

NATIONAL CONFERENCE of STATE LEGISLATURES

The Forum for America's Ideas

Strong Leaders Strong Schools

2007 State Laws



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By
Sara Vitaska



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of STATE LEGISLATURES
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PREFACE AND ACKNOWLEDGMENTS

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INTRODUCTION

Under the federal No Child Left Behind law and similarly demanding state requirements, school leaders (principals and superintendents) are under increased public pressure to turn around low-performing schools and significantly improve student achievement. Landmark research commissioned by The Wallace Foundation tells us that leadership is second only to classroom instruction among all school-related factors that contribute to student learning, especially in high-need schools. More than ever, states need to develop and implement comprehensive strategies to ensure that today's leaders have the skills, knowledge and support required to guide the transformation of schools to meet higher standards and new requirements for progress.

Lawmakers have responded by crafting legislation and policy to recruit, prepare and support high-quality school leaders. At least 25 states enacted 42 laws to support school leader initiatives during the 2007 legislative sessions. The laws address:

- Roles, responsibilities and authority;
- Statewide leadership standards;
- Preparation and program accreditation;
- Mentoring and induction;
- Licensure and certification;
- Professional development;
- Assessing leader effectiveness;
- Compensation and incentives; and
- Governance structures issues.



ROLES, RESPONSIBILITIES AND AUTHORITY

The role of the school leader has changed vastly over the last decade. In addition to performing customary administrative and managerial duties such as budget oversight, operations and discipline, school leaders are taking on additional responsibilities as fundraisers, consensus builders, data analysts, negotiators, instructional leaders and public relations specialists. As school leaders are increasingly being held accountable for student academic success, they are seeking greater autonomy over budgets, hiring and instruction.

Colorado, Georgia, New York, North Dakota, Oregon, Tennessee, Texas and Washington passed legislation clarifying the roles, responsibilities and authority of school leaders.

- Colorado and North Dakota set forth specific qualifications for chief state school officers.
- Georgia authorized employment of school administrative managers (SAMs) to conduct the financial and business affairs of a school. These SAMs are not required to be certified by the professional standards commission, but must meet local school board qualifications. The principal retains authority over curriculum and instruction, and the school administrative manager reports directly to the principal.
- New York legislation directs the regents to establish a distinguished educator program to recognize education leaders who have agreed to help improve the performance of low-performing school districts.
- Oregon legislation defines administrators and outlines specific contract conditions.

- Tennessee legislation requires principals to prepare an annual budget for their school and submit it to the director of schools. Upon approval, principals will be granted authority over the cost of operation of their school. The law also gives principals greater authority over administrative personnel staffing decisions.
- Texas legislation sets forth specific powers and duties of the boards of trustees and superintendents.
- In Washington, the Legislature authorized the Office of the Superintendent of Public Instruction to establish a longitudinal student data system for and on behalf of school districts in the state. The system will help direct research into programs and interventions that are most effective in improving student performance, give a better understanding of the state's public educator workforce, and provide information about areas within the educational system that need improvement.

STATEWIDE LEADERSHIP STANDARDS

Statewide leadership standards lay the foundation for administrator preparation programs, licensure, mentoring and induction programs, evaluation, and ongoing professional development and support. More than 40 states have adopted standards for school leaders that were established by the Interstate School Leaders Licensure Consortium (ISLLC) in 1996. In December 2007, the standards were revised and renamed the Education Leadership Policy Standards. Several states are re-examining their statewide leadership standards and aligning them to elements in a school leader's career continuum as described above.

- Iowa legislation requires the state Board of Education to adopt statewide standards for school administrators that include knowledge and skill criteria. Based on the standards, the board is

to develop mentoring and induction programs, evaluation processes, and professional development plans.

PREPARATION AND PROGRAM ACCREDITATION

Intense scrutiny from policymakers, teachers, administrators and others has encouraged states to reassess their administrator preparation programs. Several colleges and universities are redesigning their administrator preparation programs to reflect statewide leadership standards, incorporate effective leadership practices and real-world problems, emphasize instructional leadership, integrate theory and practice, provide authentic school-based experiences, and create partnerships between universities and school districts. At the same time, some states, large urban districts, and national organizations have created their own training programs.

North Carolina, Illinois, Virginia and Washington passed legislation to better prepare high-quality school leaders.

