

Preliminary Recommendations from the Principal Project Advisory Team for Phase 2 Response to 5-part charge

Part 1: Modernize regulations guiding university-based programs to prepare principals.

When the Phase 2 charge was created, a team developing *National Educational Leadership Preparation* standards said *NELP* standards would be final by Jan., 2018. However, the *NELP* rollout has been unexpectedly delayed. This complicated matters for our team because it is widely thought it is premature to modernize regulations in advance of *NELP* completion. Helpfully, the *Metropolitan Council for Educational Administration Programs (MCEAP)* has identified ways to better align *NELP* and *PSELs*.

1. Once *NELP* standards are official, convene a team to make recommendations about the following:
 - a. Modernize the regulations guiding university-based programs to prepare principals
 - b. Identify standards for initial Superintendent certification (and experienced Superintendent practice)
2. Gather stakeholder input on this topic (ask “beyond *MCEAP* suggestions, what else would better align *NELP* to *PSELs*?”).
3. Better align certification, new principal prep program standards, and university-based programs to prepare principals.
4. Consider including micro-credentials as a component of principal preparation programs.
5. Create an advisory team (from P12 and IHE) to ensure *PSELs* are the North Star and to offer SED ongoing guidance on:
 - a. Internships (duration, content, supervision)
 - b. Re-registration of SBL prep programs

Part 2: Recommend needed improvements to the standards for principal supervisors (and superintendents).

Once *NELP* standards are final, convene a team to recommend superintendents standards. Standards described here are meant to enhance principal performance by focusing solely on coaching within the supervision process (wholly apart from evaluation).

1. Adopt our proposed revisions of 8 standards and associated bullets from the 2015 *Model Standards for Principal Supervisors*

Part 3: Decide whether competency-based performance assessment should replace the SBL exam.

The team working on this embraced the idea of exploring new ways to move in the direction of revisiting current certification tests and replacing them with competency-based tools. The group recommends that under the right conditions, with a gradual thoughtful roll out, and co-developed within our P-20 partnerships, NYS can develop an assessment framework that provides the opportunity for emerging principals to demonstrate their readiness to lead.

1. Determine if scholarly research documents the educative benefit of competency-based assessment for initial principal cert.
2. If evidence supports the claim that a competency-based approach to assessing candidate readiness for initial certification is valid for its purpose, reliable in its scoring, and positive in preparing aspiring principal, then. . .
3. Make the shift as a state from current SBL exam to a competency-based performance assessment for initial certification.
4. If shifting, take steps to see that a pilot is included in plans to transition to competency-based initial principal certification.
5. Based on a pilot, identify most suitable assessment model (“model” refers competencies/performances to be measured).

Part 4: Recommend how to issue micro-credentials (in partial fulfillment of SBL certification requirements).

Micro-credential construction will be driven and informed by SBL performance indicators. Take steps to ensure competencies are based on and aligned with *PSELs/NELP* and that higher ed assesses competencies and issues micro-credentials. Arrange so micro-credentials meet CTLE requirements, and districts play a role in assessing micro-credentials for practicing principals.

1. Once *NELP* are official, align competencies to them; create corresponding set of micro-credentials aligned to competencies.
2. Create a pathway to initial principal certification via micro-credentials.
3. If SBL exam is not replaced by competency-based assessment, replace exam multiple choice section with competency-based
4. Guided by the performance of their districts, principals and superintendents recommend need for future micro-credentials.
5. Base micro-credential performance standards on the standards/competencies/assessment frameworks for SBL certification

Part 5: Establish a P20-Partnership framework that better defines the relationship between prep programs and districts.

The purpose of this work is to articulate the criteria and principles that should be addressed in an application for state funds to create a P20 partnership whose chief purpose is to prepare a diverse group of principals to work successfully in persistently struggling schools under a turnaround model. Questions that guided this work include – Does each criterion provide clear direction to applicants, while allowing for maximum innovation in the proposal? Are all of the essential categories that one would want to see in an application included within the criteria? At its most basic level, guided by state and national standards, we want partnerships to share with reviewers their best, most innovative, ideas for preparing principals who are able to effectively lead persistently challenged schools.

1. Adopt our proposed revisions to the language of a two-page concept paper