

Recommendations for Changes to Principal Preparation Requirements

September 1, 2022
State Board of Education Meeting

Tabari Wallace
Special Advisor to the State Superintendent,
Principal Engagement

Andrew Sioberg
Director, Educator Preparation



Background

- Spring 2021: A review of 115C-284, selection and requirements for principal preparation, revealed some components in law were not in alignment with activity in the preparation field
- Fall 2021: SL 2021-170 (SB 695) resolved previous discrepancies and allowed candidates currently enrolled in principal preparation programs to complete their work as designed
- Beginning Aug 31, 2022: Any principal candidate starting a program would have to comply with the law as written
 - Could potentially cause disruption to the principal pipeline and require large changes to programs
 - Urgency to complete the work before the Aug 2022 deadline

Background

- Spring 2022: NCSBE directed DPI to gather stakeholder feedback on recommendations they could recommend to the legislature to update principal preparation law
- July 2022: SL 2022-71 extended the waiver of current principal preparation law to August 2024
 - Allow input to updating the requirements in law
 - Expectation to get recommendations to the legislature in October 2022
 - Improve the policy related to principal preparation

Three Ongoing Strands of Work Related to Principal Preparation

- **Creating formal recommendations to adjust the principal preparation requirements in law**
 - **Complete by October 2022 to send to legislature for consideration**
- **Updating policy related to principal preparation**
 - Alignment to new Standards
 - Licensure only program requirements
 - Requirements of the internship
 - Requirements of the portfolio
 - Strive to complete by end of the waiver, Aug 2024
- **Updating Principal Standards**
 - Alignment with Professional Standards for Educational Leaders (PSEL) and National Education Leadership Preparation (NELP)
 - Currently being piloted in 9 districts for principal evaluation

The Stakeholders

- Teacher Recruitment and Retention Taskforce
 - Superintendents and HR directors across the state
- Principal Advisory Committee
 - Regional Principals of the Year and NC Principals of the Year
- North Carolina Association of Colleges for Teacher Education (NCACTE)
 - Faculty and Program leadership of educator preparation programs across the state

The Stakeholders

- Deans and program leaders of principal preparation programs across the state
- Professional Educator Preparation and Standards Commission (PEPSC)
 - Legislatively appointed group of K12, educator preparation program, and public education leaders
- NCDPI

§ 115C-284 (b1)

To qualify for certification as a school administrator, an individual must meet all of the following requirements

(5) Pass the exam adopted by the State Board



Licensure Exam Feedback

<p>Teacher Recruitment & Retention Task Force</p>	<ul style="list-style-type: none"> • Does not support licensure exam • Supports performance-based assessment system
<p>Principal Advisory Group</p>	<ul style="list-style-type: none"> • Does not support licensure exam • Supports portfolio-based assessment system
<p>NCACTE</p>	<ul style="list-style-type: none"> • Does not support licensure exam
<p>EPP Deans</p>	<ul style="list-style-type: none"> • Portfolio only (12 votes) • Portfolio and exam (2 votes) • Licensure exam (1 vote)
<p>PEPSC</p>	<ul style="list-style-type: none"> • Discontinue licensure exam requirement • In lieu of exam requirement, have performance-based assessment in a school setting • Performance-based assessment included as a piece of the portfolio
<p>NCDPI</p>	<ul style="list-style-type: none"> • Discontinue licensure exam requirement • In lieu of exam requirement, have performance-based assessment in a school setting • Performance-based assessment included as a piece of the portfolio

Recommendation

- Discontinue licensure exam requirement
- Include an evidence-based portfolio

§ 115C-284 (c2)

The State Board of Education shall adopt new standards by July 1, 2008, for school administrator preparation programs. The new standards shall:

