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Strong Leaders Strong Schools

2008 State Laws



STRONG LEADERS STRONG SCHOOLS 2008 STATE LAWS

By
Sara Vitaska Shelton



NATIONAL CONFERENCE
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PREFACE AND ACKNOWLEDGMENTS

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INTRODUCTION

In today's complex school environment—where resources are limited and pressure to turn around low-performing schools is high—strengthening effective school leaders is key to improving student achievement and meeting high standards. A strong body of evidence supports the notion that teachers have the most immediate in-school effect on student success. But there is growing agreement that suggests it is the principal who is best positioned to ensure that teaching and learning are strong throughout the school. Landmark research commissioned by The Wallace Foundation in 2004 indicates that leadership is second only to classroom instruction among all school-related factors that contribute to student learning, especially in high-needs schools. The report also found there are virtually no documented instances of troubled schools being turned around without a talented principal.

As states face historic budget gaps, the need to invest in cost-effective ways to improve teaching and learning is crucial. More than ever, states need to develop and implement comprehensive strategies to ensure today's leaders have the skills, knowledge and support required to guide the transformation of schools and raise achievement for all students.

Lawmakers have responded by crafting legislation and policy to recruit, prepare and support high-quality school leaders. At least **22 states enacted 39 laws** to support school leader initiatives during the 2008 legislative sessions. The laws address:

- Roles, responsibilities and authority;
- Preparation and leadership academies;
- Licensure and certification;
- Mentoring and induction;
- Professional development;
- Assessing leader effectiveness;
- Compensation and incentives; and
- Governance structure issues

This publication is the second annual report featuring legislative efforts to recruit, prepare and support effective school leaders. It provides a snapshot of legislative activity and is not intended to focus on all areas of state-level activity, including the role of the governor, chief or school boards. New this year are examples of state fiscal appropriations to provide a more complete picture of how states are strengthening school leader initiatives.

ROLES, RESPONSIBILITIES AND AUTHORITY

The role of the school leader has changed vastly during the last decade from building manager to instructional leader. In today's complex school environment, school leaders are expected to be jacks of all trades—building and fiscal managers, discipline dynamos, data analysts, instructional leaders, fundraisers, community leaders, politicians and public relation specialists—all while being held accountable for raising achievement for all students. As school leaders are increasingly being held accountable for student academic success, they are seeking greater autonomy over budgets, hiring and instruction.

Seven states passed legislation in 2008 clarifying the roles, responsibilities and authority of state and local school boards, chiefs and district superintendents, added to the eight states that did so in 2007.



- Arizona authorizes the State Board of Education to intervene in a school district that has systemic educational mismanagement by appointing a new superintendent and allows the state board to grant additional powers to the superintendent, including the ability to override decisions of the school district's governing board.
- Colorado authorizes school district boards of education to implement policy innovations in public schools and encourages greater school autonomy over curriculum, personnel, scheduling, budgets and delivery of high-quality educational services, in exchange for greater accountability.
- Georgia allows local school systems to contract with the state Board of Education for increased flexibility in exchange for increased accountability.
- The Kentucky General Assembly allows a superintendent to appoint a principal, after consulting with the school council, if there is a vacancy in a designated underperforming school.
- Louisiana legislation amends statute to require the Orleans Parish superintendent of schools, along with all other public school superintendents, to serve as secretary of the school board.
- Louisiana requires the superintendent of a city, parish or other local public school board to be the treasurer of all school funds, and removes exception for the Orleans Parish.
- The Mississippi Legislature authorizes the superintendent of schools to temporarily employ licensed and non-licensed employees to fill vacancies, subject to ratification by the local school board.

- The New York Legislature allows the commissioner to adopt regulations establishing allowable programs and activities intended to improve student achievement, including teacher and principal quality initiatives.