- The North Carolina General Assembly passed legislation that requires the state Board of Education to adopt new standards for school administrator preparation programs. The standards include demonstrating evidence of a high level of institutional commitment; dedicating resources for administrator preparation program improvements and redesign; using cross-functional work teams to determine a common curriculum framework and design and periodically update specific standards; and creating authentic partnerships between and among university faculty and local school districts. It also requires a year-long internship and portfolios that demonstrate emerging leaders are applying their training to actual school needs and challenges.

- The Illinois General Assembly passed a resolution that directs the state Board of Education, the Board of Higher Education and the Office of the Governor to jointly appoint a task force to recommend a sequence of strategic steps based on, but not limited to, the measures detailed in the 2006 report, *School Leader Preparation: Blueprint for Change*, commissioned by the Board of Higher Education, to implement improvements in school leadership preparation in the state.
- A Virginia resolution requests the Board of Education to establish and regularly convene a Commonwealth education roundtable to facilitate implementation and continue efforts to improve and sustain high-quality education leadership. Among other duties, the roundtable will monitor implementation of current proposed revisions to principal licensure and preparation program regulations; continue to review and evaluate policy; communicate regularly with the Board of Education about relevant findings, with recommendations for any regulatory action; and provide a forum for education leaders to report the challenges and effects of their work.
- Washington legislation establishes a public-private partnership to develop, pilot and implement the Washington State Leadership Academy to enhance leadership skills of school and district administrators.

MENTORING AND INDUCTION

Aspiring school leaders have lacked practical experience and support from trained veteran leaders who have successfully navigated the job's demands and expectations. In response, about half the states have created mentoring and induction programs to support new principals and administrators during their first few years on the job.

Missouri, Oregon and Pennsylvania created or modified mentoring and/or induction programs for beginning administrators.

- Missouri legislation requires the Department of Elementary and Secondary Education to develop standards for high-quality mentoring for beginning teachers and principals.
- Oregon modified its beginning teacher and administrator mentoring program. The law clarifies program eligibility, specifies training for mentors, and caps the total money available for evaluating the program.
- Pennsylvania legislation requires all beginning principals, vice principals and assistant principals to complete an induction program designed by the Department of Education. Participants must attend more than 36 hours of induction during any one school year or a total of 180 hours over the course of the program. Participation hours in the induction program will be applied toward meeting the certificate holder's continuing professional development education requirements.



LICENSURE AND CERTIFICATION

The state's authority to license school leaders can be an effective tool for ensuring that schools have high-quality leaders. Licensure requirements historically have focused on the number of courses taken and previous experience as a teacher rather than on performance as a school leader. States are

attempting to move toward a performance-based system by creating standards and requiring administrators to demonstrate knowledge and skills in order to be licensed or renew licenses.

Several states are implementing a tiered or advanced licensing structure under which principal and superintendent candidates receive a provisional license upon completion of an approved preparation program; a permanent license is granted after completion of an induction or mentoring program. Some states are considering alternative pathways to certify principals and superintendents whose backgrounds are in areas other than education. These candidates usually have experience in leading change and problem solving.

New Mexico and Oklahoma passed legislation to modify or establish licensure and certification.

- New Mexico legislation allows school counselors to apply for administrative licenses if they have been a counselor for a certain number of years, have satisfactorily completed department-approved courses in administration and a department-approved administration apprenticeship program, and demonstrate instructional leader competencies.
- A New Mexico resolution requests that the Public Education Department undertake a study of the possible benefits of establishing an alternative pathway to licensure for school administrators.
- Oklahoma legislation modifies requirements for certification as a school principal by adding building-level leadership skills to the education administration curriculum.
- Oklahoma legislation also establishes school superintendent certification requirements that include becoming a certified school principal, completing a program in education administration with an emphasis on district-level leadership skills, passing the subject area competency exam, and having a minimum of two years of adminis-

trative experience in an accredited public or private school.

PROFESSIONAL DEVELOPMENT

Professional development has been at the core of policy discussions around ensuring that school leaders possess a broad range of knowledge and skills to be effective in today's complex school environment. About half the states have minimum professional development requirements for administrator license or license renewal. Ongoing high-quality professional development and support strengthens a school leader's capacity to improve instruction, create a school culture of shared leadership, and establish high expectations for all students.

