



**Reauthorization of the Elementary and Secondary Education Act (ESEA):  
Provisions Successfully Secured for Principals in S. 1177 Base/Substitute Bill  
*Every Child Achieves Act of 2015*\*<sup>i</sup>**

- Includes a definition of “School Leader” that designates a principal, assistant principal, or other individual who is an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and **responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.**
  
- S.1177 (Substitute) - Early Childhood Language
  - Sec. 1111(c)(1) - State Title I Plans

“(C) in the case of a State that proposes to use funds under this part to offer early childhood education programs, how the State provides assistance and support to local educational agencies and individual elementary schools that are creating, expanding, or improving such programs, such as through plans for engaging and supporting principals and other school leaders responsible for improving early childhood alignment with their elementary school, supporting teachers in understanding the transition between early learning to kindergarten, and increasing parent and community engagement;
  
  - Sec. 1112(b) - LEA Title I Plans

“(9) if applicable, how the local educational agency will coordinate and integrate services provided under this part with preschool educational services at the local educational agency or individual school level, such as Head Start programs, the literacy program under part D of title II, State-funded preschool programs, and other community-based early childhood education programs, including plans for the transition of participants in such programs to local elementary school programs;
  
  - Sec. 2101(c)(4)(B) - Title II Formula Grants

“(xvii) Supporting principals, other school leaders, teachers, teacher leaders, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in efforts to align and promote quality early learning experiences from prekindergarten through grade 3.

- Sec. 2103(b)(4)(G) - Local Use of Title II Funds

“(ii) the ability of principals and other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;

- Includes the definition of “School Leader Residency Program” that means a school-based principal, school leader, or principal and school leader preparation program in which a prospective principal or school leader attends for 1 academic year, engages in sustained and rigorous clinical learning with substantial leadership responsibilities and an opportunity to practice and be evaluated in an authentic school setting; and during that academic year participates in research-based coursework that is integrated with the clinical residency experience; and receives ongoing support from a mentor principal or school leader who is effective.

### **State Allotments:**

- Directs states, in the allotment of funds under Title II to local districts, must set aside 3% of funds to focus on the recruitment, preparation, placement, support, and retention of effective principals and other school leaders. Subject to hold harmless on Title II funds.

### **National Activities**

- Updates the school leadership program and aligns to provisions in the School Principal Recruitment and Training Act. Specifically, the bill requires that forty percent of funds available under National Activities (Title II) must be awarded through grants, on a competitive basis to eligible entities, to improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools, which may include:
- “(A) developing or implementing leadership training programs designed to prepare and support principals and other school leaders in high-need schools, including through new or alternative pathways and school leader residency programs;
- “(B) developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals and other school leaders to serve in high-need schools;
- “(C) developing or implementing programs for recruiting, developing, and placing school leaders to improve schools identified for intervention and support under section, including through cohort-based activities that build effective instructional and school leadership teams and develop a school culture, design, instructional program, and professional development program focused on improving student learning;

- “(D) providing continuous professional development for principals and other school leaders in high-need schools;
- ‘(E) developing and disseminating information on best practices and strategies for effective school leadership in high-need schools; and
- “(F) other evidence-based programs or activities focused on principals and other school leaders in high-need schools.

### **State Activities:**

- States MAY use funds to develop principal evaluation (and teacher) and support systems that:
  - Must include multiple measures of educator performance.
  - Must provide clear, timely, and useful feedback for principals (and teachers).
  - May include classroom observation rubrics for inter-rater reliability.
  - May inform professional development.
- States MAY increase induction and mentoring programs that are “evidence-based” and designed to:
  - Improve school leadership to improve classroom instruction and student learning.
  - Provide opportunities for teachers, principals, and other school leaders who are experienced, effective, and have demonstrated an ability to work with adult learners to be mentors.

### **State Plans:**

- States must develop plans to use federal funds in coordination with local stakeholders and principals, and ensure that any strategies to improve student achievement must demonstrate evidence before disseminated to LEAs.
- State review panels must include educators who have been practicing within the past five years, including teachers and principals representing various school contexts across the state.
- Prohibition changed to prohibit the Secretary from controlling “elements” of a principal, or school leader evaluation system.

### **Local Application:**

- LEAs must provide a description of their systems of hiring and professional growth and improvement, such as induction for teachers, principals, and other school leaders.

### **Local Use of Funds**

- LEAs can use funds for evaluation and support systems that must include multiple measures and provide clear, timely, and useful feedback to teachers, principals, and other school leaders.

- LEAs can use funds to develop induction and mentoring programs that are designed to:
  - Improve school leadership to improve classroom instruction and student learning and achievement.
  - Provide opportunities for mentor principals and other educators who are experienced, effective, and have demonstrated an ability to work with adult learners.
- LEAs can use funds to provide “personalized” professional development.
- LEAs can use funds to provide programs and activities to increase the knowledge base of teachers and principals on instruction in the early grades, which may include joint professional learning activities for educators in preschool programs that addresses the transition to elementary school.

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<sup>i</sup> Includes select **Title I and Title II provisions only related to NAESP advocacy agenda priorities that mirror S. 476, the “Principal Recruitment and Training Act; S. 882, the “BEST Act”; and amendments offered by Senator Hirono (D-HI). See “References to Principals and School Leaders in S. 1177 Every Child Achieves” for other additional information.**