PREPARATION AND LEADERSHIP ACADEMIES

Intense scrutiny from policymakers, teachers, administrators and others in the field has prompted states to press universities to redesign their leadership preparation programs. Several colleges and universities are redesigning their administrator preparation programs to reflect statewide leadership standards, incorporate effective leadership practices and real-world problems, emphasize instructional leadership, integrate theory and practice, provide authentic school-based experiences, and create partnerships between universities and school districts. At the same time, leadership academies are springing up in a growing number of states. The aim is to make available quality alternatives that are responsive to district leadership needs and create some competition for university-based leadership preparation programs.

Ten states passed legislation in 2008, including appropriations, to support the preparation of effective school leaders. In 2007, four states passed legislation to better prepare high-quality school leaders.

- Alabama appropriated \$650,000 to the Department of Education for principal preparation redesign and \$750,000 to the Department of Education for its principal leadership program.
- Arizona allocated \$25,200 during the 2008-2009 biennium for Arizona's principal academy.

- The Colorado General Assembly created a school leadership academy to provide a comprehensive leadership and professional development system that identifies, recruits, trains and inducts qualified people for leadership positions in public schools.
- Delaware allocated \$150,000 for the Delaware Academy of School Leadership and \$142,800 for the Delaware Principals' Academy.
- Louisiana appropriated \$800,000 to the Quality Educators Program for the Louisiana Leadership Excellence Program to support high-quality school leaders.
- Massachusetts allocated \$1 million to support the second year of a program to develop and implement School Leadership Academies for principals and superintendents to increase their capacity to provide effective instructional and educational leadership.
- Minnesota allocated a one-time appropriation of \$275,000 to the Principal's Leadership Institute.
- New Mexico passed a memorial that requests the Office of Education Accountability of the Department of Finance and Administration, the Public Education Department and the Higher Education Department to develop a plan to enhance the recruitment, preparation,



mentoring, evaluation, professional development and support for school principals and other school leaders.

- The Ohio General Assembly appropriated \$126,000 during the 2008-2009 biennium to support the Ohio University Leadership Program and \$500,000 during the 2008-2009 biennium to support the Ohio School Leadership Institute.
- West Virginia passed legislation creating the statewide Vision 2020: An Education Blueprint for Two Thousand Twenty. It contains several components, including designation of a leadership recruitment, development and support continuum as a policy-oriented objective.

LICENSURE AND CERTIFICATION

The state's authority to license school leaders can be an effective tool for ensuring that schools have high-quality leaders. Historically, licensure requirements have focused on the number of courses taken and previous experience as a teacher rather than on performance as a school leader. Increasingly, states are attempting to move toward a performance-based system by creating standards and requiring administrators to demonstrate knowledge and skills in order to be licensed or renew licenses.

At least one quarter of the states have implemented a tiered or advanced licensure certification that requires school leaders to fulfill requirements beyond completing a university preparation program and passing a certificate exam. Licensure candidates in these states are asked to provide assurances that they have demonstrated the skills and behaviors to improve classroom practices and student learning. Tiered certification requirements vary by state but can include a combination of graduate course work, educational leadership experience, a robust internship or clinical experience, participation in a men-

toring and induction program or professional portfolio documents. In addition, more than a quarter of the states have created alternative pathways to certify school leaders. Alternative licenses to recruit and train qualified individuals outside the education field have become more common to address job shortages in high-needs states and districts.

Colorado created a licensure authorization for a subset of school leaders, and North Carolina passed legislation to strengthen licensure and certification requirements for principals. In 2007, two states passed legislation to modify and establish licensure and certification.

- Colorado passed legislation to create a military spouse authorization that allows a school district to employ a military spouse who is a certified or licensed teacher, special services provider, principal or administrator in another state but who has not yet completed the licensure process in Colorado.
- North Carolina directs the State Board of Education, in cooperation with the Board of Governors of the University of North Carolina, to conduct a study to develop a framework for a North Carolina board certification process for principals and assistant principals.

MENTORING AND INDUCTION

Aspiring school leaders have not benefited from practical experience and support from trained veteran leaders who have successfully navigated the job's demands and expectations. In response, about half the states have created mentoring and inductions programs to support new principals and administrators during their first few years on the job.

