

SREB

Are SREB States Making Progress?

*Tapping, Preparing and Licensing
School Leaders Who Can Influence
Student Achievement*

Southern
Regional
Education
Board

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SREB University Leadership Network

Goal: The goal of the University Leadership Development Network is to design, deliver and evaluate a school leader program that emphasizes comprehensive school improvement and improved student achievement and can be adopted by other colleges and universities. Each participating institution is expected to design a school-leadership preparation program tightly linked to the standards and goals of the state accountability system.

Conditions for Leadership Program Redesign:

- Create an advisory board made up of faculty, business leaders, exemplary principals, state education department representatives and other school leaders with diverse backgrounds, who represent a wide range of schools and school systems and who meet regularly to assist in designing the program.
- Plan learning experiences in which leadership candidates apply research-based knowledge to:
 - solve field-based problems;
 - concentrate on learning about core functions of the school, including instruction and student learning; and
 - engage in internship experiences that are well-planned and integrated throughout the preparation program and that allow aspiring leaders to receive mentoring and practice skills with master leaders.
- Create a preparation program that can be customized for individuals on the basis of their experience in providing leadership while serving in other positions.
- Provide faculty, practicing educators and others with broad, research-based knowledge, and redesign university leadership preparation to emphasize school-based learning.
- Contribute staff time and expertise to design, develop and field test leadership training modules that address problems leaders must solve in school, and develop a team structure among leadership faculty to facilitate their working together to teach modules that are, at least in part, school-based.
- Support faculty with time to conduct school-based research and to participate in an ongoing evaluation process to determine if program adjustments are preparing leaders who demonstrate the ability to increase student learning and produce high-achieving schools.
- Realign the faculty advancement and reward system to include acceptance of school-based work as part of tenure and promotion requirements.
- Support school districts in identifying potential leaders with demonstrated leadership ability, knowledge of curriculum and instruction, and a proven record of high performance.
- Adjust budgets to allocate additional time, resources and staffing to coordinate, develop and implement a new curriculum for school leader preparation.
- Solicit waivers from state agencies as needed to address certification issues.

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SREB Leadership Preparation Initiatives

SREB and regional political and educational leaders recognize the key role of leaders in creating and sustaining schools that help all students achieve high standards. To improve the selection, preparation and certification of future school leaders, SREB is pursuing several initiatives:

SREB adopted the following goal: “Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.”¹ Setting a regional goal is one way to focus states’ attention on the need to raise the quality of school leadership and student achievement. Progress toward the goal will be measured by five indicators:

- All principals have the knowledge and skills to improve curriculum, instruction and student achievement. People are identified early for the “pipeline” into school leadership positions and are provided support.
- All college, university and alternative programs prepare principals who have the knowledge and skills to improve curriculum, instruction and student achievement. States periodically examine the performance measures and standards used to assess principals and programs.
- Licensure practices increase the number of school leaders with the knowledge and skills to improve curriculum, instruction and student achievement. Continued licensure as a school principal is based on leading a school team in improving student achievement.
- Professional development programs increase the knowledge and skills of school leaders to improve curriculum, instruction and student achievement.
- All schools are assigned qualified principals, with attention first to low-performing schools.

SREB established and supports a network of 11 universities that are redesigning leadership preparation and development programs. Universities in the Leadership Development Network are redesigning courses, delivery strategies and assessments in their programs for preparing leaders. This process is guided by a framework of

School leaders who can change curriculum and instruction are essential to increasing student achievement and ensuring the economic and cultural progress of the South and the nation. States are moving in the right direction, but **they need to take aggressive actions to tap, prepare, place and keep an effective leader in every school.** The findings of this report urge states to action:

- **States and districts have made little or no progress in tapping future leaders.** Entry into leadership preparation remains an individual choice that is not necessarily based on having the characteristics and qualifications that make a difference in school and student performance. State and university resources are being used to prepare people who will be certified — but not qualified — to hold school leader positions.
- All states have adopted curriculum and instruction standards for leaders, but **these have not resulted in universities changing what leaders learn, how they learn it or how they work with K-12 schools.** States do not have a system for ensuring that universities redesign their programs to meet standards and make leadership preparation a funding priority.
- Where there is a plan for field-based learning focused on curriculum and instruction, it is a capstone component with few resources and limited quality.
- Many states have multi-tier licensure systems, but **none require evidence of on-the-job performance** that increases student achievement as a criterion for professional licensure.
- Many states have adopted alternative certification policies, but these have not significantly increased the pool of qualified school leaders. **States need to recruit teachers with a master’s degree in an area other than leadership, a record of increasing student achievement and proven leadership ability into preparation programs.** These aspiring leaders should be supported to participate in alternative programs.
- **Most states have not developed a leadership academy for low-performing schools.** States have not recognized the benefits of using a leadership academy to train school teams made up of the principal, an aspiring leader, classroom experts and a district administrator who are prepared to improve schools just above the lowest-performing schools.¹

This report answers six questions based on a set of actions proposed in a 2001 SREB report, *Preparing a New Breed of School Principals: It’s Time for Action*:

- Are states developing systems to identify, tap and support high performers as future school leaders?
- Have states adopted standards for leadership preparation that emphasize curriculum and instruction, and to what extent have these standards resulted in significant program redesign?

¹For the purpose of this report, low-performing schools are defined as those schools which, under state accountability systems, are just **above** the schools that have been targeted to receive special services.

- Do states require leadership preparation programs to integrate substantial field-based experiences throughout the program?
- Do states base professional and continued principal licensure on evidence of improved school and classroom practices?
- Are alternative certification routes available for candidates with a master's degree, a record of increasing student achievement and demonstrated leadership skills?
- Have states created leadership academies to serve schools just above the lowest-performing schools?

Three data collection procedures were used to answer these questions for each state:

- Review of state laws, certification policies and regulatory guidelines for each state;
- Telephone interviews with state education agency personnel, university program administrators, state academy directors and others; and
- Follow-up telephone interviews as needed to clarify and expand the database and to verify accuracy.

To analyze the information collected and determine each state's progress, a three-level rubric was constructed: little or no progress; some progress; substantial progress. Provisional licensure policies were not considered evidence of a state having an alternative certification program for school leaders because this license is temporary and allows candidates to practice in leadership roles while completing required preparation. A progress report chart was developed for reporting the results of the evaluation, using an empty circle to indicate a finding of little or no progress on an indicator, a lightly shaded circle for some progress, and a darkly shaded circle for substantial progress.

The data collected from each state were independently evaluated and reported by four SREB staff members. The results of staff evaluations were compared and any disparities resolved by group discussion and additional telephone conferencing with contacts in the state. A brief narrative presenting key findings that validate the reported progress was developed for each state.

SREB's state progress report charts were reviewed and validated by the state program administrators responsible for policy development and implementation in the areas addressed by the research questions. Disagreements were resolved by telephone discussions between SREB staff and state representatives. A final progress report chart for the 16-state SREB region was then created. (See page 16.)

essential conditions requiring collaboration with local school districts and expert practitioners. The goal is to prepare leaders who understand school and classroom practices that raise student achievement and who know how to work with faculty to implement continuous school improvement.

University Network members are designing programs that balance traditional academic or classroom-based preparation with a clinical model. The clinical model emphasizes problem-solving assignments related to student achievement, extensive field experiences integrated throughout the program and mentored by expert school leaders, and performance assessments requiring demonstration in real schools. Universities are collaborating with local districts to select program participants who have been "tapped" by their districts based on a deep knowledge of curriculum and instruction, a record of improving student achievement, and a capacity for leadership proven by their performance in other positions.

SREB is working with six states to redesign their state leadership academies to offer training and development opportunities to teams of current and aspiring school and teacher leaders from schools that, under current state accountability programs, are neither "bad" enough to be classified as low-performing nor "good" enough to be classified as exemplary. Academy staffs work closely with districts, universities and states to design comprehensive programs to help leadership teams from schools just above the lowest-performing schools solve problems, change classroom practices and improve student performance. Redesigned academies include a support system that provides coaching and mentoring to help schools implement new practices and evaluate their impact on student achievement.

SREB tracks and reports states' progress toward the goal of every school having leadership that results in improved student performance. A series of studies is being conducted to measure changes in policies and practices for selection, preparation, certification and on-the-job support provided to current and future leaders.

¹The Southern Regional Education Board adopted a set of 12 regional goals for education. These goals are described in the publication *Goals for Education: Challenge to Lead*, available at www.sreb.org. (See page 32 for a complete list of the goals.)

Alabama

Selecting School Leaders

No state policy exists for selecting leadership candidates who can lead improvement in curriculum, instruction and student achievement. **State regulations mandate that school leader preparation programs must recruit, admit and retain candidates who demonstrate potential for professional success in schools and who fulfill certain academic criteria, such as holding a teaching certificate and completing a survey course of special education.** No screening structure currently exists.

Standards for Preparing School Leaders

Six purposes and nine curriculum guidelines govern leadership licensure and preparation programs. Alabama is aligning these more closely with Interstate School Leaders Licensure Consortium (ISLLC) standards and with the Alabama Professional Education Personnel Evaluation Program (PEPE). The aligned purposes and guidelines will incorporate newly adopted Administrator Technology Standards and will be effective in 2004.

Alabama holds programs accountable for graduates' performance on the PEPE, rating programs as "Academic Clear," "Academic Caution" or "Academic Alert" based on graduate performance. Programs must provide remediation to graduates who do not receive satisfactory personnel evaluation scores within two years of graduation.

Practice-based Preparation Requirements

Alabama program approval regulations require a 300-clock-hour internship for administrator candidates. The internship must include 50 clock hours in grades P-five, 50 clock hours in grades six-eight, 50 clock hours in grades nine-12, 50 hours of central office or school/system-wide experience, and 100 clock hours at the level(s) chosen by the student, mentor and university supervisor. Candidates must be supervised collaboratively by a full-time educational administration faculty member and a certified school or school system administrator with three years of experience. The internship is not integrated throughout the program; it is a capstone experience.

Professional Licensure

Alabama has a one-tier licensure system which serves grades P-12. No evidence of improving school practices or student achievement is required to obtain the Educational

Administrator Certificate. To obtain the certificate, which is renewable every five years, a candidate must:

- hold a master's degree from an approved program (If a person holds a master's in a subject area other than educational administration, he receives an Endorsement in Educational Administration from a university.);
- meet all requirements for the professional educator certificate through one of four approaches: Alabama state-approved program, reciprocal agreement or recognition, foreign credentials, or alternative approaches;
- pass the required nationally-normed test (No state test exists, so students must simply pass the university's program completion test.); and
- complete two years of satisfactory full-time work in teaching or instructional support. (For candidates seeking certification through the approved program route or reciprocity, at least one of two years must have been in teaching P-12.)

Renewal of the Educational Administrator Certificate is not linked to student achievement or school improvement. To renew the certificate, a candidate completes three years of satisfactory educational experience and **either** five allowable Continuing Education Units (CEUs), which equals 50 clock hours of professional development, and three semester/four quarter hours of allowable credit; **or** five approved CEUs and three semester/four quarter hours of allowable credit; **or** six semester/nine quarter hours of allowable credit. Alabama requires that employed principals' CEUs be based on professional growth needs as identified through performance evaluations or be related to professional education.

Alternative Certification

Alabama offers limited alternative certification through the Preliminary Certificate, which is based on:

- recommendation of a local superintendent or school board;
- a master's degree in administration or a closely related discipline; **or** a master's degree in another area and three years of work experience in leadership, evaluation, planning and financial management; **or** a baccalaureate in another area and five years of work experience in leadership, evaluation, planning and financial management.

The certificate is valid for two years, after which persons who perform successfully (no guidelines define successful performance) may obtain the Educational Administrator Certificate. Alabama also offers a traditional provisional certificate, the Special Alternative Certificate.