Arkansas, Indiana, Iowa, New Jersey and Tennessee passed legislation to provide training and professional development to commission members, school board members and administrators.

- Arkansas enacted legislation to provide training in research-based strategies to close the achievement gap for members of the Commission on Closing the Achievement Gap in Arkansas.
- The Indiana General Assembly encourages the Department of Education to pursue federal grant opportunities to increase the awareness and availability of, and participation in, advanced placement and examination programs for low-income students. It provides administrators, including principals and counselors, with professional development that enables them to create strong, effective advanced placement programs in their schools.
- Iowa legislation establishes the Administrator Quality Program, which includes mentoring, evaluation and professional development designed to directly support best practices for leadership. Each district must provide individual career development plans for administrators.



- New Jersey legislation requires the state School Boards Association, in collaboration with the New Jersey Association of School Administrators, the New Jersey Principals and Supervisors Association and the Department of Education, to prepare and offer to each newly elected or appointed board member a training program that focuses on the skills and knowledge needed to serve as a local school board member.
- Legislation in New Jersey also requires school leaders to complete training on issues of school ethics, school law and school governance as part of the professional development required by the state Board of Education. The training is to be offered through a collaborative training model identified by the commissioner of education, in consultation with the state advisory committee on professional development for school leaders.
- To create and expand accountability provisions, Tennessee legislation includes principal professional development in local education agencies' annual school improvement plans.

ASSESSING LEADER EFFECTIVENESS

States are strengthening their efforts to effectively evaluate school leaders and are using assessments as a lever to improve preparation programs and ongoing professional development and support. Several states now require evaluation for successful completion from administrator preparation programs, licensure and certification, and mentoring and induction programs. In addition, several states have aligned their evaluation tools to their leadership standards.

Iowa, New Mexico and New York passed legislation to assess leader effectiveness.

- Iowa legislation requires each school board to provide annual evaluations to assess administrators against the Iowa standards for school administrators. Local school boards may establish additional evaluation procedures.
- New Mexico requires that a uniform standard of evaluation be implemented by the beginning of the 2008-2009 school year.
- The New York General Assembly directs the commissioner of education to develop a school leadership report card and a separate school progress report card to help boards of education, the state and the public assess school leader performance.

COMPENSATION AND INCENTIVES

To attract and retain exemplary school leaders, particularly in hard to staff schools, several states are reexamining how they compensate principals.

Arkansas and Florida established alternative pay programs, and New Mexico increased the minimum salary for principals.

- Arkansas established the Arkansas Alternative Pay Program Act, which addresses compensation and advancement for certified or classified school employees. It also addresses other issues related to increasing student achievement, attracting highly qualified teachers, or providing professional development that exceeds state minimum requirements.
- The Florida Legislature created the Merit Award Program, a voluntary performance pay program for instructional personnel and school-based administrators.

- Under New Mexico legislation, the minimum salaries of school principals and assistant principals will be recalculated.

GOVERNANCE STRUCTURES

As policymakers examine ways to attract and retain exemplary school leaders, they also are examining the governance structures of K-12 schools to determine how to most effectively increase student achievement. In many states, local school boards and superintendents make most decisions for the students within their system. Due to an increase in the level of state education funding and an increase in school expectations, however, states are holding school districts more accountable for student progress.

Arkansas, Maine, Michigan, Mississippi, New Jersey, North Carolina and North Dakota passed legislation relating to governance structures.

- Legislation in Arkansas clarifies the membership requirements for the state Board of Education.
- Maine expands the membership of the state Board of Education to include one student member.
- Legislation in Michigan requires that the Detroit School Board elect its officers in January, following board member elections.
- Mississippi legislation allows the state Board of Education to abolish and assume control of a school district.
- New Jersey legislation reconfigures the office of the county superintendent of schools. The position, now called the executive county superintendent of schools, is a gubernatorial appointment for an initial three-year term. The duties of the office also changed.

- Legislation in North Carolina repeals the ability of the state Board of Education to remove local school board members.
- North Dakota requires that a proportion of school board members in rural districts must live in the district.

Note: We have included in this report a select number of enacted governance bills that relate to the broader education leadership initiative. A comprehensive list of 2007 K-12 governance enactments is available at NCSL's Education Bill Tracking Database (www.ncsl.org/programs/educ/educ_leg.cfm).