Iowa and Ohio appropriated money to support mentoring and induction programs. In 2007, three

states created or modified mentoring and induction programs for beginning administrators.

- Iowa appropriated \$250,000 to the Department of Education for FY 2008-2009 for administration of the Beginning Administrator Mentoring and Induction Program.
- Ohio appropriated \$19,031,634 during the 2008-2009 biennium for entry-year teacher and principal programs to support mentoring and performance assessments of beginning teachers and principals.

PROFESSIONAL DEVELOPMENT

Professional development has been at the core of policy discussions on ensuring school leaders possess a broad range of knowledge and skills to be effective in today's complex school environment. Roughly half the states have minimum professional development requirements for administrator license renewal. Research suggests that effective professional development needs to be ongoing, embedded in practice, linked to school reform initiatives and problem-based. Continuous high-quality professional development and support strengthens a school leader's capacity to improve instruction and create a school culture of shared leadership, collaboration and high expectations for all students.

Seven states passed legislation in 2008 to provide training and professional development to school board members and administrators, added to five states that did so in 2007.

- Arizona mandates professional development training for governing board members and administrative personnel of school districts that have been designated in a particular phase of fiscal crisis.

- Louisiana requires public school board members to participate in four hours of training and instruction annually in school law. In addition, school board members in school districts identified as academically unacceptable or in need of academic assistance will spend at least two training hours on school improvement. The remaining training hours will focus on education policy issues, including leadership development.
- The Mississippi Legislature passed legislation increasing the annual training requirements for local school board members in districts with failing schools or in districts where serious financial conditions exist.
- The New York General Assembly passed legislation that provides special education administrators with enhanced training on the needs of autistic children.
- Ohio appropriated \$700,000 during the 2008-2009 biennium for training and professional development of school administrators, school treasurers and school business officials.
- South Carolina requires that funds appropriated for professional development be used for certificated instructional and instructional leadership personnel.
- Virginia appropriated \$1 million over two years for a Center for Teacher Quality and Educational Leadership at Old Dominion University for intensive, research-based, professional development for teachers and administrators in low-achieving schools.



ASSESSING LEADER EFFECTIVENESS

States are strengthening their efforts to effectively evaluate school leaders and are using assessments as a lever to improve preparation programs and ongoing professional development and support. Quality leadership assessments can align leadership policies, steer preparation program design and delivery, and provide data for accountability purposes. Consequently, leadership evaluation should not be viewed as a single-purpose instrument but, rather, as an ongoing process for gathering data to improve teaching and learning. In an effort to improve the effectiveness of school leaders, states should

consider requiring evaluation for successful completion of administrator preparation programs, licensure and certification and mentoring and indication programs. In addition, states should consider aligning evaluation tools to their leadership standards.

South Carolina is assessing school leader performance through annual report cards, and Ohio appropriated funding for performance assessments of beginning principals. In 2007, three states passed legislation to assess leader effectiveness.

- South Carolina passed legislation to establish a comprehensive annual report card to report on the performance of schools and districts in the state. The report card should include information on school leadership.
- Ohio appropriated \$19,031,634 during the 2008-2009 biennium for entry year teacher and principal programs to support mentoring and performance assessments of beginning teachers and principals.

COMPENSATION AND INCENTIVES

A number of states are experiencing a shortage of qualified school leaders. This is due to several factors, including impending retirements, inadequate benefits and compensation, cumbersome regulatory barriers, and increasingly demanding job responsibilities that hold leaders accountable for the success of all students. The need for qualified leaders is even greater in the nation's hardest-to-staff schools. To attract and retain exemplary school leaders, several states are reexamining how they compensate principals.

Five states passed legislation in 2008 to help recruit and retain effective school leaders, added to three states that did so in 2007.