Academy for Low-performing Schools

Alabama's Leadership Academy works with teams from low-performing schools. The program focuses on principals of schools that fall below cutoff minimums in at least one area. These principals have the option to participate in the academy. In the first year of the two-year program, principals learn about being leaders of curriculum and instruction, not just building and administration. The program helps principals select two lead teachers to work with them during the second year.

The second year of the program is a team effort; the principal and two lead teachers attend all sessions and work together on examining data, identifying the two most significant instructional problems, developing a plan to address them, and following up and improving the plan over the course of the year. Workshops throughout the year bring in field experts and exemplary principals to address identified issues. Academy leaders are working with Auburn University to develop an evaluative process to help the program continue to grow and improve.

Arkansas

Selecting School Leaders

No state policy exists for selecting leadership candidates who can lead improvement in curriculum, instruction and student achievement. **Arkansas has a Minority Teacher and Administrator Recruitment Regulation requiring school districts with more than five percent minority students to develop 10-year minority teacher and administrator recruitment plans.** A plan must also emphasize encouraging minority students to pursue careers in education. The Arkansas Leadership Academy also solicits nominations from diverse sources to identify leaders and potential leaders to attend the state-sponsored Principal's Institute.

Standards for Preparing School Leaders

The Interstate School Leaders Licensure Consortium (ISLLC) standards are the basis for the *Principles for*

Licensure of Beginning Administrators in Arkansas; these standards are the foundation of licensure, preparation programs and program redesign. The standards require administrators to:

- demonstrate leadership that provides purpose and direction for greater student understanding and problem-solving;
- have the skills to implement action plans effectively for greater student achievement;
- create a secure environment that is conducive to greater student achievement;
- gather information and communicate it effectively to students, parents, staff, the community and the media;
- understand the importance of a clear vision and an explicitly stated philosophy in shaping a coherent curriculum and in creating an effective school; and
- make systematic use of data to assess the needs and accomplishments of students and staff.

University certification programs in Arkansas use the National Council for Accreditation of Teacher Education (NCATE) as the only measure of program effectiveness. No external validation that courses and assessments meet standards is required, and graduates' on-the-job performance is not measured.

Practice-based Preparation Requirements

Arkansas relies on NCATE guidelines, Educational Leadership Constituent Council (ELCC) guidelines and the ISLLC standards. These guidelines require a well-planned, integrated and sequential series of clinical experiences in schools. Internship or field experiences must also meet Arkansas' certification requirements for the Initial Building-level Administrator License. A candidate must hold a graduate degree that combines a program of study with an internship and a portfolio based on the *Principles for Licensure of Beginning Administrators*.

Professional Licensure

Arkansas has a two-tier system of administrator licensure, the **Initial Building-level Administrator License** and the **Standard Building-level Administrator License**. The initial license is for grades P-eight or seven-12, lasts up to three years and is nonrenewable. It requires a candidate to hold a standard teaching license, have five years of teaching experience with at least three at the grade level for which licensure is sought, and hold a graduate degree that includes an internship and a portfolio based on the *Principles for*

Licensure of Beginning Administrators. (The master's does not have to be in administration, but the program of study does). **For candidates holding graduate degrees in areas other than educational leadership, universities review their credentials to determine their preparation needs.** The portfolio must be assessed by program faculty and at least one external evaluator to ensure the program's quality and integrity.

Once candidates obtain an initial license and employment, they immediately begin working toward the Standard Building-level Administrator License for grades P-eight or seven-12, which is valid for five years. To receive this certificate, a candidate must participate in a mentoring experience during the period of initial licensure (one to three years). The mentor should have at least three years of relevant administrator experience, hold a standard teaching license and complete mentorship training. Mentorship guidelines are currently under development. Candidates for the standard license must also score 158 or higher on the School Leaders Licensure Assessment (SLLA) within the three years of initial licensure.

To renew the standard license, a principal must complete 30 approved professional development hours each year for five years. These activities must be linked to the school improvement plan, demonstrate research-based best practices, be subject-specific and site-specific, be based on performance evaluation results, and improve student achievement on the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). (At least 30 hours must be in the area of educational technology.) The ACTAAP mandates that approved professional development be based on improving student achievement on state examinations, and this data is used to evaluate professional development activities.

Alternative Certification

Arkansas offers no alternative certification, but preparation programs may be customized to candidates' needs. Arkansas offers an Administrative Licensure Waiver Option and a Licensure Completion Program, a traditional provisional route. The waiver option may be requested by a school district that wants to hire a candidate with proven expertise who does not possess an administrator license. No criteria govern this process, but the Department of Education (DOE) plans to develop guidelines. The current procedure is for the DOE to review each case and then recommend it to the State Board of Education. No district has taken advantage of this option.

Academy for Low-performing Schools

The Arkansas Leadership Academy does not have a specific strategy for working with low-performing schools. Instead, whole districts are required to buy into the academy's reform effort, from the superintendent to the principals. They have an option of sending teams, but the academy does not target low-performing schools.

Delaware

Selecting School Leaders

No state policy exists for tapping new leaders in Delaware, but **the state is reforming educational leader recruitment and retention.** Based on proposed plans, Delaware hopes to increase diversity among administrators. Delaware has also planned an annual institute for aspiring and current leaders in Summer 2003. The goal is for aspiring, beginning and experienced school leaders to learn specific strategies and deal with policy issues related to school and instructional leadership.

Standards for Preparing School Leaders

In August 2002, Delaware adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards as the state standards for leadership preparation, licensure assessment and professional development. Until new regulations for implementing the ISLLC standards are adopted, Delaware will use National Association of State Directors of Teacher Education and Certification (NASDTEC) and National Council for Accreditation of Teacher Education (NCATE) standards to approve programs.

Delaware will conduct external audits of preparation programs in 2003 to determine how they address ISLLC standards. The review will help program leaders redesign their programs to focus on the instructional leadership, teaching/learning and school-improvement components of ISLLC standards. The review is not part of the regular, five-year approval process required by the state. Each program will have at least one year to redesign and implement before the formal review.

The audit will include several components:

- Program leaders will develop common principles and receive guidelines for documenting their current programs in Fall 2002.
- The "critical friends" team will review the documentation before visiting each program site in Spring 2003.

- Program leaders will receive a report on how their program compared to ISLLC standards in Summer 2003.
- The leaders will make necessary changes and report back to the team that summer.
- The review team will provide follow-up feedback late in summer.
- Program leaders will fully implement changes in Fall 2003.

Practice-based Preparation Requirements

Regulations require programs to provide practica and other clinical experiences for leadership candidates. With the recent adoption of ISLLC standards, these regulations may change. Program approval requires that supervised practica, internships and other clinical experiences are incrementally structured and occur in a variety of settings and levels in the area(s) of specialization, focus on program objectives, and include performance measures that demonstrate student learning. No structure or standardized measures for performance are provided, and they do not require that these experiences be integrated or planned throughout the entire program.

Professional Licensure

Delaware's certification system is in transition. The Delaware Professional Development and Accountability Act of 2000 proposed a two-tier licensure system — **initial** and **continuing license** — for all educators. When approved by the State Board of Education, the continuing license will be retroactive to July 1, 2001, for all administrators, and the initial license will go into effect in 2002-2003.

Regulations creating three school leader certificates — School Principal, School Leader I and School Leader II — are currently before the Professional Standards Board for approval.

The proposed School Principal Certificate begins with an initial license, which is valid for three years. This certificate is issued to candidates who complete an approved preparation program, pass the PRAXIS I test (175 in reading, 173 in writing and 174 in mathematics), and teach full-time for at least three years.

During the three years of the initial license, school leaders are required to complete the Delaware New School Leader Induction Program that includes:

- a performance assessment based on ISLLC standards;
- a certificate of proficiency in applying the Delaware Performance Appraisal System II;

- a mandatory mentoring program focusing on weaknesses identified by the performance assessment;
- targeted, standards-based professional development; and
- evidence that their work meets ISLLC standards as determined by the Delaware Performance Appraisal System II, which includes a student achievement component.

After successfully completing the induction period (with no more than one unsatisfactory annual evaluation during the three-year period), administrators receive a continuing license. Valid for five years, this license requires 90 clock hours of approved standards-based professional development for renewal.

Alternative Certification

Delaware offers no alternative licensure program, but after the new certification system has been adopted, alternative routes will be established for the School Principal and School Leader I and II certificates.

Academy for Low-performing Schools

The mission of the state leadership academy is to serve teams from low-performing schools. The Delaware Academy for School Leadership and the Department of Education are working with SREB to develop this effort. **The state has identified low-performing schools and their needs and has invited them to test and validate the SREB Leadership Network training/professional development modules.**

Florida

Florida's leader preparation and certification policies were eliminated by Sunset Law in 2000, and guidelines are being written for new legislation. A comprehensive plan for addressing K-20 leadership recruitment, preparation, professional development and evaluation was presented to the Florida Board of Education in June 2002. Florida has already established the Sunshine State Standards for student achievement and an accountability framework to track school and student progress. The state will restructure educational leadership to link with these key initiatives and to address the needs of K-20 leaders.

Selecting School Leaders

With the repeal of laws governing leadership preparation, no state policy exists for selecting candidates who can lead improvement in curriculum, instruction and student achievement. Many districts continue to function under the repealed certification law, which requires districts to use an objective screening, selection and appointment process for Level I Educational Leadership Certification. Florida's system of school accountability promotes hiring high-quality school leaders who can improve student achievement as documented by Florida's Comprehensive Assessment Test. Local districts and universities may have independent recruitment plans or collaborate to recruit future leaders. **Recent state law (Section 1001.41 (5), F.S.) provides school boards the authority to tap aspiring school leaders from within and outside the field of education.** This change allows the local district greater flexibility in recruitment and hiring practices.

These efforts, however, do not structure a state tapping system that finds potential leaders with a demonstrated leadership ability, a record of increasing student achievement and a passion to improve student achievement.

Standards for Preparing School Leaders

Two sets of standards form the framework of Florida's certification process: the *Florida Principal Competencies* developed by the Florida Council of Educational Management and the *Competencies and Skills Required for Certification in Educational Leadership in Florida*. The *Florida Principal Competencies* govern program preparation and district training programs. The *Competencies for Certification* are the basis for the Florida Educational Leadership Exam (FELE) and also help guide preparation programs.

Florida's approval regulations have been repealed, but programs continue to operate under the current approval

status. The Department of Education reviews programs with conditional approval status. Florida is also a National Council for Accreditation of Teacher Education (NCATE) partner state and follows NCATE accreditation requirements. Beyond NCATE, Florida does not externally validate that courses and assessments meet state standards, and no measure of graduates' on-the-job performance is required. The state recently reviewed the alignment of institutional programs with standards such as the Interstate School Leaders Licensure Consortium (ISLLC) standards.

Practice-based Preparation Requirements

The state does not require an internship in leadership preparation programs, but many programs include field experiences and/or internships. Florida follows NCATE requirements, which include an internship. There is an optional district internship program that includes documentation and standards-based appraisal.

Professional Licensure

Florida does not have a two-tier licensure system. After the repeal of the Florida Management Training Act, Florida has only one mandated tier of licensure, Level I Educational Leadership Certification, for all grades. No performance measures are required to attain the certification. The state does offer an optional district internship program, Level II certification, that includes documentation and standards-based performance appraisal. To obtain the Level I license, valid for five years, a candidate must:

- teach successfully for three years in an elementary or secondary school;
- hold a master's or higher degree awarded by a standard institution;
- successfully complete and demonstrate knowledge of the Florida Educational Leadership Core Curriculum (eight courses) either through 1) a graduate degree in educational administration, administration and supervision, or educational leadership awarded by a standard institution; or 2) a graduate degree in another subject and 30 semester hours of graduate credit in the eight core curriculum areas; and
- successfully complete the FELE (developed and administered by the Commissioner of Education in Florida) with a scaled score at or above 431 in School Communications, 436 in School Management and 445 in School Operations. These three sections are the main parts of this essay and multiple-choice test.

