



*Power of the Principal*

## NAESP Advocacy Campaign 2011

Setting the Stage for  
ESEA Reauthorization  
and Key  
Policy Initiatives

# Setting the Stage for ESEA Reauthorization

## Quick Recap –

- False starts in Congress
- Where do we start, current law? Blueprint?
- New regime in the House, close margins in the Senate
- Bad budgets, big deficits, diminishing expectations
- ESEA: wholesale approach, picked apart? How do we reconcile?

# What *Do We Know*

- Principals are the primary catalyst for creating a lasting foundation for learning, driving school and student performance, and shaping the long-term impact of any school reform effort.
- Second only to teachers in the classroom, effective principals and school leaders improve student achievement.
- Strong school leaders matter.

# What We Believe

- ❖ Give *all* principals the authority and autonomy to lead learning communities and overcome challenging school-based contexts.
- ❖ All school principals must be able to:
  - Lead schools in a way that places student and adult learning at the center;
  - Set high expectations and standards for the academic, social, emotional and physical development of all students;
  - Demand content and instruction that ensure student achievement of agreed-upon standards;
  - Create a culture of continuous learning for adults tied to student learning and other school goals;
  - Manage data and knowledge to make instructional decisions and measure progress of student, adult and school performance; and
  - Actively engage the community to create shared responsibility for student performance and development.
- ❖ Encourage and support local efforts to build the capacity of principals through on-going, job-embedded, high-quality professional development.
- ❖ Principal evaluation should be a state and local responsibility and take a carrot, not stick approach. ESEA should encourage state and local principal evaluation systems to provide meaningful indicators for a school leader's trajectory on professional growth and development.
- ❖ ESEA should provide incentives for State and local assessments that include growth models and multiple measures of student performance to accurately gauge social and emotional development, language fluency and comprehension, creativity, adaptability, critical thinking, and problem-solving skills.
- ❖ The integrity of targeted formula assistance must be preserved to ensure that federal funds support the most disadvantaged students, and that they constitute a more reliable funding source for supporting continuous and on-going school improvement.

# What We Want in ESEA

- Recognize the core competencies of effective school leadership. All ESEA policy and programs related to principals should be aligned to evidence-based competencies or effective principal practices.
- Meaningful professional development.
  - 3% of Title II Part A funds spent on principals
  - 2% of principals' time devoted to professional development, many cite lack of access and opportunity
  - Early Childhood Education and pre-K through grade 3 alignment
  - Standards-based mentoring programs
- Use the right yardstick to measure student performance. Growth models and multiple measures are a better gauge of student academic achievement .
- Same goes for principals . Fair, evidence-driven principal evaluation guidance for state and local efforts that measure principal performance on the core competencies of school leadership.

# Core Competencies of School Leadership

**Recognize and support the core competencies of effective school leadership. All School principals must be able to:**

- **Lead schools in a way that places student and adult learning at the center;**
- **Set high expectations and standards for the academic, social, emotional and physical development of all students;**
- **Demand content and instruction that ensure student achievement of agreed-upon standards;**
- **Create a culture of continuous learning for adults tied to student learning and other school goals;**
- **Manage data and knowledge to make instructional decisions and measure progress of student, adult and school performance; and**
- **Actively engage the community to create shared responsibility for student performance and development.**

*Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do.* National Association of Elementary School Principals, Second Edition, 2008.

# Professional Development in Early Ed and Pre-K – Grade 3 Alignment

- **Recommendation** – NAESP recommends that a new subpart be added to Title II, Part A of ESEA – consistent with S. 3658 introduced by Senator Udall (D-CO) and H.R. 6302 introduced by Representatives Altmire (D-PA) and Himes (D-CT) in the 111<sup>th</sup> Congress.

## *Use of Funds*

Funds would be used to provide professional development activities for elementary school principals in early childhood education and development that include activities to help principals:

Acquire principal competencies in early childhood education and development in order to support increased school readiness for students;

Gain a knowledge base and capacity to provide appropriate early childhood settings in the school building in grades pre-K through 3; and

Work collaboratively with early childhood education providers, services providers, and families in creating a continuum of high quality learning for children in the community coming into school settings and through the early elementary years.

# Continuum of Learning Act

- The Continuum of Learning Act updates ESEA to strengthen connections between existing early learning programs and the elementary grades, K-3. This bill does not authorize new spending or create any new federal programs. Specifically, the Continuum of Learning Act:
  - Helps states disseminate information on how Title I funds can already be used for early childhood education under current law;
  - Reports on how schools use existing Title I funds for early childhood education;
  - Strengthens joint professional development between early childhood teachers and elementary teachers and principals; and
  - Strengthens the focus on early childhood development and education within existing teacher and principal training programs.
- Bi-partisan, to be introduced by Senator Casey (D-PA), Congresswoman Hirono (D-HI) and Congressman Jones (R-NC).
- Next week?

# Job-Embedded Professional Development, especially for new principals...

- **Recommendation** – NAESP recommends that a new subpart be added to Title II, Part A of ESEA to provide dedicated funding for mentoring of school principals, especially for novice principals in the first three years of service.