- Illinois created a Salary Incentive Program that provides \$5,000 annually to certified principals in hard-to-staff schools.
- Massachusetts defines principal contracts. Initial contracts will be for a minimum of one year and not exceed three years. The second contract shall be for a minimum of three years and not exceed five years, unless both parties agree to a shorter term of employment. All subsequent contracts will be for a minimum of three years and will not exceed five years.
- The North Carolina General Assembly set the 2008-2009 base salary schedule for principals and assistant principals and provides one-time bonuses of 2 percent to principals and assistant principals who are at the top of their salary schedules.
- Virginia appropriated \$1,226,878 over two years for salary incentives for 10 principals over a period of three years.
- West Virginia increased state minimum annual salary increments for principals and assistant principals.

GOVERNANCE STRUCTURES

As policymakers examine ways to recruit, prepare and support exemplary school leaders, they also are examining the governance structures of K-12 schools to determine how to most effectively improve teaching and learning. In many states, local school boards and superintendents make most decisions for the students within their system. However, due to an increase in state education funding and an increase in school expectations, states are holding schools and school districts more accountable for their students' progress.

Five states passed legislation in 2008 relating to governance structures, added to seven states that did so in 2007.

- Massachusetts created an executive office of education, which is under the supervision and control of a secretary of education and includes the departments of early education and care, elementary and secondary education and higher education.
- The Mississippi Legislature allows school boards to remove from office an appointed or elected superintendent of education who has been in an underperforming school district for two consecutive years.

- New Jersey eliminates the one-year notice that a school district is required to give the superintendent of schools if the district determines not to reappoint.
- The Rhode Island General Assembly allows mayors and elected town administrators to create plans for a new type of charter school, a mayoral academy.
- The Tennessee General Assembly requires school boards to provide at least 15 days' notice of a scheduled meeting to extend the contract of a director of schools. The law also stipulates that this will be the first item on the agenda.

Note: Included in this report are a select number of enacted governance bills that relate to the broader education leadership initiative. Also included are select appropriation bills that relate to education leadership.

APPENDIX A. BILL SUMMARIES

Legislation in this report can be accessed via NCSL's Education Bill Tracking Database at <http://www.ncsl.org/programs/educ/educationlegislation2008.htm>.

ALABAMA

S.B. 51a provides \$650,000 to the Department of Education for principal preparation redesign and \$750,000 to the Department of Education for its principal leadership program.

ARIZONA

H.B. 2209 allocates \$25,200 during the 2008-2009 biennium for the Arizona's Principal Academy.

H.B. 2469 mandates 12 hours of professional development training for governing board members and administrative personnel of school district that have been assigned a level two fiscal crisis team or a receiver. The training must be completed within 120 days after the assignment of the fiscal crisis team. Requires the State Board of Education to adopt a list of approved professional development training providers that meet training curriculum requirements determined by the board in school finance, governance, employment, staffing, inventory and human resources, internal controls and procurement. Stipulates that a school district governing board member who fails to complete the professional development training is guilty of malfeasance of office. The State Board of Education is required to forward a complaint to the Attorney General, who may take action in Superior Court to remove the governing board member from office. Allows the State Board of Education to revoke the certification of any school district administrative personnel who fail to complete the professional development training. This bill is part of an overall package that creates a tiered system for addressing fundamental problems with school district financial management.

H.B. 2711 is an emergency measure that authorizes the State Board of Education to intervene in

a school district that has systemic educational mismanagement by appointing a new superintendent and allows the State Board of Education to grant additional powers to the superintendent, including the ability to override decisions of the school district's governing board.

COLORADO

H.B. 1162 creates a military spouse interim authorization that allows a school district to employ a military spouse who is a certified or licensed teacher, special services provider, principal, or administrator in another state but who has not yet completed the licensure process in Colorado.

S.B. 130 enacts the Innovation Schools Act of 2008. The act authorizes school district boards of education to implement policy innovations in public schools by developing an innovation plan designed to meet the educational needs of a diverse and constantly changing student population. Authorizes the State Board of Education to repeal rules and statutes to enable schools to implement their innovative plans. Encourages greater school autonomy over curriculum, personnel, scheduling, budgets and the delivery of high-quality educational services.

