**PRINCIPAL PREPARATION PROJECT: HOW PHASE 2 BUILDS ON PHASE 1 (FEB. 26, 2018)**

How will recommendations we offer improve support for principals (and thus enhance support for schools, staff, and students)?

**Commissioner’s possible charge to a Phase 3 Advisory Team:**
- Recommend standards and features to guide the re-registration of principal prep programs
- Identify data sources and types to use to gauge efficacy of SED support for principal prep
- Recommend ways to improve local board attention to and support for principal preparation
- Identify principal development strategies linked to positive outcomes in turnaround schools
- Evaluate merits of formal, specialized leadership pipelines (potentially for APs & by region)

**Actual recommendations to the Commissioner and Regents from the 1st Advisory Team**

- Replace SBL exam with competency-based system but do so under these conditions . . .
  - Use CTLE/NCCRS to create a micro-credential system that ensures quality & portability *
  - Base the initial certification of superintendents on national leadership standards (PSELs)
  - Use Title IIA $s to initiate a statewide framework of 3-5 P20 Partnerships
  - Use Title IIA $s to seed IHE-based PD aimed at improving principal coaching & mentoring
  - Support message of NY principal prep program directors, i.e., adopt NELP when released

**Commissioner’s charge to the Phase 2 Advisory Team:**
- Recommend whether to replace SBL exam with competency-based assessment.
- Propose a system that enables current and aspiring principals to earn micro-credentials
- Create standards for principal supervisors (to align with PSELs)
- Modernize regulations guiding university-based prep programs (to align with NELP)
- Establish a statewide framework of P20 partnerships to enhance principal preparation & support

**Possible recommendations to Commissioner/Regents that may emerge from Phase 2 Advisory Team**

- Base principal certification on nat’l leader standards (*Prof’l Standards for Educ’l Leaders*)
- Make initial principal certification competency-based (and include micro-credentials)
- Provide high-quality coaching/mentoring for candidates and for principals through year 3
- Create incentives that develop stronger P20 partnerships (including full-time internships)
- Improve diversity among principals; prepare principals to address diverse learner needs
- Define “cultural responsiveness”; see that future & current principals are proficient in it

* Forty-five years ago, the Board of Regents for the University of State of New York developed and implemented an initiative (called the National College Credit Recommendation Service or NCCRS) to evaluate non-collegiate learning and, when appropriate, make credit recommendations about eligibility for college credit. While it is based on the evaluation approach used by accreditors, NCCRS does not accredit and is not an accrediting body. It can be found at http://www.nationalccrs.org/