Renewal of the Level I certificate is not based on whether a principal can improve school and classroom performance; instead, it requires a minimum of six college credits or 120 in-service points or a combination of the two. These in-service points are earned by participating in professional development activities based on student achievement data, school improvement initiatives and performance appraisal needs. The activities are part of each district's state-approved professional development system.

Alternative Certification

Florida offers no state-level alternative certification routes but has recently passed a law, effective January 2003, allowing school boards to hire principals who do not have Level I Educational Leadership Certification. Such hires must be consistent with adopted school board policy relating to alternative certification for school principals; districts have the ability to develop alternative preparation or certification policies for principals. Because this new law (Bill 20E) has just been passed, its implications are still unclear.

Several pilot preparation programs for school administrators exist. For example, the South Florida Annenberg Challenge's Accelerated School Administrator Preparation (ASAP) is a competency-based principal development program being piloted in three large urban school districts. Florida also allows preparation programs to work with candidates who hold a master's degree to develop a modified preparation program.

Academy for Low-performing Schools

There is no state leadership academy to serve leadership teams from low-performing schools, but several initiatives do work with these schools. Two summer academies and ongoing leadership professional development opportunities exist. In July 2002, two academies were conducted specifically for leadership teams from low-performing schools. The first academy provided an immersion experience in reading strategies for school teams. The second provided research-based information on effective schools to be infused into the schools' improvement plans. The Partnership to Advance School Success (PASS) program also provides ongoing technical assistance to low-performing schools' administrators.

Georgia

Selecting School Leaders

No state policy exists for selecting leadership candidates who can lead improvement in curriculum, instruction and student achievement. Individuals self-select into leadership preparation without being screened for leadership abilities or professional experiences that might predict greater potential. Programs may be customized to candidates' prior training and education so that they do not have to repeat coursework.

Standards for Preparing School Leaders

The Georgia Professional Standards Commission (PSC), which governs certification and program approval, recently adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards and indicators for leadership preparation programs.

Programs must address the ISLLC standards, the Georgia Special Requirements and Standards for Approving Professional Education Units and Programs Preparing Education Personnel, and National Council for Accreditation of Teacher Education (NCATE) guidelines. The state requires no external validation that courses and assessments meet standards and no measure of graduates' on-the-job performance.

Through its State Action for Educational Leadership Project (SAELP), Georgia will review all policies governing educational leadership. This review will look at accreditation standards, field-experience expectations, measures for improving programs that do not meet standards, and programs' success in preparing principals who meet state standards and are successful in the field. The state will determine the status of preparation programs and the best standards and practices to improve them.

Practice-based Preparation Requirements

Internships required in Georgia are typically capstone experiences. Regulations require candidates to complete supervised field experiences, but no structure requiring them to be ongoing and integrated is specified. Future programs will abide by NCATE guidelines, which call for ongoing and integrated internships.

Professional Licensure

There is no two-tier licensure system in Georgia. The state has a one-tier licensure system for administrators (the

Educational Leadership Certificate) for all grade levels. A candidate must possess a master's degree or higher from a regionally accredited institution, complete three years of acceptable school experience, complete an approved master's program or higher in educational leadership, and be recommended by the preparing institution. A candidate must also: 1) score 620 or higher on the Education Leadership: Administration and Supervision content section of the PRAXIS II; 2) comply with standards of conduct for the profession; 3) demonstrate study or experience within five years preceding the date of application; 4) complete PSC-approved coursework in identifying and educating special needs children or the equivalent through a Georgia-approved staff development program; and 5) earn a satisfactory score on a PSC-approved test of computer skills or complete a PSC-approved training equivalent.

Candidates may be recommended by a university if they complete a non-degree preparation sequence based on college advisement; programs can be customized to candidates' backgrounds.

To renew the five-year educational leadership certificate, a principal must complete 10 quarter hours of credit or the equivalent staff development credit specifically approved for certificate renewal. Several types of coursework, including any completion of the special Georgia requirements and content work, may apply to this credit.

Additional renewal requirements include teaching a minimum of five days per year in a classroom; completing a PSC-approved teacher training course for certificates expiring June 30, 2001, or later; and completing a state-approved computer technology competency assessment.

For certificates expiring June 30, 2005, any two unsatisfactory performance evaluations within the past five-year cycle must be satisfactorily addressed, or the candidate will not be considered for a renewable certificate in any field.

Alternative Certification

Georgia does not offer a formal alternative certificate — beyond traditional provisional certificates — or any formally established alternative preparation route.

Academy for Low-performing Schools

Georgia has no state leadership academy to train leadership teams from low-performing schools. **The Georgia's Choice Program and Regional Education Service Agencies support low-performing schools on a limited and voluntary basis by offering instructional coaches and/or individual courses for school leaders.**

Kentucky

Selecting School Leaders

No statewide policy is solely dedicated to selecting leadership candidates who can lead improvement in curriculum, instruction and student achievement. **The Kentucky Highly Skilled Educator (HSE) Program develops a pipeline of potential leaders experienced at helping low-performing schools.** This program identifies exemplary teachers and administrators and trains them to lead schools identified by the state assessment and accountability program as needing help. Work done as an HSE counts toward completion of a graduate degree in educational administration. This means that many HSE teacher leaders move on to leadership positions.

Kentucky has also partnered with some of its regional education cooperatives and professional affiliate groups to create formal networks of aspiring principals. A framework for leadership development, based on Kentucky's Standards and Indicators for School Improvement and linked with the Interstate School Leaders Licensure Consortium (ISLLC) standards, provides a common core of learning experiences for the aspiring principals network.

Standards for Preparing School Leaders

ISLLC standards govern instructional leader/school principal preparation programs and licensure, the principal internship program, and professional development in Kentucky. The Education Professional Standards Board requires programs to prepare candidates who can meet the standards' performance objectives. The board also requires programs to address recommendations of other national professional organizations, such as the National Policy Board for Educational Administration and the University Council for Educational Administration.

Kentucky uses National Council for Accreditation of Teacher Education (NCATE) guidelines to accredit its preparation programs and also requires that programs describe the "performance outcomes for candidates, including those in professional, state and national standards and the system by which candidate performance is regularly assessed." The program must regularly monitor and evaluate its operation and scope, quality of offerings, and performance of candidates and graduates. This monitoring is documented through a description of the unit's assessment and data collection systems. This assessment is called the Continuous Assessment Plan (CAP); it is evaluated and monitored by a Continuous Assessment Review Committee appointed by the Education Professional Standards Board (EPSB). Institutions must doc-

ument how they measure candidate performance and provide data showing the results of the assessments.

In Fall 2003, the Kentucky Educator Preparation Program (KEPP) report card will be used to assess programs' performance measures. The KEPP report card will provide reliable and empirical data on institutions and candidates. The KEPP includes the institution's accreditation status, the School Leaders Licensure Assessment (SLLA) and Kentucky principal test pass rates, the Kentucky Principal Internship Program success rate, the Title II Report, and an employer satisfaction survey to evaluate candidate performance. Each institution will receive a quality performance index score.

Practice-based Preparation Requirements

All leadership preparation programs provide school-based experiences as part of the continuous assessment plan approved by the EPSB and NCATE requirements. Candidates may spend 75-100 hours in a P-12 school observing, shadowing, completing a practicum or internship, or working with experienced administrators one-on-one. Clinical experiences are aligned with a course, supervised by faculty, and evaluated based on ISLLC standards. Field experiences are not necessarily problem-based or integrated throughout the curriculum. A more structured, rigorous and guided internship, the Kentucky Principal Internship Program, occurs during the first year of employment.

Professional Licensure

Kentucky has a two-tier licensure system for school principals. The initial level is the **Professional Certificate for Instructional Leadership — School Principal, All Grades, Level I**.

To receive the Level I certificate, a candidate must first obtain the Statement of Eligibility for Internship by completing an approved master's program; teaching full-time for three years; scoring 85 percent or higher on the multiple choice Kentucky Specialty Test of Instructional and Administrative Practices; and scoring at or above 155 on the School Leaders Licensure Assessment.

After obtaining a Statement of Eligibility for Internship, the candidate takes the National Association of Secondary School Principals (NAESP) Assessment to obtain a principal position. School districts use the results to decide among three candidates recommended for a position.

Upon becoming a principal or assistant principal, the candidate is automatically issued a one-year provisional certificate and completes the Kentucky Principal Internship Program (KPIP) during the first year of employ-

ment. This structured internship provides mentoring, includes performance observations, and requires a portfolio showing the candidate has met the ISLLC standards and predetermined professional growth targets. A committee observes and assesses the candidate to determine certification advancement. Upon successfully completing the internship, the candidate obtains the Professional Certificate for Instructional Leadership — School Principal, All Grades, Level I, which is nonrenewable and valid for four years.

To move from Level I to **Level II**, which lasts five years, a principal must complete Level II coursework — typically four courses selected by the university and based on ISLLC standards.

To renew the Level II certificate, a candidate must successfully complete two years of experience as a school principal within the preceding five years and participate in an intensive training program. The program includes at least 42 hours of instruction every two years as part of the Kentucky Effective Instructional Leadership Training Program. These hours are based on an individual professional growth plan that addresses ISLLC competencies and areas of need based on performance evaluations. Twelve hours must deal with a principal's scholastic audit. If principals do not complete this training, the Department of Education can send a letter to the principal and the EPSB; the EPSB may then revoke or suspend the license.

Alternative Licensure

The 2000 Kentucky General Assembly passed legislation directing the Education Professional Standards Board to promote and approve alternative certification routes. Alternatives must meet the same standards for obtaining and maintaining certification that govern traditional programs. Currently, these programs have only been developed by universities. **University programs allow a candidate with a bachelor's or master's degree and strong work experience to be an administrator while concurrently completing remaining preparatory, internship and assessment requirements within a maximum two-year window.** Admission criteria do not include leadership skills or a record of increasing student achievement.

Universities may customize the degree program based on a candidate's prior experience, previous education or proficiency examinations. The Highly Skilled Educator Program provides credit toward a leadership degree, but this credit is not accepted by all universities.

Academies for Low-performing Schools

The Kentucky Department of Education is currently focusing on providing long-term support to low-performing schools to ensure that all students reach proficiency and beyond by 2014. The Kentucky Leadership Academy serves principals from low-performing schools, but not teams. The Highly Skilled Educator Program provides intensive, on-site services to low-performing schools. The HSE and the principal identify teacher leaders and district office staff to work in conjunction with the HSE — a team approach that is sustainable after the HSE leaves the school.

Louisiana

Louisiana's new Certification Structure for Educational Leadership, recently approved by the Louisiana State Board of Elementary and Secondary Education (SBESE), will become effective July 1, 2003. Guidelines and regulations for this new system are in the development stage.

Selecting School Leaders

Louisiana's new leader certification structure includes an optional level for teacher leaders. This option provides an avenue for teachers to assume leadership roles in schools and districts while developing insight into the responsibilities of school-level administrators. **The SBESE and the Department of Education's Office of Quality Educators awarded four \$25,000 grants to pilot Teacher Leader Institutes to provide professional development, beginning November 2002. These institutes will expand the pool of potential leaders by helping teachers who exhibit potential develop their leadership knowledge and skills.** Candidates who complete the Teacher Leader Institute will be eligible for the Teacher Leader Endorsement.

Participants must be teachers who:

- hold a valid Type B (Level II) Louisiana teaching certificate;
- are currently employed in a public school at the PK-12 level;
- provide two letters of recommendation and an agreement from the principal indicating support for the teacher to participate in leadership experiences during the school day; and
- meet any other criteria specified by the pilot program.

These requirements do not screen for leadership skills or the ability to raise student achievement.

