



## ***Recommendations for ESEA Reauthorization – Summary of Priorities***

### **Title II, Part A – Teacher and Principal Training and Recruiting Fund**

ESEA policies inadvertently overlook principal professional development. Currently, only 3% of Title II funds are specifically spent on principal activities. Accordingly, NAESP believes that ESEA should provide adequate opportunities for professional development for elementary school principals in early childhood education, quality mentoring of new school principals, and ongoing professional development for experienced principals.

- 1. 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 – to provide dedicated funding to improve the knowledge of elementary school principals in areas related to early childhood development and pre-K through grade 3 alignment.

#### ***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:

- 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.

- 2. 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. Mentoring programs are the most effective method of delivering job-embedded, on-going and sustained professional development for principals.

#### ***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.

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

- 3. 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. See core competencies listed under recommendation #5.

### ***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.”
- 4. Recommendation** – Currently, each school intervention model 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.

## **Title IX (General Provisions)**

The NAESP publication *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do* is recognized as the performance guideline for principal practice. Written and designed as a guide to provide content, tools, and resources principals can use on a daily basis to meet individual and school-wide goals, *Leading Learning Communities* defines standard practice areas that principals should comprehend and be capable of implementing in their schools, at a minimum.

- 5. Recommendation** – NAESP recommends that a definition of “core competencies of effective school leadership” be added to Title IX of ESEA to recognize the baseline competencies of what a principal should know and be able to do, including the ability 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 inform decisions and measure progress of student, adult and school performance; and
  - Actively engage the community to create shared responsibility for student academic performance and successful development.