APPENDIX — BILL SUMMARIES

Links to legislation in this report can be accessed via NCSL's Education Bill Tracking Database at www.ncsl.org/programs/educ/educ_leg.cfm.

ALABAMA

HB 669 relates to the employment of probationary and contract principals. It allows the chief executive officer to make recommendations to the employing board about employment of probationary principals. The chief executive officer must make a written recommendation to the employing board regarding continued employment of principals. If the officer fails to make such a recommendation, this does not penalize the principal.

ARKANSAS

HB 1563 clarifies membership requirements for the state Board of Education.

HB 2514 allows the Commission on Closing the Achievement Gap in Arkansas to provide training in research-based strategies to close the achievement gap for commission members who now can serve for no more than four years and may miss only one meeting.

SB 54 establishes the Arkansas Alternative Pay Programs Act, which relates to a salary amount that is part of a certified or classified school employee's total compensation for additional responsibilities, mastery of new knowledge and skills, advanced career opportunities, increased student achievement, or professional development exceeding state minimums. A public school district can offer or participate in an alternative pay program if employees meet specific criteria. The Arkansas Department of Education is to promulgate the rules necessary to implement this act.

SB 953 requires each school district and education service cooperative to establish in its personnel policies guidelines a provision that an administrator or an employee of a public school district must use personal leave or leave without pay when away from the school premises for reasons other than at-

tendance at school functions that occur away from school premises. "School functions" mean athletic or academic events related to a public school district and meetings and conferences related to education.

COLORADO

SB 20 provides qualifications, performance review criteria and tenure for the commissioner of education. The person appointed to the office of commissioner by the state board shall, at a minimum, demonstrate personal and professional leadership success, preferably in the administration of public education, and possess an advanced degree, preferably in education or educational administration, awarded from a regionally or nationally accredited college or university. The state Board of Education is to annually review and evaluate the commissioner's job performance and report to the public and education committees of the House of Representatives and the Senate.

FLORIDA

SB 1226 creates the Merit Award Program, a voluntary performance pay program for school principals, school directors, assistant principals and career center directors. School districts must adopt plans that would designate the outstanding performers, who would receive a merit-based pay supplement of at least 5 percent, but no more than 10 percent, of the district's average teacher's salary. School districts would determine eligibility for the merit-based pay supplement based upon student academic proficiency, learning gains or both, as measured by statewide standardized assessments and local district-determined assessments and other performance factors. At least 60 percent of the overall personnel evaluation must relate to student performance and up to 40 percent must relate to professional practices. The bill sets forth the components of plans, allows participation by charter schools,

provides for an annual compliance review by the commissioner of education, and requires status reports to the Legislature and the governor on pay plan implementation.

GEORGIA

SB 72 authorizes employment of administrative managers (SAMS) to conduct a school's financial and business affairs. SAMs are not required to hold a Professional Standards Commission certificate, but must meet qualifications set by the local board, with a minimum requirement of a bachelor's degree. The principal will retain authority over curriculum and instruction. The SAM will report directly to the principal. Existing employees of the local school board will be eligible to serve as school administrative managers if they meet other qualifications and requirements established by the local school board for the position.

IDAHO

SB 1231 appropriates \$26,149,000 to the superintendent of public instruction/state Department of Education for FY 2008 and limits to 129 the number of full-time equivalent positions. It also directs distribution of funding for employee compensation and allocation of salary savings. The law appropriates an additional \$321,000 to the superintendent of public instruction/state Department of Education for FY 2007.

ILLINOIS

HJR 66 resolves that the state Board of Education, the Board of Higher Education, and the Office of the Governor are to jointly appoint a task force to recommend steps based on, but not limited to, the measures detailed in "Blueprint for Change" to implement improvements in state school leadership preparation.

The task force is to include representatives from a statewide organization representing principals, an association representing Chicago public school principals, a statewide organization representing education leadership faculty, a statewide organiza-

tion representing private college and university education deans, a statewide organization representing public university education deans, statewide organizations representing teachers, a statewide organization representing superintendents, a statewide organization representing school board members, the state Board of Education, the Board of Higher Education and other appropriate stakeholders. The chairperson and the task force are to designate staff from the appropriate state agencies or educational organizations who have expertise in school leadership preparation.

The task force is to file a report of its findings with the General Assembly, the Office of the Governor, the state Board of Education, and the Board of Higher Education on or before Feb. 1, 2008. Copies of the resolution are to be delivered to the state Board of Education, the Board of Higher Education and the governor.