## *Use of Funds*

Funds would be used to develop and implement standards-based mentor training programs and curriculum for principals to be able to:

- Develop and implement data-driven school improvement plans;
- Use student assessment data for making instructional decisions;
- Build relationships within the learning community;
- Design collaborative professional development plans; and
- Staff recruitment, hiring, and dismissal.
- Program funds would be used for stipends for qualified mentoring coaches, and research, evaluation, and reporting on authorized activities.

# Principal Recruitment and Training Act

- Working with leaders in Congress to include standards-based mentoring and support programs in ESEA. The initiative relates to recruitment, selection, and training of individuals who are, or aspire to be, principals in high-need schools, and provide residency programs for novice principals.
- Strong Congressional support, negotiations continue for either a stand-alone bill or part of the ESEA packages per negotiations.

# Aligning ESEA Programs to Support School Leadership

## **Title I – Improving the Academic Achievement of the Disadvantaged**

- Recommendation – NAESP recommends the integration of professional development and mentoring on the “core competencies of effective school leadership” as a core element of Title I.

### *Use of Funds*

- Require professional development and mentoring on “core competencies of effective school leadership” as part of any school improvement plan.
- As a part of the LEA plan, provide a description of how the LEA will integrate professional development and standards-based mentoring programs on the “core competencies of effective school leadership” with other professional development provided by the LEA.
- Include in school-wide and targeted assistance programs professional development and mentoring on “core competencies of effective school leadership.”

# Principals and School Improvement

- **Recommendation** – Currently, each school intervention model (in regulation) mandates the removal of the school principal at the outset of any School Improvement Grant program. NAESP recommends that a principal leadership review and evaluation be conducted as the first step of a school needs assessment leading to a comprehensive school improvement plan. Any effort to evaluate the effectiveness or performance of principals must be developed at the State and local level.

## *Use of Funds*

- Support States and local educational agencies in developing fair, objective, and comprehensive evaluation systems that are based on the “core competencies of effective school leadership.”
- Give priority to State and local education agency principal evaluation systems that rely on highly-trained mentors, coaches, or veteran principals that have a demonstrated track record of successful school reform and improvement efforts.
- Give priority or authority only to local educational agencies, upon the completion of effective evaluation of principals, to determine if dismissal of the principal is warranted.

# Fair, Comprehensive Evaluation

- Like teachers, principals must receive a comprehensive, fair and objective performance evaluation using systems that consider multiple measures of the competencies needed to improve student learning.
- NAESP believes the principals' voice is critical to the discussion, design and establishment of state and local evaluation systems. Principals must be afforded opportunities to provide on-going feedback as systems are developed and implemented.
- Encourage states and local districts to rely on the evidence-based core competencies of school leadership, and continue to look at best practices in evaluation.



## What We Think About Current ESEA bills

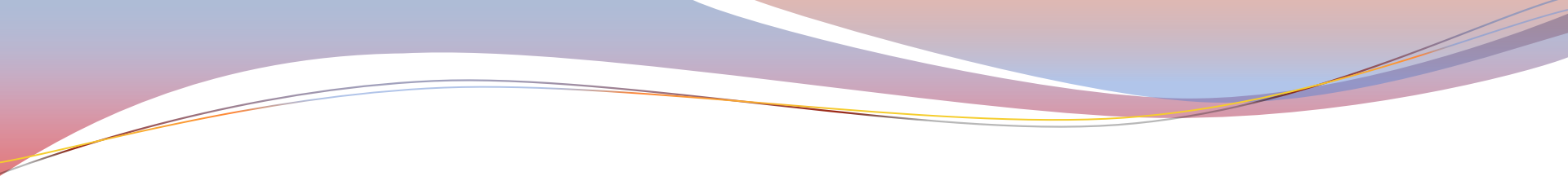
- H.R. 1891 “Kill Bill”
- H.R. 2881 Charter School Expansion
- H.R. 2445 State and Local Flexibility

# In a nutshell...

What are the three most important points for principals to tell Congressional staff on ESEA?

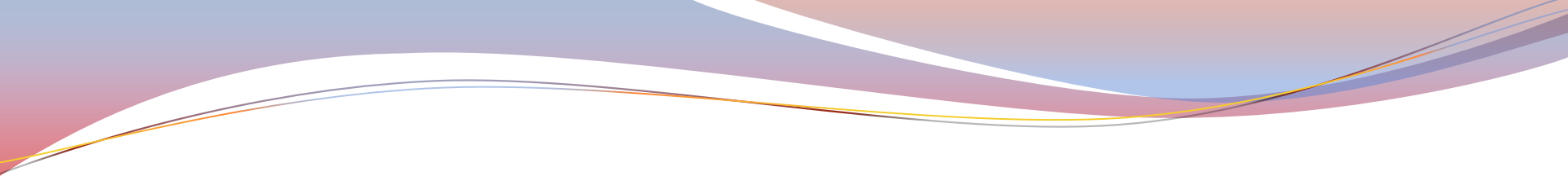
- 1) Recognize the core competencies of effective school leadership
- 2) Include meaningful professional development.
  - Early Childhood Education
  - Effective mentoring and support.
- 3) Use the right yardstick to measure student performance.  
Same goes for how principal performance must be captured. Align ESEA policy and programs around the evidence-based competencies of school leadership.

❖ Above all, tell your story.



# ESEA 2011?

What's the best guess scenario?



Questions, comments, concerns on ESEA  
and the 2011 NAESP Advocacy Campaign  
for principals?

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