

Principal Retention – Model Policy

Principal retention is uniquely influenced by a combination of district-level actions and state policies. By creating a *policy environment* that empowers and supports principals, states can set the tone for strengthening school leadership policies overall:

Improve principal preparation

- Adopt statewide leadership standards and require programs to align training with them.
- Raise the bar for program entry and completion.
- Require programs to provide rigorous, relevant training and clinical experiences.
- Base program re-approval on program and graduate performance.

Ensure principals receive ongoing evaluation, development, and coaching support

- Require districts to regularly evaluate principals using an evaluation tool comprised of multiple measures linked to student growth and management of instructional staff, with ratings that reflect various levels of effectiveness.
- Require districts to link professional development and targeted support opportunities to evaluation results, and to use evaluations to inform personnel decisions.

Enable schools to distribute leadership

- Establish endorsement credentials for different teacher leadership roles aligned with model standards that ensure teacher leaders are prepared for new responsibilities, including leading professional development, fostering instructional collaboration, and monitoring, evaluating, and coaching their peers.
- Remove any existing barriers in state collective bargaining, personnel rules, or salary schedules that would prevent schools from empowering teachers from taking on meaningful leadership roles, including peer evaluation or receiving differentiated compensation for additional responsibilities.

Empower principals with autonomy and authority needed to do the job

- Eliminate barriers to principal autonomy over hiring staff, distributing leadership among top teachers, and removing those who are not successful in the classroom.
- Provide school-level budget flexibility by shifting to pupil-based funding models and removing detailed school-level staffing requirements and restrictions on how certain funds are used.

Improve compensation systems

- Encourage districts to link additional principal compensation with increased leadership responsibilities, such as managing other principals, mentoring aspiring principals, and facilitating professional learning communities for rising leaders.
- Establish a statewide compensation model and salary structure that allows for differentiated compensation and/or an incentive fund for districts that pilot new salary and award structures based on effectiveness.