H.B. 1386 creates a school leadership academy program within the Department of Education to provide a comprehensive leadership and professional development system that identifies, recruits, trains and inducts qualified people for leadership positions in public schools. Creates a school leadership academy board that consists of 14 members appointed by the commissioner of education. Provides that the department can accept gifts, grants and donations to fund the program.

DELAWARE

H.B. 250 allocates \$150,000 for Delaware Academy of School Leadership activities. The Department of Education will determine, in coordination with the agency (or agencies) operating this program, the goals and objectives of this program, including how it will further the objectives of standards and assessment. The Department of Education, Controller General and director of the Office of Management and Budget are to ensure that the proposed program is cost efficient and meets the objectives outlined in this section before agreeing to transfer the appropriation from the Department of Education to the operating agency.

Allocates \$142,800 for Delaware Principals' Academy activities. The Department of Education will determine, in coordination with the agency (or agencies) operating this program, the goals and objectives of this program, including how it will further the objectives of standards and assessment and integrate shared decision making training into the program focus. The Controller General and the director of the Office of Management and Budget are to ensure that the proposed program is cost efficient and meets the objectives outlined in this section before agreeing to transfer the appropriation from the Department of Education to the operating agency. All expenditures from this allocation will serve only principals from the state of Delaware.

GEORGIA

H.B. 1209 provides that local school systems can contract with the State Board of Education for increased flexibility in exchange for increased accountability. The contracts will specify student performance goals and consequences if students do not meet those goals.

ILLINOIS

S.B. 783 creates the Salary Incentive Program for Hard-to-Staff Schools to provide categorical funding for monetary incentives and bonuses for teach-

ers and school administrators who are employed by school districts designated as hard-to-staff by the State Board of Education. Certified principals in hard-to-staff schools will receive an annual payment of \$5,000.

H.B. 1141 clarifies provisions concerning the Salary Incentive Program for Hard-to-Staff Schools. Defines a "hard-to-staff school" as an elementary, middle or high school that is operated by a school district and that ranks in the top 5 percent of schools in the state in the average rate of teacher attrition over a five-year period. Provides that the State Board of Education allocate and distribute to qualifying schools an amount as annually appropriated by the General Assembly for the program. If the appropriation in a given fiscal year is insufficient to meet all needs, then payments will be prorated proportionally. Provides that only teachers and principals who work full time and for a full school year are eligible for the incentives and bonuses.

IOWA

H.F. 2679 appropriates \$250,000 to the Department of Education for FY 2008-2009 for administration of the Beginning Administrator Mentoring and Induction Program.

KENTUCKY

S.B. 86 specifies that the school superintendent shall appoint a principal, after consulting with the school council, if the vacancy is in a school that has an index score that places it in the lowest one-third of all schools, has completed a scholastic audit, and includes findings of lack of effectiveness of the principal and school council.

LOUISIANA

H.B. 1 allocates \$800,000 to the Quality Educators Program for the Louisiana Leadership Excellence program to support high-quality school leaders.

H.B. 306 amends statute to require the Orleans Parish superintendent of schools to serve as secretary of the school board.

H.B. 305 provides that the superintendent of a city, parish or other local public school board shall be the treasurer of all school funds appropriated by the state for the school or raised, collected or donated for the support of public schools. Removes exception for Orleans Parish.

H.B. 1256 requires four hours of training and instruction annually in school law for public school board members. In addition, school board members in school districts identified as academically unacceptable or in need of academic assistance will spend at least two training hours on school improvement. The remaining training hours will focus on education policy issues, including but not limited to, literacy and numeracy; leadership development; dropout prevention; career and technical education; redesigning high schools; early childhood education; school discipline; and harassment, intimidation and bullying. Requires regularly updated information regarding training hours completed by school board members to be posted on the Louisiana School Boards Association web site.

MASSACHUSETTS

H.B. 4488 creates an executive office of education, which is under the supervision and control of a secretary of education, and includes the departments of early education and care, elementary and secondary education and higher education. The secretary of education is appointed by the governor. The law outlines the duties and powers of the secretary, and the departments of early education and care, elementary and secondary education and higher education.