The institute sessions will provide participants with face-to-face and field-based experiences that total 90 contact hours or six graduate credits hours. They will be supported and monitored by administrators who serve as mentors or facilitators, and they will learn applicable leadership technology. Participants are required to develop a Web-based portfolio documenting how their experiences connect to state and national standards.

Standards for Preparing School Leaders

Louisiana has *Standards for School Principals in Louisiana* to direct preparation, certification, professional development and evaluation. These seven standards and their indicators are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership. They require the principal to:

- engage the school community in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society;
- use knowledge of teaching and learning to work collaboratively with the faculty and staff to implement effective and innovative teaching practices which engage students in meaningful and challenging learning experiences;
- manage school organization, operations and resources for a safe and orderly learning environment;
- review data from multiple sources to challenge students, to monitor progress and to foster the continuous growth of all students;
- collaborate with the school faculty to plan and implement professional development activities that promote both individual and organizational growth and that lead to improved teaching and learning;
- understand the culture of the community and create and sustain mutually supportive school/community relations; and
- demonstrate honesty, integrity and fairness to ethically guide school programs.

Program approval guidelines are being designed to incorporate state standards, ISLLC standards and National Council for Accreditation of Teacher Education (NCATE) guidelines. The state does not externally validate that courses and assessments meet standards, and no measure of graduates' on-the-job performance is required.

Practice-based Preparation Requirements

Louisiana requires its university preparation program to provide, at a minimum, field experiences and an internship aligned with NCATE requirements. The state is currently working on guidelines to redesign preparation programs that may lead to more structured, integrated field experiences. These guidelines are scheduled to be effective in July 2004.

The two-year Principal Internship Program (changing to the Educational Leader Induction Program in the new system) is mandatory for all newly appointed administrators within their first three years to advance from a Level I to a Level II Educational Leader Certificate. **This rigorous, integrated internship requires participants to create a portfolio showing how they met standards during the two-year program.** Participants are evaluated on this portfolio.

Professional Licensure

Louisiana will have a new two-tier licensure system, the **Educational Leader Certificate Level I** for all grades and the **Educational Leader Certificate Level II** for all grades, effective July 1, 2003.

To obtain a Level I certificate, a candidate must hold or be eligible to hold a Louisiana Type A or Level III teaching certificate, complete a competency-based approved graduate program in the area of educational leadership, and earn a passing score (not yet determined) on the School Leaders Licensure Assessment (SLLA).

Once a candidate is employed in a school or district leader position with a Level I certificate, he or she must enroll in the two-year Educational Leader Induction Program (formerly the Principal Internship Program) and complete the program within three years. Candidates are guided by a university facilitator and a veteran principal mentor. The program includes a two-year induction to the principalship with both face-to-face and online components that build new school leaders' capacity to provide instructional and administrative leadership. Principals are required to attend two technology workshops and an introduction to *Blackboard* training for addressing the *Standards for School Principals in Louisiana*; to develop portfolios addressing the *Standards for School Principals in Louisiana*; to document activities that support their school improvement plan's student achievement goals; and to work with a mentor who visits their site.

In the second year of training, principal interns focus on teaching, learning and professional development. They visit innovative schools to interview principals about effec-

tive school practices and to network with other principals. They obtain ratings on the school improvement plan, undergo site visits and work with their mentors.

To obtain the Level II certificate, a candidate must hold a Level I Educational Leader Certificate, successfully complete the Educational Leader Induction Program within the first three years as an administrator, and earn a state-mandated passing score on the portfolio assessment. No specific evidence of improved school practices or student achievement is required for the Level II license. However, candidates are required to develop a portfolio documenting performance of standards during the induction program and to earn a passing score on the ISLLC School Leader Portfolio Assessment. The assessment is evaluated by trained assessors in accordance with state requirements.

Renewal of the Level II certificate is not based on school improvement or student achievement scores; rather, starting July 1, 2002, leaders must complete a minimum of 150 units of professional development over five years. These units must be consistent with the leader's Individual Professional Growth Plan (IPGP). Leaders must update and maintain their educational leader portfolio (initially developed in the induction program) and possibly demonstrate the impact of their professional development on student achievement. Guidelines and time frames for course topics are being developed at the state level.

Alternative Certification

Louisiana offers an alternative certificate. Louisiana's Level I Educational Leader Certificate has an alternative path for persons who hold a master's degree and are seeking to add Educational Leader Certification. Candidates for this alternative path must:

- hold or be eligible to hold a valid Louisiana Type A or Level III teaching certificate;
- complete a graduate degree program from a regionally accredited university;
- meet competency requirements by completing an individualized program of educational leadership from a regionally accredited institution of higher education; (Individualized programs are based on screening candidates' competencies upon entering the program.) and
- earn Louisiana's passing score on the School Leaders Licensure Assessment (SLLA).

Once a candidate is employed, he/she must enroll in the two-year Educational Leader Induction Program and complete it within three years.

Academy for Low-performing Schools

There is no state academy to serve low-performing schools, but Louisiana has recently developed optional programs with a mission to serve teams from low-performing schools. **The Learning Intensive Networking Communities for Success (LINCS)/ Louisiana Systemic Initiatives Program Partnership (LaSIP) works to elevate and sustain teacher and student content knowledge and performance in public education through standards-based learning and professional development.** This is accomplished by working with leadership teams, including the principal, from low-achieving schools. The program hopes to build and strengthen the ability of classroom teachers to incorporate standards-based, content-rich lessons into their daily instruction and to improve student achievement on state tests. Work involves both leadership teams and content teams.

Another program that brings school leadership teams together is the Professional Learning Communities (PLC) Institutes. These institutes train participating schools on forming a professional learning community in order to improve teaching and learning. Schools are not mandated to work with the PLC program; rather, they are encouraged to participate. When a school decides to participate, the principal attends the Institute with five to seven members of the school staff. Schools revise their school improvement plan to implement the new strategies they learn at the institute. Regional Education Service Center staff members meet with each school throughout the year to help them form learning communities and to evaluate their progress in meeting the other objectives of the implementation plan.

Maryland

Selecting School Leaders

Maryland has no state system for tapping new leaders. Higher education institutions and/or local school boards have independent recruitment efforts and sometimes work together to recruit future leaders. Towson University sponsors several unique programs: Assistant Principal's Institute, Institute for Women in Leadership and Program for Teacher Leadership.

Standards for Preparing School Leaders

Maryland bases administrator certification and preparation programs on the Interstate School Leaders

Licensure Consortium (ISLLC) standards. ISLLC standards are used to approve the programs; institutions that choose to be National Council for Accreditation of Teacher Education (NCATE) accredited must also adhere to NCATE/ELCC guidelines. Programs are required to incorporate the Technology Standards for School Administrators (TSSA) by 2004-2005. The state does not externally validate that courses and assessments meet standards, and no measure of graduates' on-the-job performance is required.

Practice-based Preparation Requirements

Administrator preparation programs require an internship. State guidelines mandate either a practicum/ internship or an experience collaboratively designed and supervised by the local school system and the university. This experience should last 100 days across two semesters. An integrated experience is not specifically required, but new NCATE guidelines require ongoing, integrated internships.

Professional Licensure

Maryland has a two-tier certification system for administrators. The **Administrator I** certificate qualifies an individual to serve as an instructional supervisor for all grade levels. It is renewable every five years. This certificate requires a master's degree from an accredited institution, 27 months as a teacher or a specialist (guidance counselor, etc), and completion of one of the following:

- a Maryland State Department of Education-approved administration and supervision program;
- an approved school administration program with on-site review;
- an administration program using ISLLC standards or programs approved by other states as listed by the Assistant State Superintendent of Certification and Accreditation; or
- eighteen semester hours of graduate coursework (a post-master's degree) in administration and supervision. Coursework includes: 1) school administration, 2) clinical or instructional supervision or both, 3) curriculum design, 4) group dynamics, 5) school law, and 6) practicum/internship or an experience developed and supervised by the district and the university. Twelve hours must be taken at the same institution. These courses are for persons who already have a master's degree and want to add the necessary coursework for Administrator I endorsement. Maryland is moving to align these 18 hours with ISLLC standards.

Principals must have an **Administrator II** Certificate, a five-year renewable certificate for all grade levels. Administrator II certification requires candidates to complete the requirements for Administrator I and to score 157 or higher on the School Leaders Licensure Assessment (SLLA).

To renew the Administrator II certificate, a principal follows the same standard requirements for the Advanced Professional Certificate in Maryland:

- The local school system helps each Administrator II candidate develop an Individualized Professional Development Plan (IPDP) for each renewal period by the end of the third year of service. The plan is based on guidelines issued by the local superintendent with approval of the local school board.
- The superintendent recommends the principal for renewal when the plan is successfully completed.
- The professional development plan must include at least six semester hours of acceptable credit or the equivalent after reading prerequisites are completed.
- Candidates earn six semester hours of acceptable credit or have the superintendent verify that they have earned the equivalent of six semester hours in professional growth activities.
- Three years of satisfactory school experience must be completed within the five-year validity period.

Maryland provides optional summer professional development institutes and academies for principals. Acceptable credit for the six semester hours must be earned at a university or through the State Department of Education. Credits must be approved continuing education units that are related to a school assignment and were earned within five years of the certificate's issue date. Hours should be earned in reading courses specified in regulations — 12 hours for elementary and six for secondary — if the educator has not already completed them.

Alternative Certification

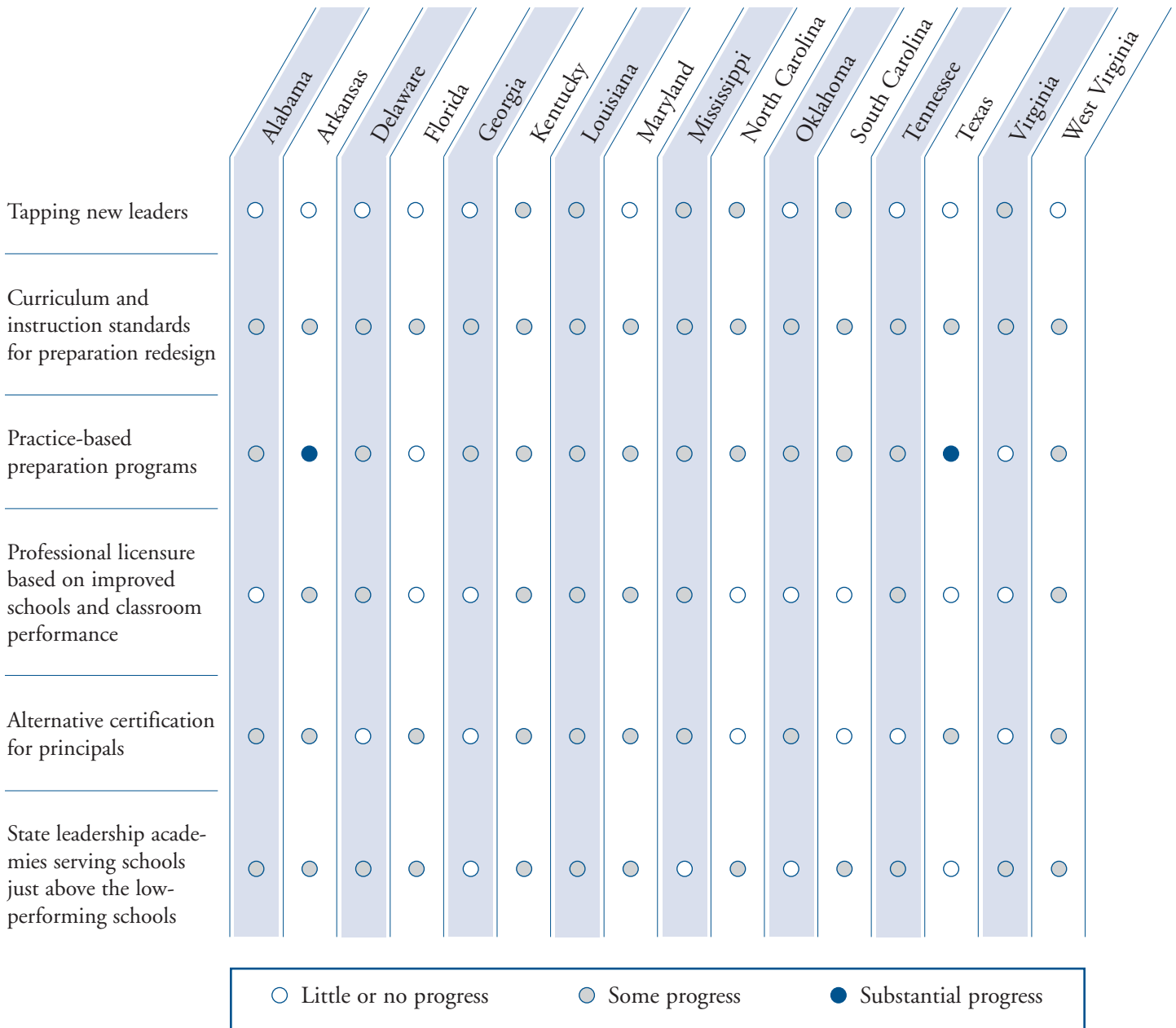
Though Maryland does not offer an alternative preparation route, it does allow programs to be customized based on a candidate's background. **The state offers an alternative certificate based on a baccalaureate degree, professional experience, and recommendation by a local school board and superintendent.** Demonstrated leadership skills and a record of improving student achievement are not admission criteria. Once candidates obtain the certificate, which is good for one year, they are appointed a mentor, and they renew the alternative license each year