INDIANA

HB 1300 encourages the Department of Education to pursue federal grants to increase the awareness and availability of, and participation in, advanced placement and examination programs for low-income students. It provides administrators, including principals and counselors, with professional development that enables them to create strong, effective advanced placement programs in their respective schools. The law gives priority to schools that serve a high concentration of low-income students.

IOWA

SF 277 establishes the Administrator Quality Program and requires the state Board of Education to adopt statewide standards for school administrators. During the 2006 legislative session, the General Assembly established the Beginning Administrator Mentoring Program. That now is a component of the new Administrator Quality Program established under the act.

Besides mentoring, program components include professional development designed to directly sup-

port best practices for leadership and evaluation of administrators against Iowa standards for school administrators, which the director of the state Department of Education will develop and the state board will adopt. The standards are to include knowledge and skill criteria. Based on the standards, the board is to develop mentoring and induction, evaluation processes, and professional development plans.

Under current code, a beginning administrator is comprehensively evaluated at the end of the first year. Under the act, if the administrator demonstrates competence, the employer must recommend the administrator for a standard license. A beginning administrator who fails to demonstrate competence at the end of the first year may be allowed a second year and given a one-year extension of the initial license.

The act requires each school board, by July 1, 2008, to provide annual evaluations that assess administrators against the Iowa standards for school administrators and the criteria for the standards developed by the state Department of Education. A local school board may establish additional evaluation and grievance procedures. School districts also must adopt individual career development plans for administrators and an administrator evaluation plan. Each school district must provide professional growth programs for school district administrators.

Each administrator must develop an individual career development plan. The administrator's evaluator and the administrator must meet annually to review progress in meeting the plan. A school district will review an administrator's performance annually to help him or her make continuous improvement, document continued competence in the Iowa standards for school administrators, or determine whether the administrator's practice meets school district expectations.

MAINE

LD 151 expands the membership of the state Board of Education to include one student. Beginning Feb. 1, 2008, the state board will consist of nine

members, all of whom are appointed by the governor and subject to confirmation by the Legislature.

LD 1694 establishes the Town Academy Advisory Council in the Department of Education. Council members are unpaid gubernatorial appointees who represent heads and trustees of town academies and public school superintendents. The council is required to advise the commissioner of education on the needs of town academies and facilitate communication among the academies, the department and school superintendents.

MICHIGAN

HB 4661 requires the Detroit school board to elect its officers during January following the election of board members.

MISSISSIPPI

SB 2960 clarifies that the state Board of Education may abolish and assume control of a school district.

MISSOURI

SB 64 requires the Department of Elementary and Secondary Education to develop, no later than June 30, 2008, standards for high-quality mentoring for beginning teachers and beginning principals. The standards apply to all public schools and ensure that the required district mentoring programs meet common objectives. Standards are to be established for both the required years of mentoring under subsection 3 of 168.021, RSMo, and are to be based upon, but not limited to, the following principles:

- Every district is to have a teacher-driven mentor program in collaboration with and support of the administration;
- Guidance and support are required for all beginning teachers, regardless of when they enter the profession;
- Communication between mentors and beginning teachers is to be open and confidential;
- Quality mentors are necessary to establish beginning teachers' trust and respect for their colleagues and profession; and

- All staff members are to provide informal support for beginning teachers.

Quality mentor programs are to include, but not be limited to, the following:

- An introduction to the cultural environment of the community and the school district;
- A systemic and ongoing evaluation by all stakeholders;
- An individualized plan for beginning teachers that aligns with the district's goals and needs;
- Appropriate criteria for selecting mentors;
- Comprehensive mentor training;
- A complete list of responsibilities for the mentor, beginning teacher and administrators; and
- Sufficient time for mentors to observe beginning teachers and for beginning teachers to observe master teachers, structured to provide multiple opportunities over time and to minimize the need to require substitute teachers to facilitate observation.

In developing such standards, the department is to involve Missouri-certified teachers, administrators and others.

NEW JERSEY

AB 4 reconfigures the office of the county superintendent of schools by:

- Re-naming the position the executive county superintendent of schools;
- Making the position a gubernatorial appointment, with Senate advice and consent, for an initial three-year term with re-appointment contingent upon a satisfactory performance assessment; and
- Revising the duties of the office.