H.B. 4900 allocates \$1 million to support the second year of a program to develop and implement School Leadership Academies for principals and

superintendents. Training is to focus on expanding and increasing the capacity of the principal or superintendent to be an instructional and educational leader within the district or school. Training will include, but not be limited to, effective personnel evaluation; curriculum development, with a focus on aligning the district and school curriculum with the Massachusetts curriculum frameworks; school-based management skills, with a focus on distributed leadership; data analysis skills that enhance the capacity of the principal or superintendent to use student achievement data to drive instructional change; and techniques for developing collaborative relationships with parents and community organizations. The department will issue a report, not later than Feb. 16, 2009, on the implementation of this initiative.

S.B. 273 relates to defining school principal contracts. The initial contract with each school district will be for a minimum of one year and not exceed three years. The second contract shall be for a minimum of three years and not exceed five years, unless both parties agree to a shorter term of employment. All subsequent contracts will be for a minimum of three years and will not exceed five years. These conditions will apply to the initial contract of each school principal, regardless of past employment history. Principals entering into subsequent contracts with a district that employed them on the effective date of this act will be treated as principals entering into their second contract period and be subject to all further terms and conditions.

MINNESOTA

H.F. 1812 allocates a one-time appropriation of \$275,000 to the Principal's Leadership Institute.

MISSISSIPPI

S.B. 2416 increases the annual training requirements for local school board members in districts with failing schools or in districts where serious financial conditions exist. Requires annual certi-

fication of such training. The Mississippi School Boards Association, subject to appropriation, will develop and conduct training specific to the local boards' role in improving learning outcomes and effective financial management. Once the school district no longer is designated as underperforming or no longer is in a serious financial condition, board members no longer are required to attend training. The training is in addition to that required for new school board members and continuing board members as required by law.

S.B. 2660 authorizes the superintendent of schools to temporarily employ licensed and non-licensed employees to fill vacancies, subject to ratification by the local school board.

S.B. 2149 provides that the appointed or elected superintendent of education in an underperforming school district for two consecutive school years shall be removed from office by the school board at the end of the school year. Provides that the school board shall employ a new superintendent for the next school year in the manner provided by law. Provides that an elected superintendent in an underperforming school district who is removed from office shall not be eligible to seek reelection for a certain time period.



NEW JERSEY

A.B. 1113 eliminates the one-year notice that a school district is required to give a superintendent of schools if the district determines not to reappoint.

NEW MEXICO

S.J.M. 3 requests the Office of Education Accountability of the Department of Finance and Administration, the Public Education Department and the Higher Education Department to develop a plan to enhance recruitment, preparation, mentoring, evaluation, professional development and support for school principals and other school leaders.

NEW YORK

S.B. 6807 allows the commissioner to adopt regulations establishing allowable programs and activities intended to improve student achievement, including teacher and principal quality initiatives.

S.B. 8497 requires that each certified school administrator or supervisor assigned on or after Sept. 2, 2009, to be a special education administrator be provided with enhanced training in the needs of autistic children. Requires those serving as special education administrators to complete such training by Sept. 2, 2009. Provides that such training can be included in professional development provided by the school district or board of cooperative education services to such administrators and supervisors.

NORTH CAROLINA

H.B. 2431 directs the State Board of Education, in cooperation with the Board of Governors of the University of North Carolina, to conduct a study to develop a framework for a North Carolina Board Certified Principal and Assistant Principal Program. The purpose of the program is to:

- Strengthen the leadership and professional skills of principals and assistant principals,
- Assist with the state efforts to attract and retain highly qualified school leaders, and

- Enhance the learning environment in public schools to promote student achievement.

As part of its study, the State Board of Education shall ensure that the framework for the program:

- Aligns continued professional development with the North Carolina Standards for School Executives.
- Supports the development of principals and assistant principals as 21st century leaders.
- Models the principal certification program after the teacher certification program developed by the National Board for Professional Teaching Standards.
- Addresses the growing shortage of highly qualified leaders in North Carolina public schools by recommending strategies to attract and retain principals and assistant principals.
- Provides principals and assistant principals who have successfully participated in the program with a supplementary salary incentive commensurate with the increased demands and responsibilities of the principalship. In addition, the State Board of Education shall develop a process to evaluate the effectiveness of the program.