based on satisfactory performance and local school board recommendation. After five years, a candidate can receive an Administrator II certificate if the local superintendent verifies at least five consecutive years of satisfactory job performance under an Alternative Principal Certificate. Performance is measured by a master's degree and continuous school improvement and higher student achievement consistent with Maryland School Performance Program results.

Academy for Low-performing Schools

Maryland does not have an academy to train teams from low-performing schools, but the state department of education does provide technical assistance and training. Effective July 1, 2002, the department has a program for 100 principals from low-performing schools. School superintendents select three principals from their districts to participate in the Principal Training Pilot Program. The state superintendent selects other principals, giving highest priority to training principals assigned to and practicing in schools that do not meet state standards.

States Make Progress in Leadership Preparation



Data accurate as of July 1, 2002.

Indicators	○ Little or no progress	○ Some progress	● Substantial progress
Tapping new leaders	<ul style="list-style-type: none"> ■ No state action. 	<ul style="list-style-type: none"> ■ Legislation or policy has been passed. ■ Protocols and guidelines are developed. ■ Implementation and monitoring procedures may be stated in rules but are not operational. 	<ul style="list-style-type: none"> ■ Well-established tapping and screening processes provide diverse pools of well-qualified leaders in adequate numbers to fill vacancies.
Curriculum and instruction standards for preparation redesign	<ul style="list-style-type: none"> ■ No state action; higher education makes decisions. 	<ul style="list-style-type: none"> ■ State standards emphasizing curriculum, instruction and student achievement are adopted, but most programs have no performance measures. 	<ul style="list-style-type: none"> ■ All programs have redesigned courses and assignments and performance measures to meet standards. External validation is required.
Practice-based preparation programs	<ul style="list-style-type: none"> ■ No state action; completing university coursework is the basic requirement. 	<ul style="list-style-type: none"> ■ State-approved program standards require some type of school-based internship, usually unstructured and at the program culmination as a capstone experience. 	<ul style="list-style-type: none"> ■ All programs have a well-planned, integrated and sequential series of clinical experiences in schools.
Professional licensure based on improved schools and classroom performance	<ul style="list-style-type: none"> ■ No state action; licensure based on leadership degree and/or passing score on adopted examination; renewal based on prescribed hours of professional development; emergency certification by district request and prescribed hours of coursework. 	<ul style="list-style-type: none"> ■ Policies passed for two-tier licensure system; initial license based on leadership degree and/or passing score on examination; professional license based on satisfactory district evaluation and prescribed professional development. 	<ul style="list-style-type: none"> ■ Two-tier licensure system provides for initial license based upon on-the-job demonstration of specified competencies and professional license based on evidence of improved school and classroom practices.
Alternative certification for principals	<ul style="list-style-type: none"> ■ No state action; graduate degree through a university required; university is only gate keeper. 	<ul style="list-style-type: none"> ■ Legislation or policy provides for entry through examination or competency documentation for licensure but also requires candidates to work toward a degree in leadership or complete a specified set of certification courses. 	<ul style="list-style-type: none"> ■ Initial licensure is open to candidates with a content master's degree, demonstrated leadership skills in school or community, and a proven record of increasing student achievement. Candidates may choose academy or university training that is customized to their needs.
State leadership academies serving schools just above the low-performing schools	<ul style="list-style-type: none"> ■ No state action establishing academies to serve low-performing schools. 	<ul style="list-style-type: none"> ■ Policies establish academies and other initiatives with a mission to serve low-performing schools, but current programs lack structure, continue to focus on individual principals rather than school teams, and provide little follow-through to support long-term comprehensive school improvement. 	<ul style="list-style-type: none"> ■ Academies are structured to carry out the mission of serving low-performing schools, especially that group of schools just above the state-identified list of lowest-performing schools, and focus training on school leadership teams and provide long-term follow-through that supports comprehensive school improvement.

Leadership Preparation Assessments

SLLA

The School Leaders Licensure Assessment (SLLA) is a performance-based assessment, based on the ISLLC standards, for the licensure of new school leaders. It consists of constructed-response questions aimed to measure whether entry-level principals and other school leaders have standards-relevant knowledge believed essential for successful practice as an educational leader. The test is comprised of Evaluation of Actions vignettes, Synthesis of Information and Problem-solving case studies, and Analysis of Information and Decision-making documents.

States: Arkansas, Kentucky, Maryland, Mississippi, North Carolina, Tennessee, Virginia

Comments: State-cut off scores range from 154-158 out of a possible 200.
Test optional in Virginia and combined with state-specific test in Kentucky.
SLLA will become effective in Louisiana in July 2003.

PRAXIS I: Pre-professional Skills Test (PPST)

PRAXIS I: Pre-professional Skills Test (PPST) is a basic reading, mathematics and writing assessment. The test features multiple-choice questions and candidate-constructed responses that measure both breadth and depth of knowledge.

States: Delaware

Comments: Delaware requires a 175 in the Reading section, 173 in Writing and 174 in Mathematics. Specific SAT or GRE scores may substitute for this test.

PRAXIS II, Educational Leadership: Administration and Supervision

PRAXIS II: Subject Assessments in the area of Educational Leadership: Administration and Supervision is a test that uses multiple-choice questions and candidate-constructed responses to measure both breadth and depth of knowledge in the specific subject area of educational leadership.

States: Georgia, South Carolina, West Virginia

Comments: Cut-off scores range from 570-620.

Kentucky Specialty Test of Instructional and Administrative Practices

Kentucky Specialty Test of Instructional and Administrative Practices is a multiple-choice test designed to assess a candidate's knowledge of basic Kentucky and federal statutes and regulations that relate to Kentucky public schools. Test topics include all state laws and regulations concerning administration, governance, performance assessment, school personnel and instruction, each with several subtopics.

States: Kentucky

Comments: Required score is 85 percent correct responses. SLLA score of 155 is also required.

Oklahoma Subject Area Tests: The Principal Common Core Test Grade-level Specialty Test for either Elementary, Middle or Secondary Candidates

The Oklahoma Subject Area Test (OSAT): The Principal Common Core Test incorporates multiple performance components/assessments, including multiple-choice and constructed-response questions, that center around competencies in three areas — Strategic Leadership, Instructional Leadership and Administrative Leadership. Principals also have to take a specialty test in the level of desired certification (elementary, middle or secondary). This test involves constructed response to an educational issue, a work product and multiple-choice questions. **All principal candidates take this test.**

States: Oklahoma

Comments: Required 240 score on both tests with a scale of 100-300.

Examination for the Certification of Educators in Texas (ExCET) Principal Test

The Examination for the Certification of Educators in Texas (ExCET) Principal Test is a criterion-referenced, multiple-choice test designed to measure the requisite knowledge and skills that a beginning Texas principal must possess. The test includes both individual, or stand-alone, items and items that are arranged in clustered decision sets based on real-world situations faced by school principals and assistant principals in elementary, middle or high school settings.

States: Texas

Comments: Required 240 score with scale of 100-300.

Florida General Knowledge Test Florida Teacher Certification Examination (FTCE) Florida Educational Leadership Examination (FELE) School Communications; School Management; School Operations

The Florida Educational Leadership Examination (FELE) is a written examination for certification in Educational Leadership which involves essay and multiple-choice questions in school communications; multiple-choice questions covering management, leadership and personnel; and multiple-choice questions covering school operations, specifically law, finance, curriculum and technology. The test is based on the *Competencies and Skills Required for Certification in Educational Leadership in Florida*.

States: Florida

Comments: Mastery of General Knowledge through a passing score on Florida General Knowledge Test.
Mastery of Subject Area Knowledge through a passing score on the professional education subtest of the FTCE.
Mastery of Professional Preparation and Education Competence by taking the FELE. School communications — scaled score of 431; School management — scaled score of 436; School Operations — scaled score of 445.

State Certification Policies

One Tier	Categories of Certificate	Certificate Level
Alabama	Principals, Assistant Principals, Supervisors of Instruction, Superintendent**	PreK-12 or All Grades
Florida*	Principals, Assistant Principals, Supervisors (Instruction, etc.)	PreK-12 or All Grades
Georgia	Principals, Assistant Principals, Supervisors of Instruction, Superintendent**	PreK-12 or All Grades
North Carolina	Principals, Assistant Principals	PreK-12 or All Grades
Oklahoma	Principals, Assistant Principals	Elementary, Middle Level or Secondary
South Carolina	Principals, Assistant Principals, Supervisors (Instruction, etc.)	Elementary or Secondary
Texas	Principals, Assistant Principals	PreK-12 or All Grades
Virginia	Principals, Assistant Principals	PreK-12 or All Grades
Two Tier	Categories of Certificate	Certificate Level
Arkansas	Principals, Assistant Principals, Supervisors (Instruction, etc.)	Elementary or Secondary (P-8, 7-12)
Delaware	Principals, Assistant Principals	PreK-12 or All Grades
Kentucky	Principals, Assistant Principals	PreK-12 or All Grades
Louisiana	Principals, Assistant Principals, Supervisors (Instruction, etc.)	PreK-12 or All Grades***
Maryland	Principals, Assistant Principals	PreK-12 or All Grades
Mississippi	Principals, Assistant Principals, Supervisors of Instruction, Superintendent**	PreK-12 or All Grades
Tennessee	Principals, Assistant Principals, Supervisors (Instruction, etc.)	PreK-12 or All Grades
West Virginia	Principals, Assistant Principals	Elementary or Secondary (K-8, 5-12)

*Florida has two levels, but the second is optional.

**These states may have other requirements for superintendents, but the license is the same.

***Louisiana's new structure beginning July 2003 is for all grades.

Mississippi

Selecting School Leaders

Mississippi has no state policy for selecting leadership candidates who can lead improvement in curriculum, instruction and student achievement. The state offers the Mississippi School Administrator Sabbatical program, which provides money to local districts in need of administrators. This allows qualified teachers interested in becoming school administrators to take a paid leave of absence for one school year, during which they participate in an approved, full-time administrator preparation program. Teachers agree to work as administrators in the sponsoring school districts for at least five years.

To enter a preparation program in Mississippi, candidates must complete a portfolio demonstrating successful teaching experiences, leadership ability, interpersonal skills, professional development and writing skills.