In addition to assuming the current duties of the county superintendent, the executive county superintendent of schools also will:

- Promote administrative and operational efficiencies and cost savings within school districts;
- Recommend consolidation of certain districts' administrative services;

- Eliminate districts that do not operate schools, if appropriate;
- Develop a plan to consolidate school districts in the county and require affected districts to hold a referendum on the plan;
- Promote coordination and regionalization of public and nonpublic pupil transportation services, cooperative textbook purchase and other instructional materials; and
- Monitor the need for and delivery of services to special education students.

The act also requires the executive county superintendent to review all school district budgets and allows him or her to disapprove a portion of the school district's proposed budget if the district has not efficiently administered district operations or if the budget includes excessive non-instructional expenses. Under the act, local school districts can apply to the executive county superintendent of schools to have the office of the superintendent resume certain services including, but not limited to, transportation, personnel, purchasing, payroll and accounting.

AB 5 defines a school leader as a school district staff member who holds a position that requires the endorsement by a chief school administrator, principal or supervisor. It requires school leaders to complete training on school ethics, school law and school governance as part of the professional development required by state Board of Education regulations. The training is to be offered through a collaborative training model identified by the commissioner of education, in consultation with the State Advisory Committee on Professional Development for School Leaders.

The law allows various school district accountability measures. It adds to the current statute that the New Jersey Association of School Administrators, the New Jersey Principals and Supervisors Association, and the Department of Education must join the New Jersey School Boards Association to prepare and offer a training program to each newly

elected or appointed board member. During their first term, board members must complete the training, which focuses on the skills and knowledge necessary to serve as a local school board member.

The training is to include information regarding the school district monitoring system established pursuant to P.L. 2005, c.235, the New Jersey Quality Single Accountability Continuum, and the five key components of school district effectiveness upon which school districts are evaluated under the key monitoring system: instruction and program; personnel; fiscal management; operations; and governance. Board members are to complete a training program on school district governance in each of the subsequent two years of their first term. Within one year after each re-election or re-appointment to the Board of Education, board members must complete an advanced training program to be prepared and offered by the New Jersey School Boards Association, that will include information about relevant changes to New Jersey school law and other information deemed appropriate to enable the board member to serve more effectively. The bill also requires the New Jersey School Boards Association to examine options for providing training programs to school board members through alternative methods such as on-line or other distance learning media regional training.

NEW MEXICO

HB 1090 allows school counselors to apply for 3-B administrative licenses if they have been a level 3-A counselor for a certain number of years, have satisfactorily completed department-approved courses in administration and a department-approved administration apprenticeship program, and demonstrate their competence as instructional leaders.

HB 35 changes the calculation for minimum salaries of school principals and assistant school principals. Beginning with the 2007-2008 school year, the minimum annual salary for a level 3-B school principal or assistant principal is \$50,000, multiplied by the applicable responsibility factor. Responsibility factor value is 1.20 for an elementary

school principal, 1.40 for a middle school or junior high school principal, 1.60 for a high school principal, 1.10 for an assistant elementary school principal, 1.15 for an assistant middle school or assistant junior high school principal and 1.25 for an assistant high school principal.

Minimum salaries are:

Elementary School Principal	\$60,000
Middle School Principal	\$70,000
High School Principal	\$80,000
Elementary School Assistant	\$55,000
Middle School Assistant	\$57,500
High School Assistant	\$62,500

By the beginning of the 2008-2009 school year, the Department of Public Education is to adopt highly objective uniform statewide evaluation standards. For level 3-B school principals and assistant principals, the standards include a data source linked to student achievement and an educational plan for student success. Rules to implement the evaluation system are to be linked to the level of responsibility at each school level.

SJM 15 requests that the Public Education Department study whether an alternative pathway to licensure should be created in New Mexico for school administrators and to develop a model or models for alternative level 3-B licensure. The department is to provide a written report of its findings and recommendations to establish such an alternative pathway to licensure to the Legislative Education Study Committee no later than Nov. 1, 2007.

NEW YORK

Under SB 2107, regents are to establish a distinguished educator program that recognizes education leaders who have helped improve the performance of low-performing school districts. Building principals, superintendents of schools and teachers—including retirees and current employees of school districts under whose leadership schools have demonstrated consistent growth in academic performance and other individuals who have demonstrated educational expertise, including superior

performance in the classroom—are eligible for designation by the regents as distinguished educators. Individuals employed by for-profit entities are not eligible for such recognition.

