

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 101, 207, 208, 305, 308, 3001, 3004, and 3009 of the Education Law.

1. Paragraph (7) of subdivision (c) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(i) ...

(ii) Limitations. The Pilot P-20 Partnerships for Principal Preparation program shall end on September 30, [2022] 2025.

(iii) Definitions. For purposes of this paragraph:

(a)...

(b) ...

(c) 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. An eligible public school district that has demonstrated leadership development expertise may serve as the LDP, subject to department approval.

(d) ...

(e) ...

(f) ...

(g) ...

(iv)

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

(a) ...

(b) ...

(c) ...

(d) ...

(e) 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;

(f) 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];

(g) ...

(h) ...

(i) ...

(j) ...

(k) ...

(l) ...

(m) ...

(n) ...

(o) ...

(p) ...

(vi) Upon written application by the institution, the commissioner may grant flexibility in the specific requirements described in subparagraph (v) of this paragraph

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, provided such program otherwise meets the purposes and requirements of this Part.