Standards for Preparing School Leaders

Mississippi Standards for School Leaders are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards. These standards require a principal to:

- work with staff to translate knowledge of learning theory, human development and school data into successful curricular programs, instructional practices and assessment strategies;
- foster a climate of continuous learning and improvement;
- develop and maintain organizational and managerial systems consistent with the vision and mission of the school community;
- exhibit team-building skills by building ownership among all stakeholders in the school community; and
- model ethics and integrity in professional and personal activities.

Mississippi revised administrator preparation in 1997 and required universities to restructure and reapply for accreditation. At the same time, the state developed the National Council for Accreditation of Teacher Education (NCATE) and ISLLC-based *Mississippi Standards for School Leaders*, *Educational Leadership Program Standards*, and *Grounding and Design Principles for Administrator Preparation Programs*. The state does not externally validate that courses and assessments meet standards, and no measures of graduates' on-the-job performance, beyond minimum performance on the state test, are required.

Practice-based Preparation Requirements

Mississippi's *Grounding and Design Principles for Administrator Preparation Programs* require programs to integrate internships into coursework. These experiences must occur in multiple settings and be competency-based, diverse, clinically-focused and problem-based. Each institution designs and implements the internship component differently because no structure is prescribed; therefore, internships are not necessarily integrated throughout the program. All programs must also meet NCATE standards.

Professional Licensure

Mississippi has a two-tier licensure system, the **Entry Level Administrator License** and the **Standard Career Level Administrator License**, both for all grades. To obtain a five-year, nonrenewable Entry Level License, candidates must complete an approved master's, specialist's or doctoral degree in educational administration/leadership from an approved university. Candidates must score 154 or higher on the School Leaders Licensure Assessment and complete an approved program. The 1997 guidelines do not specify a prerequisite amount of teaching experience, but most programs do require teaching experience — typically three years.

With an Entry Level License, a candidate must obtain a principal position and then complete the Orientation for School Leaders (OSL) training provided by the School Executive Management Institute (SEMI). This training must be completed within five years, but the state recommends that it be completed in the first two years. This training provides orientation on state policies and mandates, instructional management, and the use of student assessment data. Once a candidate completes this training, he obtains the renewable, five-year Standard Career Level Administrator License. No evidence of improved school practices or student achievement is required to obtain the standard license. To renew, a principal must complete 95 SEMI credits every five years. (Six and three-quarter hours of participation equals five credits.)

Alternative Certification

Mississippi offers no alternative preparation route. Even teachers with the required teaching experience, a master's degree in an education field, and proven ability to improve student achievement and work well with others cannot obtain initial certification in Mississippi without first completing an approved program. The state does offer an Alternate Route Entry Level Administrator License to individuals who have not completed an educational leader-

ship program but who possess a master's in business administration, a master's in public administration, or a master's in public planning and policy. Candidates following this route must complete the Praxis I and Praxis II and five years as direct supervisor of individuals and/or programs within a business, industry and/or organization. These candidates move directly into a principal position and are eligible to obtain the Standard Level Certificate upon completion of OSL training. Only a few people have taken advantage of this route since its inception in 1997.

Academy for Low-performing Schools

Mississippi has a state leadership academy that trains individual school and system leaders, but no state leadership academy exists to serve teams from low-performing schools.

North Carolina

Selecting School Leaders

North Carolina has no state policy for selecting principal candidates who can lead improvement in curriculum, instruction and student achievement. Program approval guidelines require local districts to work with universities to recruit, develop and support school leaders. Recruiting, selecting and screening plans must look for identified traits and behaviors of successful administrators and ensure that all candidates have leadership potential. No structure for this partnership is specified. Outside of these guidelines, the Principal's Executive Program (PEP) sponsors a Developing Future Leaders Program to identify teachers who have leadership qualities and encourage them to pursue careers in school administration; they also sponsor a Leadership Program for Assistant Principals. Neither program is mandatory.

PEP also sponsors the Principal Fellows Program, a scholarship program funded by the North Carolina General Assembly. Based on academic merit, this scholarship supports candidates earning a master's degree in school administration.

Standards for Preparing School Leaders

Ten standards and indicators (based on the Interstate School Leaders Licensure Consortium [ISLLC] standards) guide the development of North Carolina's educational leader preparation programs:

- **Vision:** The leader develops, implements and communicates a shared vision of learning that reflects excellence and equity for all students.
- **Learning:** The leader develops organizational, instructional and assessment strategies to enhance teaching and learning.
- **Climate:** The leader works with others to ensure a working and learning climate that is safe, secure and respectful of diversity.
- **Professional ethics:** The leader demonstrates integrity and behaves in an ethical manner.
- **Collaboration and environment:** The leader engages the school community's stakeholders in collaboration, team-building, problem-solving and shared decision-making.
- **School operations:** The leader uses excellent management and leadership skills to achieve effective organizational operations.
- **Human relationships:** The leader has effective interpersonal, communication and public relations skills.
- **Development of self and others:** The leader demonstrates academic success, intellectual ability and a commitment to life-long learning.
- **Information management, evaluation and assessment:** The leader uses valid and reliable information to facilitate progress, evaluate personnel and programs, and make decisions.
- **Continuous improvement:** The leader fosters a culture of continuous improvement focused upon teaching and learning.

In 1992, North Carolina eliminated all preparation programs for administrators and required institutions to restructure using these standards as their foundations.

The state is developing new approval guidelines for preparation programs. These guidelines will include requirements on passing rates, faculty certification and National Council for Accreditation of Teacher Education (NCATE) requirements. They will also require assessment systems that collect and analyze data on candidate and graduate performance. North Carolina does not externally validate that courses and assessments meet state standards, and no measure of graduates' on-the-job performance is required.

Practice-based Preparation Requirements

North Carolina requires preparation programs to incorporate a full-time internship as a capstone experience. Faculty and supervisors evaluate candidates' progress. Future programs will be required to meet NCATE guidelines, which call for ongoing and integrated internships.

Professional Licensure

North Carolina has a one-tier licensure system — the renewable, five-year Administrator Certificate, for all grades. To qualify, a candidate must complete a regionally approved program, obtain a master's degree in school administration and a recommendation from the program, and score 150 or higher on the School Leaders Licensure Assessment (SLLA). North Carolina does not require candidates to have teaching experience, but individual school systems may require it for a principal position; preparation programs may require teaching experience for admission.

Candidates can renew the Administrator Certificate every five years by completing 10 semester hours or 15 units of renewal credit. Coursework must directly relate to the professional responsibilities of a public school educator or to area(s) of licensure. Specific guidelines govern credit distribution.

Alternative Licensure

North Carolina offers no preparation route other than the university and no alternative or provisional certificate.

Academy for Low-performing Schools

The state leadership academy offers services to individual principals of low-performing schools but does not serve teams. **The Principals Executive Program, housed at the University of North Carolina, offers a Higher School Performance Program for principals and assistant principals from borderline low-performing schools.** The program is voluntary for all low-performing schools. It features active mentoring by practicing or retired principals, and each session focuses on specific critical topics.

Oklahoma

Selecting School Leaders

No state system exists for tapping future leaders. Individuals self-select into leadership preparation programs or licensure without being screened for leadership ability or professional experience.

Standards for Preparing School Leaders

Based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and other national organization standards, six competencies and their related knowledge, skill and performance indicators guide licensure and certification. *Competencies for Licensure and Certification of Administrative Personnel* also set standards for the Oklahoma Subject Area Test (OSAT) for Principals. This test has three major categories — strategic, instructional and administrative leadership — with 13 components that stem from the main six competencies.

As of September 1999, Oklahoma no longer requires candidates to complete an administrator preparation program for certification. The State Board of Education rules require that the six competencies, OSAT competencies and National Council for Accreditation of Teacher Education (NCATE) guidelines be used to design administrator programs (NCATE accreditation is required). The Oklahoma Commission for Teacher Preparation (OCTP) assesses these competencies and programs and requires candidates to:

- Have knowledge and skills to establish programs that meet the needs of students, families and the community — including philosophical and cultural values, legal and regulatory applications, policy and governance, public relations, and political infrastructure.
 - Implication for administrator preparation programs: Provide candidates with broad knowledge and skills related to this competency.
- Possess leadership knowledge and skills — including group dynamics and group processes, information collection, problem analysis, judgment and ethics, organizational oversight, implementation, delegation, district culture, and collaboration among colleagues and institutions.
 - Implication for administrator preparation programs: Provide coursework relevant to the duties and responsibilities of an administrator.
- Connect research and practice in areas of instruction

and learning environment, discipline practices, curriculum design, student guidance and development, professional/staff development, measurement and evaluation, and resource allocation.

- Implications for administrator preparation programs: Emphasize research in preparing administrators to be instructional leaders, site-based managers and facilitators in policy decision-making at the site and district levels. Encourage collaborative projects between administrator preparation programs and individual school sites.
- Consider the developmental levels and needs of all school-age children.
 - Implication for administrator preparation programs: Prepare administrators to facilitate programs for all students.
- Possess an awareness of human resource management and development, including the Oklahoma administrator/teacher evaluation criteria.
 - Implication for administrator preparation programs: Emphasize human resource management and the development of administrator/teacher evaluation procedures.
- Have the knowledge and skills to manage physical resources and ensure a safe, efficient and effective learning environment.
 - Implication for administrator preparation programs: Provide administrator candidates with a broad knowledge of school facilities and the use of space.

No external validation that courses and assessments meet standards is required, nor is there any measure of graduates' on-the-job performance. Candidates must produce a portfolio that shows proficiency in the NCATE/ELCC knowledge and skill indicators and the state licensure competencies. Trained assessors evaluate portfolios during the accreditation process.

Practice-based Preparation Requirements

Oklahoma requires an internship that provides leadership candidates with significant opportunities to synthesize and apply knowledge in the workplace. Candidates practice and develop skills in the NCATE/ELCC guidelines, build substantial in-school experiences over time and learn from mentor relationships. No structure for integrating these experiences is specified.

Professional Licensure

Oklahoma's one-tier certification system does not require evidence of improved school practices or student achievement. The elementary, secondary or middle-level Standard Principal Certificate requires a candidate to possess at least a master's degree; to have a minimum of two years teaching, supervisory or administrative experience in public schools; and to pass competency examinations in the subject area. This test is the *Oklahoma Subject Area Tests: The Principal Common Core Test*. All candidates must take this and a grade-level specialty test for either elementary, middle or secondary certification. The Principal Common Core Test incorporates multiple performance components/assessments, including multiple-choice and constructed-response questions centered around three areas — strategic leadership, instructional leadership and administrative leadership. The specialty test involves constructed response to an educational issue, a work product and multiple-choice questions. The minimum score for all tests is a scaled score of 240 or higher.

To renew the five-year Standard Principal Certificate, a principal who is on-the-job must complete a minimum of three years of school experience (as a teacher, supervisor or administrator) in an accredited school. Principals may substitute coursework in professional education for each year of experience they lack.

Alternative Certification

Oklahoma's licensure route does not require an individual to complete an approved administrator preparation program. This route is open to people who hold a master's degree in any field, possess required education experience and pass the OSAT examination. Admission criteria do not require leadership skills or a record of increasing student achievement.

Academy for Low-performing Schools

There is no state leadership academy to serve teams from low-performing schools.

South Carolina

Selecting School Leaders

There is no state initiative for tapping new leaders in South Carolina. Through the state's principal assessment centers, the State Leadership Academy offers two assessment opportunities from the National Association of Secondary School Principals (NASSP) for potential leaders. The Development Assessment Center (DAC) is for interim principals, and Selecting and Developing the 21st Century Principal (S&D) is for aspiring principals. In 2001-2002, district superintendents asked 36 teachers and/or principals to complete these assessments, which superintendents use for hiring, developing and assessing leadership potential.

