

Commission on Access to Sound Basic Education
Principal Work Group
Draft Priorities

Highlighted priorities were revised per the discussion at the May 14 Commission meeting

1. Align the state's school administrator preparation standards with the National Education Leadership Preparation (NELP) standards from the National Policy Board for Educational Administration.
2. Require full-time, year-long internships for students seeking a school administrator certification and provide stipends and/or salaries for these students.
3. Ensure that school administrator training includes information on
 - Early brain development and appropriate practices for early childhood learning
 - Social-emotional needs of students
 - Role of specialized instructional support personnel (SISP) and how to effectively leverage SISP in supporting student health and wellness.
 - Teacher retention and support
 - Collaborative leadership and decision-making
4. Expand the Principal Fellows Program to provide more fellowships to more students and ensure that program's internship stipend is competitive so that high-quality candidates will pursue the program by
 - Tying internship stipend amount to the fellow's year of experience on the salary schedule for assistant principals
 - Ensuring that fellows will not be subject to a loss in pay during their internship year.
5. Scale preparation programs like the Northeast Leadership Academy (NELA) and the Transforming Principal Preparation Program (TP3) so that every school district has a partnership with at least one principal preparation program. These partnerships should be focused on training potential school administrators selected by district leadership in high-quality programs with a full-time, full-year internship. In scaling the partnerships, the state needs to ensure that the replicated programs are of the same quality as the pilot programs. These partnerships should also strategically focus on recruiting, preparing, and supporting a geographically and demographically diverse group of school administrators to help ensure that our state's school administrators are more representative of the students they are serving.
6. Create a formal statewide mentorship program for beginning assistant principals and principals. The program would provide opportunities for veteran principals on sabbatical or recently retired principals to coach beginning school administrators.
7. Expand professional development opportunities for superintendents, district administrators, and school administrators by providing state and/or federal funding for existing professional development opportunities and for the development of new

professional development opportunities. Professional development for superintendents and district administrators should be focused on effective supports for school administrators and capacity-building around effectively utilizing resources to support schools.

8. Revise the principal salary schedule with more of an emphasis on experience and to provide more incentives for principals to pursue school leadership opportunities that best meet their leadership strengths (such as remaining as an elementary school principal or leading a low-performing school).
9. Revise the allotment formula for assistant principals to both increase the number of state-funded assistant principals and provide flexibility in the use of fund in order to more effectively staff schools with administrators.