(7) Require all candidates to complete a year-long internship



Year-Long Internship

<p>Teacher Recruitment & Retention Task Force</p>	<ul style="list-style-type: none"> Supported the yearlong internship. Part-Time: have option to hold professional licensure for 1 year as an Assistant Principal Full-Time: should be paid, post coursework
<p>Principal Advisory Group</p>	<ul style="list-style-type: none"> Supported the yearlong internship. Other areas noted: <ul style="list-style-type: none"> (a) Keep 10-month internship but add flexibility of when it occurs across the school year (b) Suggested 1,000 hours for all (FT and PT) (c) Should be paid at FT salary
<p>NCACTE</p>	<ul style="list-style-type: none"> Supported the yearlong internship. minimum of either (a) 2 semesters, or (b) 300-500 hours.
<p>EPP Deans</p>	<ul style="list-style-type: none"> Wide variation among respondents The rough range is 675-1000
<p>PEPSC</p>	<ul style="list-style-type: none"> Range of time no fewer than 500 hours Duration and components appropriate to the desired performance outcomes for the yearlong internship
<p>NCDPI</p>	<ul style="list-style-type: none"> Minimum of 1,000 hours Yearlong = Two semesters

Recommendation

- Include year-long internship (Minimum of 10 months) language in law
- Define year-long internship and what it entails in policy
 - Stakeholder feedback indicated a general range of 500-1000 hours

§ 115C-284 (d1)

...prerequisites to candidacy for principal, a classroom teacher must have attained at least the second level of differentiation, **have at least four years of classroom teaching experience,** and possess, at least, a Masters Degree in Education Administration.



Teaching Experience

<p>Teacher Recruitment & Retention Task Force</p>	<ul style="list-style-type: none"> • 4 years of teaching experience
<p>Principal Advisory Group</p>	<ul style="list-style-type: none"> • 3 years of teaching experience • any certified personnel holding a Continuing Professional License (CPL) should be eligible to hold a principal license
<p>NCACTE</p>	<ul style="list-style-type: none"> • Include teachers and support service personnel (counselors, social workers, etc.)
<p>EPP Deans</p>	<ul style="list-style-type: none"> • 7 classroom experience required • 8 educational experience
<p>PEPSC</p>	<ul style="list-style-type: none"> • Four years of experience within licensure area for certified personnel in school setting • Includes teachers and support service personnel, such as counselors and social workers
<p>NCDPI</p>	<ul style="list-style-type: none"> • Four years of experience as a licensed educator • Includes teachers and support service personnel, such as counselors and social workers

Recommendation

Require four years of **educational** experience as a licensed educator, including teachers and support service personnel (such as school counselors, media coordinators, or social workers)

§ 115C-284 (d1)

...prerequisites to candidacy for principal, a classroom teacher must have attained at least the second level of differentiation, have at least four years of classroom teaching experience, and possess, at least, a Masters Degree in Education Administration.



Masters of School Administration

<p>Teacher Recruitment & Retention Task Force</p>	<ul style="list-style-type: none"> • Unanimously agree on MSA • No input on an alternative path of an add-on licensure in combination with a master's in an area other than an MSA
<p>Principal Advisory Group</p>	<ul style="list-style-type: none"> • Master's required, but not exclusively MSA • Supports add-on licensure program with a master's in another area
<p>NCACTE</p>	<ul style="list-style-type: none"> • Master's required, but not exclusively MSA. • Supports add-on licensure program with a master's in another area
<p>EPP Deans</p>	<ul style="list-style-type: none"> • In favor of including a licensure-only route with a masters in another related area in addition to the MSA
<p>PEPSC</p>	<ul style="list-style-type: none"> • Require a Masters of School Administration degree or master's degree in another field • Require an add-on licensure program if holding a master's in another field
<p>NCDPI</p>	<ul style="list-style-type: none"> • Require a Masters of School Administration degree or master's degree in another field • Licensure only program - TBA

Recommendation

- Require a Masters of School Administration degree or require an add-on licensure program if holding a master's in a related field

Recommendations Summary

1. Discontinue licensure exam requirement. Include an evidence-based portfolio
2. Include year-long internship (minimum of 10 months) language in law
3. Require four years of educational experience as a licensed educator
 - Include teachers and support service personnel, such as school counselors, media coordinators or social workers
4. Require a Masters of School Administration degree or master's degree in another field or require an add-on licensure program if holding a master's in a related field