Another initiative that could tap new leaders is the Principal Apprentice Program. Established in 1986 but currently not funded, this competitive program includes a screening process and matches aspiring principals with full-time mentors.

Standards for Preparing School Leaders

South Carolina recently adopted National Council for Accreditation of Teacher Education (NCATE) guidelines, including the Educational Leader Constituent Council (ELCC) standards, for all administrator preparation programs. According to NCATE guidelines, programs must adhere to any appropriate state, national and local standards. South Carolina uses the *Standards and Criteria for Principal Evaluation* (the same standards originally developed for the *Assisting, Developing, and Evaluating Principal Performance* [ADEPP] system), as well as student content standards. These standards (based on the Interstate School Leaders Licensure Consortium [ISLLC] standards) hold that a school principal fosters the success of all students by:

- developing, communicating, implementing and evaluating a shared vision of learning that reflects excellence and equity;
- developing and aligning the organizational, instructional and assessment strategies that enhance teaching and learning;
- managing the school's organization, its operations and its resources for a safe, efficient and effective learning environment;
- advocating, nurturing and sustaining a positive school climate;
- collaborating effectively with stakeholders;
- demonstrating integrity, fairness and ethical behavior;
- interacting effectively with stakeholders and addressing their needs and concerns; and

- collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

In addition to NCATE/ELCC guidelines for accreditation, South Carolina reviews the percentage of candidates who pass the state-required exam, the percentage of candidates who achieve the state standard on the performance assessment, the ADEPP, during the annual contract year, the percentage of candidates who qualify for licensure, and surveys of graduates' employers. South Carolina is helping programs develop a plan for continually assessing graduates' performance, since NCATE requires such assessment. The guidelines require programs to show how candidates demonstrate competency and may define the number of hours for field experiences and set other requirements.

Practice-based Preparation Requirements

South Carolina does not require internships, but the state has adopted NCATE/ELCC guidelines, which call for ongoing, integrated internships. Programs should begin to reflect such changes in the future.

Professional Licensure

South Carolina has a one-tier licensure system: the Elementary Principal and Supervisor Certificate or the Secondary School Principal and Supervisor Certificate. For a Secondary School Principal and Supervisor Certificate, a candidate must:

- hold a valid South Carolina teacher's professional certificate at the secondary level;
- score 590 or higher on the PRAXIS II Education Leadership: Administration and Supervision examination;
- possess three years of teaching experience with at least one year in grades 9-12; and
- complete an advanced secondary principals and supervisors preparation program.

In order to be employed, a principal must be assessed for instructional leadership and management capabilities by the State Leadership Academy of the South Carolina Department of Education. The results are forwarded to the district superintendent and the board of trustees, who use the assessment to make hiring decisions. After they are hired, principals create professional development plans based on the assessment and on their districts' strategic plans or school renewal plans. These professional development plans are updated annually.

First-year principals participate in an induction program designed to improve teaching and learning and to provide support through mentorship and professional development. The year-long program includes a one-week summer institute and three or more one-day follow-up sessions to provide training in essential leadership and management skills. Principals may earn three hours of recertification credit through this program, and each is paired with an experienced principal mentor for the year. Mentors meet twice with participants, and the leadership academy staff conducts one on-site visit during the year. The Education Accountability Act requires the program to be based on the *Standards and Criteria for Principal Evaluations* and statewide performance standards. The program must emphasize instructional leadership skills, effective research and analysis of test scores for curricular improvement. The trained superintendent or designated evaluator must provide new principals with written and oral feedback on their performance in each area.

To renew the five-year Elementary or Principal Certificate in South Carolina, active principals must earn 120 renewal credits that promote professional growth, directly relate to the professional development plan and connect with established goals. These credits must impact student learning as required by the ADEPP regulations. Renewal credits may be earned through six semester hours, 120 professional development points or renewal credits, or a combination of the two.

Alternative Certification

The state does not offer alternative licensure routes. Recently adopted guidelines allow programs to be individualized based on experience and coursework, but candidates still must complete an approved program.

Academy for Low-performing Schools

There is no state leadership academy to serve teams from low-performing schools, but other initiatives are designed to serve this mission. **In Summer 2002, there was a statewide conference for schools rated as below average that allowed teams planning time at the end of each day to reflect/review on the day's sessions.** Other programs for low-performing schools, falling either under the Office of School Quality or the Office of School Leadership, include principal mentor and specialist programs (such as principal specialist, curriculum specialist, teacher specialist and resource specialist). These specialists work together as an on-site team to improve low-performing schools.

Tennessee

Selecting School Leaders

No state policy exists for tapping future leaders in Tennessee. In *Guidelines for Administrator Preparation Programs*, **the state requires that admissions procedures include an assessment of leadership potential and an interview by an admissions board of one or more practicing educational administrators, and one or more faculty members from teacher education, educational administration and leadership, or other appropriate faculties.** There are no specific guidelines for this assessment or interview.

Standards for Preparing School Leaders

Tennessee Educational Administrator Licensure Standards and their related indicators are the basis for professional studies, licensure and professional development. These standards incorporate the Interstate School Leadership Licensure Consortium (ISLLC) standards and govern preparation programs along with the Tennessee *Guidelines for Administrator Preparation Programs* and National Council for Accreditation of Teacher Education (NCATE) guidelines. These standards require leaders to:

- develop and implement a vision of learning;
- advocate and sustain a school culture conducive to student learning and professional growth;
- manage the organization for an effective learning environment;
- collaborate with families and community members;
- act with integrity and fairness in an ethical manner; and
- respond to and influence the larger political and cultural context.

Universities and districts are responsible for both beginning and professional administrator licensure. Guidelines describe what both programs and local districts must do to prepare candidates for beginning and professional administrator licensure.

Tennessee does not externally validate that courses and assessments meet standards, and no measurement of graduates' on-the-job performance is required.

Practice-based Preparation Requirements

Administrator preparation in Tennessee may either be a standard or an internship program. The standard program includes field experiences as part of the beginning administrator preparation and a mentor as part of the professional administrator preparation (once a candidate is on the job). The internship program includes a one-semester internship in a school setting with a mentor principal as part of the beginning administrator preparation. Both programs require candidates to be evaluated by the university and the school system based on the six licensure standards. Internships in the preparation program are capstone experiences, rather than ongoing and integrated.

When a candidate from a standard program completes an on-the-job internship, the experience is conducted jointly by a university (not necessarily the same as the preparation institution), local superintendent and mentor. They collaborate on a professional development program that is customized to the principal's needs. The university, superintendent and mentor are also responsible for evaluating the candidate based on licensure standards.

Professional Licensure

Tennessee has a two-tier licensure system, the **Beginning Principal K-12 License** and the **Professional Administrator K-12 License**.

The Beginning Principal License has two five-year types, A and B. The Administrator A license requires a minimum of a master's degree, completion of an approved program in school administration and supervision with field experiences, a score of 156 or higher on the School Leaders Licensure Assessment, and a university recommendation. The Administrator B License has the same requirements as the A License, but candidates must complete an approved program in school administration and supervision that includes a full-time one-semester internship or the equivalent in a school setting with a mentor principal. Before recommending candidates for either license, a higher education institution must determine whether they meet the minimum teaching requirement (at least eight months). The state also allows institutions to customize programs based on candidates' backgrounds and prior experience, but they provide no guidelines for the process.

To qualify for a 10-year Professional Administrator License, a Beginning Administrator A candidate must successfully complete a minimum of two years at the beginning administrator level; complete a customized professional development program developed jointly by the principal, superintendent, university and mentor;

obtain a satisfactory evaluation based on the licensure standards by the superintendent or designee and a local higher education institution (does not have to be the same one at which the master's degree in administration and supervision is received); and be recommended by the superintendent and institution for the Professional Administrator License.

A Beginning Administrator Level B principal must successfully complete at least one year at the beginning administrator level; complete a customized professional development plan developed by the principal and superintendent; obtain a satisfactory evaluation based on the licensure standards by the superintendent or designee; and be recommended by the superintendent for the Professional Administrator License.

Administrators must complete 72 hours of ISLLC - based training every five years in management, leadership and communication skills. This training is provided by the Tennessee Academy for School Leaders (TASL). These hours allow administrators to keep the Professional Administrator License (not necessarily to renew). No evidence of improved school or classroom practices is required.

Alternative Certification

Tennessee offers no alternative certificate, but institutions may customize their programs to individual needs.

Academy for Low-performing Schools

Initiatives in Tennessee provide leadership training for principals — but not teams — from low-performing schools. **Tennessee's Exemplary Educator Program is patterned after Kentucky's Highly Skilled Educator program; it trains recently retired educators to help schools with the greatest need improve student achievement.**

Texas

Selecting School Leaders

There is no state system for tapping aspiring leaders in Texas. Many local districts, education service centers and universities are developing systems. Texas Administrative Code sets the minimum requirements for admission to a principal preparation program: candidates must hold a baccalaureate degree from an accredited institution of higher education. Preparation programs may adopt additional requirements for admission. Entities must use screening activities to determine the candidate's

appropriateness for a principal certificate. Programs must also have a procedure for allowing admitted individuals to receive credit for experience and/or professional training directly related to the *Standards for the Principal Certificate*.

Standards for Preparing School Leaders

Texas Administrative Code requires that seven competencies and related indicators (*Standards for the Principal Certificate*) serve as the basis for programs' curriculum and coursework. These standards serve as the foundation for the individual assessment, professional growth plan and continuing professional development. These standards are also the basis for the state assessment for the principal certificate.

Texas requires **entities** to establish benchmarks and structured assessments of candidates' progress and areas of improvement throughout the program based on these standards. The standards fall into three domains — School Community Leadership, Instructional Leadership and Administrative Leadership — and include promoting the success of all students by:

- acting ethically with integrity and fairness;
- shaping campus culture by developing, articulating, implementing and stewarding a vision of learning that is shared and supported by the school community;
- implementing staff evaluation and development to improve the performance of all staff members, selecting appropriate models for supervision and staff development, and applying the legal requirements for personnel management;
- collaborating with families and community members, responding to diverse community needs and mobilizing community resources;
- leading and managing organization, operations and resources for a safe, efficient and effective learning environment;
- designing and implementing curricula and strategic plans that enhance teaching and learning, aligning curriculum, resources and assessment, and using various forms of assessment to measure student performance; and
- advocating, nurturing and sustaining a campus culture and instructional program conducive to student learning and staff growth.

Entities must assess candidates' knowledge of content, professional development and professional ethics (from the Code of Ethics and Standard Practices for Texas Educators) to determine if a candidate is ready to take the Examination for Certification of Educators in Texas (ExCET). No exter-

nal validation that courses and assessments meet standards is required, but leadership programs must continually assess candidates. Entities must regularly evaluate the design and delivery of their curriculum. Evaluation is based on performance data, research-based practices, the results of internal and external assessments, and observations and results from the candidates' induction period. Candidates' scores on the ExCET, beginning educator performance on the first-year appraisal and performance on the job the second year are some of the indicators for program accreditation by the State Board for Educator Certification (SBEC). The SBEC oversees educator preparation, assessment and accountability, and certification.

Practice-based Preparation Requirements

Texas requires administrator preparation programs to provide a “structured, field-based practicum with experiences at diverse types of campuses.” The field experience must focus on actual experiences with each of the *Standards for the Principal Certificate*. Candidates must demonstrate proficiency in each of the standards. The SBEC allows programs to design the structure of these internships and requires that the experiences be ongoing throughout the program of study, relevant to the certificate and field-based. The primary goal is for candidates to perform professional educator activities while having ongoing and relevant interactions with students, teachers and preparation program faculty in a school setting. Texas requires entities to provide evidence of these experiences in a variety of settings with diverse student populations.

