

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

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
 - Community engagement
 - Instructional leadership
 - School safety
4. Under the recently consolidated NC Principal Fellows and Transforming Principal Preparation Program, scale preparation programs like the Northeast Leadership Academy (NELA) and Transforming Principal Preparation Program (TP3) pilot programs, such that every school district has a partnership with at least one principal preparation program. In scaling these programs, the state needs to ensure that the replicated programs are of the same quality as the pilot programs. These preparation programs should be focused on training potential school administrators selected by district leadership based on their leadership potential and ability to serve in high-needs schools. Programs should:
 - be of high-quality and renewed based on the quality of their graduates;
 - provide a full-time, full-year, paid internship and ensure that candidates will not be subject to a loss in pay during their internship year; and
 - be strategically focused 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.
5. 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.
6. 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.

7. 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).
8. Revise the allotment formula for assistant principals to both increase the number of state-funded assistant principals and provide flexibility in the use of funds to build more school leadership capacity.

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