H.B. 2436 sets the 2008-2009 base salary schedule for principals and assistant principals for the 2008-2009 fiscal year. Provides onetime bonuses of 2 percent to principals and assistant principals who are at the top of their salary schedule.

OHIO

H.B. 119 appropriates \$19,031,634 during the 2008-2009 biennium for the entry-year teacher and principal program. The funds will be used to support mentoring services and performance assessments of beginning teachers and principals in school districts and chartered nonpublic schools. Appropriates \$700,000 during the 2008-2009 biennium for educator training to be used for training and

professional development of school administrators, school treasures and school business officials. Appropriates \$126,000 during the 2008-2009 biennium to support the Ohio University Leadership Program. Appropriates \$500,000 during the 2008-2009 biennium to support the Ohio School Leadership Institute.

RHODE ISLAND

H.B. 7390A revises charter school statutes to allow mayors and elected town administrators to create plans for a new type of charter school, a mayoral academy. These academies would be required to complete the same approval process as other charter schools but would be exempt from teacher retirement and prevailing wage laws governing charter schools. There is no funding in the FY 2009 budget for the start of any mayoral academies.

SOUTH CAROLINA

S.B. 530 provides that funds appropriated for professional development must be used for certificated instructional leadership personnel in grades kindergarten through 12 in the academic areas for which State Board of Education standard documents have been approved. Goals are to better link instruction and lesson plans to the standards and to statewide adopted readiness assessment tests, to develop classroom assessments consistent with the standards and testing measures, and to analyze assessment results for needed modification in instructional strategies. Funds also can be expended for certificated instructional and instructional leadership personnel in grades six through 12 to achieve competency in teaching reading to students who score below proficient on the reading component of assessment tests.

H.B. 4662 requires the Education Oversight Committee, working with the State Board of Education, to establish a comprehensive annual report card to report on the performance of schools and districts

in the state. Provides that the report card is to include information regarding school leadership.

TENNESSEE

S.B. 2155 provides that no school board can extend the contract of a director of schools without giving notice of intent to do so at least 15 days prior to the scheduled meeting at which action will be taken, giving notice as required, and including such proposed action as a specific, clearly stated item on the agenda for the meeting. Such item, for the convenience of the public attending such meeting, shall be the first item on the agenda.

VIRGINIA

H.B. 29 appropriates a total of \$1,226,878 over two years from the general fund for salary incentives for 10 principals each year for a period of three years.

H.B. 30 appropriates \$1 million over two years from the general fund for a Center for Teacher Quality and Educational Leadership at Old Dominion University. The center will serve as a professional development facility that focuses on improving teacher quality and educational leadership through intensive, research-based, professional development for teachers and administrators in school divisions that have not met all the standards for Virginia Standards of Learning accreditation and the requirements of the No Child Left Behind Act.

WEST VIRGINIA

S.B. 573 increases state minimum annual salary increments for principals and assistant principals. The salary increment for each principal is determined by multiplying the basic salary for teachers in accordance with the classification of certification and of training of the principal by the percentage rate prescribed in law according to the number of teachers supervised.

