- Our mission is to develop and recommend to the Board of Regents policies that will support and enhance the preparation of school building leaders and the success of their students

RATIONALE (CONTINUED)

WHAT PROBLEM ARE WE TRYING TO SOLVE?



- We know technology, accountability, and changing demographics have created new demands on school leaders
- Practitioners in the field have expressed concern that the preparation of our school building leaders has not kept pace with these changes
- Many earn SBL certification in NYS, but too few who earn certification are ready to step into the position.

RATIONALE (CONTINUED)

HOW URGENT IS THE CHALLENGE?



- Districts typically expend 80% (or more) of operating funds on people
- One of the most important decisions they face involves how they recruit, select, develop and retain effective school building leaders
- Yet NYS has not recently revised the requirements for the programs used to prepare school building leaders.
- Notably, in 2015 the National Policy Board for Educational Administration developed and the Council of Chief State School Officers copyrighted the “Professional Standards for Educational Leaders”

For reference, see:

<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINALpdf>

RATIONALE (CONTINUED)

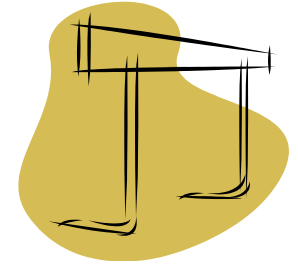
IS THERE MORE TO THIS?



- Educators who have an interest in the preparation of school building leaders (P-12 and higher education) routinely commit to continuous improvement
- However, continuous improvement efforts are impeded because data to measure the effectiveness of leader preparation and the outcomes of students over time are sparse and of questionable quality
- At issue is the accessibility of data as well as its comparability across individuals, institutions, and time periods. This makes it a challenge to accurately gauge program effectiveness and hiring decisions

BACKGROUND ON INDIVIDUAL REQUIREMENTS RELATED TO CERTIFICATION TO BECOME A SCHOOL BUILDING LEADER

Requirements for individuals to earn initial School Building Leader certification:



- Three years of experience in classroom teaching or pupil personnel service (public or non-public school)
- A master's degree
- Satisfactory completion of a NYS-registered, university-based graduate program for school building leaders that includes a full-time internship experience of at least 15 weeks in length
- Pass the NYS SBL exam
- Pass the Educating All Students (EAS) exam

Sources: 8 CRR-NY 52.21(c)(2)

GENERAL FRAMEWORK FOR PROGRAMS THAT PREPARE SCHOOL BUILDING LEADERS (SBL)

NYS programs require successful candidates to demonstrate the ability to:

- Develop and share an educational vision
- Collaboratively identify goals and objectives
- Communicate and work effectively with parents, staff, students, and community
- Lead comprehensive, long-range planning in the areas of:
 - a. Curriculum development
 - b. Instructional strategies and integration of technology
 - c. Classroom organization
 - d. Assessment
 - e. Services for students with disabilities
 - f. Professional development
 - g. Succession planning
 - h. Student, family, and community relations
 - i. Facilities development
 - j. Career- and college-readiness planning
- Manage change using ethical decision-making
- Set standards for ethical behavior including mutual respect
- Provide a safe, healthy, and supportive learning environment
- Establish a school budget
- Apply laws and regulations in the educational setting
- Maintain a self-improvement plan

ACCOMPLISHMENTS

- Reviewing (and summarizing) research literature
- Studied leader tracking tools in use (NYC & Denver)
- Conducted informal discussions with key stakeholders
- Completed focus group meetings (informational only)
- Developing an online survey to gauge stakeholder opinion
- Assembled Project Advisory Team

NEXT STEPS

- Collect and analyze results from online survey on the topic
- Advisory Team meets six times
- Advisory Team analyzes fit between requirements pertaining to school building leader preparation programs in NYS and 2015 national leadership standards
- Team considers whether adjustments are possible or needed
- If warranted, Team formulates recommendations for consideration
- Specify how organizing data on the pool of aspiring school leaders into a “leader tracking tool” can help District hiring managers improve hiring
- Take steps to launch a prototype tracking tool
- Develop recommendations for Board of Regents to consider