Professional Licensure

Texas has a one-tier licensure system, the Standard Principal Certificate, for all grades. To receive this professional certificate, a candidate must complete an approved preparation program for administrators, obtain a recommendation, score 240 or above on the ExCET, hold a master's degree from a university, and work two years as a classroom teacher. The ExCET is a multiple-choice test that measures what a principal should know to be successful in Texas.

Upon being employed, principals and assistant principals must participate in a minimum one-year induction period. This induction period includes mentoring support and is a structured, systemic process to help principals develop skills to guide the daily operation of a school, adjust to the culture of a school district and develop personal awareness in the campus administrator role. During this period, a principal selects and undergoes a principal assessment. This 30-day assessment process is

a series of job-related activities that require the principal to demonstrate the *Standards for the Principal Certificate*. The process includes a structured self assessment and on-the-job experience. Based on the assessment results, each principal develops a professional growth plan directly related to the *Standards for the Principal Certificate*, which prioritizes professional growth needs. The results of the assessment and the professional plan are for growth purposes only.

The Standard Principal Certificate is renewable every five years. To renew, principals must complete a follow-up assessment in the first year of a five-year cycle, develop a professional growth plan based on assessment results and related to the *Standards for Principal Certificate*, and complete 200 clock hours of continuing professional education relevant to the role of principal every five years. At least 80 percent of these hours must directly relate to and focus on standards required for renewal. Acceptable activities include workshops, seminars, in-service courses and undergraduate courses.

Alternative Certification

Texas offers alternative licensure routes for administrator preparation beyond the university, even though no alternative certificate exists. **Texas Code allows universities, regional education service centers, public school districts or other entities to develop administrator preparation programs based on state guidelines.** These programs are customized to candidates' needs; programs may allow candidates to substitute experience and professional training directly related to the state standards for some of the preparation requirements. Leadership skills and a record of increasing student achievement are not required for admission.

Academy for Low-performing Schools

There is no state leadership academy to serve teams from low-performing schools. No state-level academy exists, but efforts take place on the local level with local districts, the state's 20 Educational Service Centers and the Texas Education Agency providing technical assistance to low-performing schools. Due to the number of principals (7,000) and school districts in Texas, the state encourages local support and use of service centers and state resources to assist low-performing schools.

Virginia

Selecting School Leaders

Virginia does not have a statewide system for tapping aspiring leaders. The state's rules (*Regulations Governing Approved Programs for Virginia Institutions of Higher Education*), effective July 1, 2002, require that all professional education programs identify and select candidates who demonstrate both potential for and interest in school leadership. These regulations also require that local school professionals collaborate to identify and prepare school leaders who can meet local needs. Currently, individuals self-select into leadership preparation programs without being screened for leadership traits and abilities or professional experiences that might predict potential for success. Higher education institutions decide who enters the candidate pool.

Standards for Preparing School Leaders

Virginia requires leadership preparation programs to use both state and the Interstate School Leaders Licensure Consortium (ISLLC) standards to benchmark and design programs. Six competencies and their related indicators govern the design of administration and supervision programs, licensure and professional development. The six competencies, detailed in the *Virginia Licensure Regulations for School Personnel*, include knowledge and understanding of:

- student growth and development;
- systems and organizations;
- theories, models and principles of organizational development;
- the conditions and dynamics of a diverse school community;
- the purpose of education and its role in modern society; and
- principles of representative governance that are the foundation for American school systems.

The competencies do not directly focus on curriculum and instruction, but they are based on ISLLC standards. Virginia does not externally validate that courses and assessments meet standards, and no measurement of graduates' on-the-job performance is required.

Practice-based Preparation Requirements

Virginia requires programs to provide courses and experiences that enable candidates to meet the six compe-

tencies, but **the state does not require programs to institute stand-alone internships. The optional internship requirement may be satisfied by one year on the job or by taking a standardized licensure examination.**

Professional Licensure

Virginia has a one-tier licensure system, the Administration and Supervision PreK-12 License for Principals, all grades. To receive this license, a candidate must:

- possess a master's degree from an accredited college;
- successfully complete three years as a classroom teacher in an accredited school;
- complete an approved administration and supervision program that requires the candidate to demonstrate the six competencies; and
- complete a full-time internship through a preparation program **or** complete one year as a principal in an accredited school (under a provisional endorsement) **or** take the School Leaders Licensure Assessment, for which Virginia presently has no performance cut-off score.

Virginia does not require evidence of improved school practices and student achievement for professional licensure or renewal. License renewal involves 180 professional development points/hours, or six semester hours, within a five-year period based on an individualized professional development plan and the employing district/agency's staff development priorities. Regulations govern the structure and content of professional development activities.

Alternative Certification

Virginia offers no established alternative licensure routes. Even a teacher who possesses the required experience, a master's degree in an education field and proven ability to improve student achievement cannot obtain initial certification in Virginia without first completing an approved program.

Academy for Low-performing Schools

Virginia has no state leadership academy with a mission to serve teams from low-performing schools. The state does have Regional Best Practice Centers that help schools meet the *Virginia Standards of Learning* and *Standards of Accreditation*. These centers provide services to schools designated as low-performing for two consecutive years.

West Virginia

Selecting School Leaders

West Virginia has no state system for tapping new leaders. The state requires administrator preparation programs to establish admissions, retention and exit criteria, but no structure is specified. Programs can customize to an individual's experience and prior education.

Standards for Preparing School Leaders

West Virginia's proficiencies (*Qualities, Proficiencies, and Leadership Skills for Principals*) are the basis of all principal preparation, certification and professional development, including the curriculum for the principals' academy. These standards and their related indicators are fully aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards and require that principals attain the following skills:

- the ability to develop, articulate and implement a vision and goals that are shared and supported by the school community;
- the ability to advocate, nurture and sustain a school culture and instructional program that is conducive to student learning and staff professional development;
- the ability to manage the organization, operations and resources for a safe, efficient and effective learning environment;
- the ability to collaborate with families and community members, respond to diverse community needs and mobilize community resources;
- the ability to act ethically with integrity and fairness;
- the ability to understand, respond to and influence the larger political, social, economic, cultural and legal context of the school.

West Virginia provides a very structured framework to guide the development, implementation and approval of administrator preparation programs and to ensure consistent candidates. Starting in 2000-2001, each higher education institution initiated performance-based assessments of candidates, graduates and programs. Assessment criteria included knowledge and performance in content specialization, knowledge and application of technology, and graduate performance during the first year of employment. Even with these requirements, West Virginia still does not externally validate that courses and assessments meet standards.

Practice-based Preparation Requirements

West Virginia requires programs to provide field experiences that prepare potential administrators to integrate pedagogy and content knowledge effectively. (Field experiences have to be linked to course content.) The state requires programs to assess performance based on the state administrator standards and to collaborate with school administrators and teacher education faculty to develop proficiency levels. Performance assessments must be administered by a local team and show that the candidate meets the established proficiency level. No structure for ongoing, integrated field experiences is provided beyond these guidelines. State and National Council for Accreditation of Teacher Education (NCATE) guidelines govern internships for NCATE-accredited programs.

Professional Licensure

West Virginia has a two-tier licensure system for school leaders — the **Provisional Professional Administrative Certificate** and the **Permanent Professional Administrative Certificate** for principals K-8 or 5-12.

To obtain a Provisional Professional Certificate, a candidate must:

- have a minimum grade point average of 2.5 for all coursework and fulfill general licensure requirements;
- possess a master's degree from an accredited institution;
- have three years of “work experience in which an individual's assignment in the organization is designated as a position of authority with responsibility for regulating the relationships between and among people;”
- train in evaluation skills offered through the Center for Professional Development or complete equivalent training approved by the state board;
- complete an approved program leading to administrative certification through either a state-approved or out-of-state program; and
- score 570 or higher on the Praxis II, Educational Leadership: Administration and Supervision.

The Provisional Professional Administrative Certificate is renewable upon either 1) completing six semester hours of coursework related to public school programs, 2) earning a master's degree or 3) reaching the age of 60. All must be accompanied by district superintendent recommendation.

After two years as a principal or other specialization endorsed on the certificate, candidates may convert the certificate to a Permanent Professional Administrative

Certificate. To obtain the permanent certificate, candidates must:

- **either** complete six hours of renewal credit related to the public school program **or** possess MA + 30 Salary Classification (a minimum of a master's degree plus 30 years of teaching/administrative experience);
- complete two years in any one specialization or a combination of specializations reflected on the Professional Administrative Certificate, one year of which must be completed in West Virginia; and
- obtain a recommendation from the superintendent.

The Permanent Professional Administrative Certificate is valid for life.

Principals must complete a beginning principal internship during their first year of employment, but this internship falls under performance evaluation policies rather than certification policies. The internship includes a mentorship and orientation programs, and it is documented in the principal's performance evaluation.

Though West Virginia does not require professional development for certificate renewal, it does require all principals to complete the West Virginia Principal's Academy (sponsored by the West Virginia Center for Professional Development) at least once every six years. Principals who fail to complete the Principal's Academy or to obtain a waiver are not eligible for re-employment.

Alternative Certification

West Virginia offers no true alternative certificate, but it does have an alternative route beyond the university. The Center for Professional Development, which houses the West Virginia Principal's Academy, can work with institutions or with the state department of education to establish credit for professional development courses to add endorsements to an existing teacher license. This recent legislative policy allows a teacher's work with the principal's academy to count toward administrator endorsement.

Academy for Low-performing Schools

West Virginia does not mandate academies to work with teams from low-performing schools. The Principal's Academy, according to legislative policy, must work with principals of schools designated probationary or seriously impaired. Other informal efforts exist to work with low-performing schools. For example, the teacher's academy brings principals and teachers from low-performing schools together for technical assistance. Other efforts include on-site liaisons and ongoing staff development.

Southern Regional Education Board Goals for Education

1. All children are ready for the first grade.
2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.
3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.
4. All young adults have a high school diploma, or, if not, pass the GED tests.
5. All recent high school graduates have solid academic preparation and are ready for postsecondary education and a career.
6. Adults who are not high school graduates participate in literacy and job-skills training and further education.
7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.
8. Every school has higher student performance and meets state academic standards for all students each year.
9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.
10. Every student is taught by qualified teachers.
11. The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.
12. The state places a high priority on an education system of schools, colleges and universities that is accountable.

SREB State Leadership Academy Network for Schools Just above the Lowest-performing Schools¹

Goal: The goal of the State Leadership Academy Network is to help states design academy programs for school leadership teams from schools that in current state accountability programs are neither “bad enough” to get intensive, focused help nor “good enough” to help students who are counting on them ... or should be. The intent is to prepare a team composed of current and aspiring principals and teacher leaders to work together to apply research-based knowledge to improve curriculum and instructional practices and student achievement.

Conditions for Designing a State Academy for Schools Just Above the Lowest-performing Schools

- Enroll teams from school sites just above those schools identified as low-performing. Teams should be composed of current school leaders, future leaders, teacher leaders and at least one district office representative.
- Work with SREB to design and develop curriculum modules that engage and prepare current and emerging leadership teams in applying research-based knowledge and processes to real problems that are creating barriers to comprehensive school improvement in their schools.
- Support school districts in identifying potential leaders with demonstrated leadership ability, knowledge of curriculum and instruction, and a proven record of high performance.
- Recruit instructors to serve as teachers and coaches who have knowledge about what it takes to transform low-performing schools and who can help schools apply research-based knowledge to improve school and classroom practices.
- Work with universities or state agencies to offer academy-based leadership programs that count toward professional leadership certification and/or renewal.
- Conduct school-based research to determine if the academy program is producing leaders who are improving student achievement.
- Work with networks of school-site leadership development teams in ways that allow them to learn from one another.
- Create an advisory board that meets frequently and includes state educational leaders involved in comprehensive school improvement, business leaders, and successful school and system leaders who have made significant gains in student achievement.

¹Lowest-performing schools are defined as those schools that, under state accountability systems, have been targeted to receive special services.

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