# 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)

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

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

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

- 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

Commissioner charge to 1st Advisory Team, our predecessors; Recommend how to improve
- Programs to prepare school building leaders
- Initial certification of school building leaders
- Professional development for principals
- Supervision and evaluation of all principals

* 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/