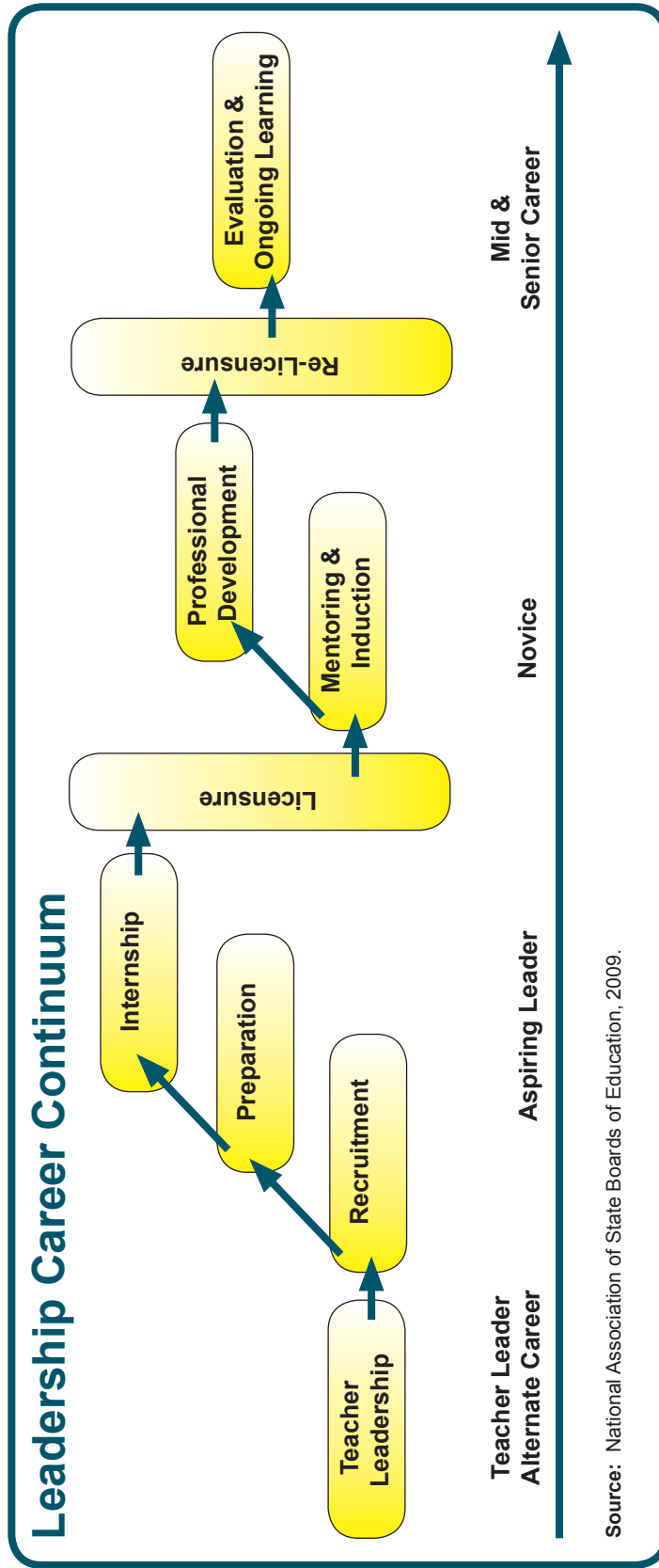
State Minimum Salary Increment Rates for Principals Effective on and after July 1, 2008

No. of Teachers Supervised	Rates
1-7	11.0%
8-14	11.5%
15-24	12.0%
25-38	12.5%
39-57	13.0%
58 and up	13.5%

The salary increments for assistant principals is determined in the same manner as for principals, using the number of teachers supervised by the principal under whose direction the assistant principal works, except that the percentage rate is 50 percent of the rate prescribed for the principal.

S.B. 595 creates the statewide Vision 2020: An Education Blueprint for Two Thousand Twenty. Includes goals, objectives, strategies, indicators and benchmarks for grades prekindergarten through 12, post-secondary education and work force investment initiatives alike. Vision 2020 contains several components, including designation of a leadership recruitment, development and support continuum as a policy-oriented objective. Quality schools and school systems of the 21st century cannot be created without high-quality leaders. Thus, West Virginia should have an aligned leadership professional development continuum that attracts, develops and supports educational leadership at the classroom, school and district levels. This leadership development continuum should focus on creating: learning-centered schools and school systems; collaborative processes for staff learning and continuous improvement; and accountability measures for student achievement.

APPENDIX B. LEADERSHIP CAREER CONTINUUM



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