

THE ELEMENTARY & SECONDARY EDUCATION ACT NEW LEADERS RECOMMENDATIONS ON SCHOOL LEADERSHIP

GREAT PRINCIPALS LEAD GREAT SCHOOLS

A revised Elementary and Secondary Education Act (ESEA) must ensure that every principal walks into a school building *prepared to lead and with the necessary supports to succeed*. As decades of research have demonstrated, great teachers and principals are crucial to student success. Principals' actions account for 25 percent of a school's total impact on student achievement¹—significant for a single individual.

Teachers say principals matter. In fact, 97 percent of teachers rated principals as very important to retaining good teachers—*more than any other factor*.²

The only way to ensure effective teaching and learning in *every* classroom *every* year across an *entire* school is with a great principal. Principals are a primary driver of school improvement because they cultivate and retain effective teachers, build a school culture of high expectations, and strategically align resources to achieve goals. For teacher and student success, every principal must truly be prepared and supported to lead.

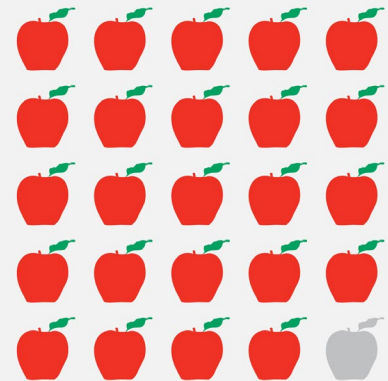
Recognize the Principal's Role

Differentiate between teachers and principals to recognize the distinct needs and important contributions of both. School leadership is significantly underfunded³ and current funds are not focused on the most effective activities.⁴ Instead of “lumping” principals in with teachers, there needs to be a separate category or set-aside for principals. This separate language should support the principal's role as instructional leader, talent manager, and culture builder, with strong operational and interpersonal skills.⁵

- Set aside a portion of the state-level reservation specifically for principal effectiveness activities, such as revising leadership standards, pipeline development, improving principal preparation, and implementing evaluation and support systems.
- Encourage effective use of Title II-A funds, through guidance and reporting requirements, to support principal effectiveness. Encourage states to use data collected through reporting requirements and consolidated plan applications to focus LEA attention on the role of principals in improving teacher practice and student achievement.⁶

GREAT LEADERS ATTRACT AND RETAIN GREAT TEACHERS

A high-quality principal will hire, develop and support talented teachers...



...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.¹

¹ Scholastic Inc. and the Bill and Melinda Gates Foundation (2010). Primary Sources: America's Teachers on America's Schools.

¹ Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. New York, NY: Wallace Foundation.
Marzano, R.J., Waters, T., & McNulty, B. (2005). *School Leadership That Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

² Scholastic Inc. (2012). *Primary Sources: America's Teachers on the Teaching Profession*. New York, NY: Scholastic and the Bill and Melinda Gates Foundation.

³ According to findings from the 2012-2013 Survey on the Use of Funds Under Title II, Part A (June 2013), in a representative sample of 800 LEAs, just four percent of federal Title II funds were reportedly spent on professional development for administrators as compared to 40 percent for teachers and paraprofessionals.

⁴ Chait, R. & Miller, R. (2009). *Ineffective Uses of ESEA Title II Funds: Funding Doesn't Improve Student Achievement*. Washington, DC: Center for American Progress.

⁵ Please note: This support does not call for the creation of a “highly qualified principal” definition.

⁶ For more information on the role of LEAs in principal effectiveness, please see New Leaders' and the Alliance to Reform Education Leadership's publication entitled *Great Principals at Scale: Creating District Conditions that Enable All Principals to be Effective*.

Invest in evidence-based strategies to improve principal effectiveness

Use national activities and competitive grants to create models for effective uses of formula funds.

- Increase the School Leadership Program (SLP) to \$38.8 million and improve upon current law to seed models of promising principal preparation programs, scale preparation programs with results, and support effective professional development for principals with their instructional leadership teams.
- Authorize and set aside \$117.5 million for the Supporting Effective Educator Development (SEED) Grant Program. These grants support efforts to recruit and develop teachers or principals.
- Authorize and update the Teacher Incentive Fund (TIF) and increase funding to \$350 million. Add “leader” to the program name (the Teacher and Leader Innovation Fund (TLIF)) and ensure that applicants address teachers, teacher leaders, and principals in the creation and development of model human capital management systems.
- Authorize and increase investments in the Investing in Innovation (i3) Fund to \$300 million to support the development, scale-up, and validation of innovative practices.

Support great leaders where they are needed most

Focus additional federal leadership resources in the highest need schools.

- Continue support for the Turnaround School Leaders Program: Expand upon the work launched under the School Improvement Grant (SIG) program by funding SIG at \$555.8 million and continue to develop or enhance a leadership pipeline for persistently low-performing schools.
- Ensure principals are prepared to lead persistently low-achieving schools: To be eligible, require LEAs verify that principals are “turnaround ready” either through demonstrated prior effectiveness or completion of a program that prepares principals specifically for turnaround schools.
- Invest in new models: Support high-need LEAs in creating “leadership labs” (similar to teaching hospitals) by recognizing great principals and giving them the opportunity grow other leaders or lead more than one school; scale models with school administrative managers; and invest in school-level development (e.g., effective teachers are given expanded roles and release time to grow and collaborate together).

Use R&D for future school leader success

Support a robust research agenda to understand the practices of highly-effective school leaders through the Institute of Education Sciences (IES) or other entities.

- Invest in research on principals: Research questions could help address the challenges of principal turnover and drive improvement by determining which competencies and skills are predictive of great leadership (e.g., demonstrated effectiveness as a teacher or ability to motivate other adults) and what experiences in a principal’s first three to five years on the job support her to drive better outcomes.

Prioritizing Leadership

For more information on a comprehensive school leadership reform agenda, please see our publication entitled *Prioritizing Leadership: New Leaders Federal Policy Platform*. Consisting of five topical briefs, the platform’s recommendations are informed by the latest research, lessons from implementation of our program continuum, and our work with local educational agencies, states, and leadership programs across the country.

About New Leaders

Founded in 2000 by a team of social entrepreneurs, New Leaders is a national nonprofit that develops transformational school leaders and designs effective leadership policies and practices for school systems across the country. Research shows—and our experience confirms—that strong school leaders have a powerful multiplier effect, dramatically improving the quality of teaching and raising student achievement in a school. New Leaders now operates in eight regions of the United States. We have developed over 1,600 leaders who are impacting the lives of 350,000 students.