The commissioner is to develop a school leadership report card and a separate school progress report card to help boards of education, the state and the public assess the performance of school leaders, including superintendents of schools and building principals and the schools they lead. The report cards are to include an assessment of the school's progress in achieving standards of excellence, including, but not limited to, parent involvement, curriculum, teacher quality and accountability measures. The commissioner will promulgate regulations to require the trustees or boards of education of every common, union free, central, central high school and city school district and the chancellor of a city school district in a city of 1 million or more to attach copies of such report cards to the statement of estimated expenditures where applicable, and to otherwise make the report cards publicly available.

NORTH CAROLINA

HB 349 repeals the ability of the state Board of Education to remove local school board members.

HB 536 requires that the state Board of Education adopt new standards by July 1, 2008, for school administrator preparation programs. The new standards shall:

- Be aligned with the revised standards for the evaluation of school executives and specifically address the use of the results of the Teacher Working Conditions Survey.
- Require evidence of a high level of institutional commitment, including dedicated resources, for administrator preparation program improvements and redesign.
- Require the use of work teams to determine a common curriculum framework that is designed to align with defined standards, includes rigorous core courses, and will produce admin-

istrators who meet the defined standards. The cross-functional work teams are to include school-based personnel, faculty from schools of education and other disciplines from institutions of higher education, and representatives of state agencies.

- Use cross-functional work teams to design and periodically update specific standards regarding placement, required activities and evaluations of clinical experiences. Standards are to include appropriate training for the school leaders who agree to accept and supervise interns.
- Require written agreements between the institution of higher education and a local school administrative unit to govern their shared responsibility for recruitment and preparation of school administrators, especially with regard to clinical experiences, including the internship and a new administrator's success once employed.
- Require authentic partnerships between adjunct and full-time faculty to address the need for both practical, field-based, and academic, theory-based, experience. These partnerships may require a change in the institution of higher education's definition of scholarly activity and its reward system.
- Require all candidates to complete a year-long internship.
- Require emerging leaders to develop portfolios that provide evidence they are applying their training to actual school needs and challenges. Institutions of higher education are to redesign their school administrator preparation programs to meet the new standards and report to the state Board of Education by July 1, 2009.

NORTH DAKOTA

HB 1169 provides for qualifications of the superintendent of public instruction. The superintendent must be at least age 25 on the day of election and have the qualifications of an elector for that office at all times during the term of office. The superintendent no longer is required to hold a valid North Dakota professional teaching license when elected. SB 2287 relates to the cause for suspension or re-

vocation of teaching licenses; to convictions and teaching in violation of regulations; and to a school district administrator who knowingly permits an unqualified person to teach.

HB 1305 specifies the composition of rural school board members and requires that a proportion of school board members in rural districts live in rural districts.

OKLAHOMA

HB 1477 modifies requirements for certification as a school principal by adding to the education administration curriculum building-level leadership skills and a minimum of two years of teaching experience in an accredited public or private school.

It establishes certification requirements for school superintendents, which include certification as a school principal, completion of an education administration program with an emphasis on district-level leadership skills, completion of any other professional education requirements fixed by the state Board of Education, a passing score on the subject area competency examination, and a minimum of two years of administrative experience in an accredited public or private school.

SB 482 modifies district professional development for teachers and administrators by allowing, rather than mandating, that districts include specific components in the plan.

OREGON

HB 2574 modifies the beginning teacher and administrator mentoring program for the 2008-2009 school year. It also modifies qualifications, including clarifying an administrator as a licensed principal or superintendent; changes eligibility time for mentees to fewer than two school years rather than fewer than three successive school years; and clarifies that a mentor can be an acting or retired teacher, principal or superintendent. The findings section of the program emphasizes that research-based mentor programs increase educator effectiveness and retention and clarifies language on prospective

partners for school district mentoring programs. It also increases from \$3,000 to \$5,000 the amount of grants-in-aid that a school district may receive per qualifying teacher or administrator to be mentored. The amount would increase each biennium, based on the Consumer Price Index. The bill specifies training for mentors, with a curriculum based on research and knowledge of the needs of teachers and administrators. The Department of Education may not spend more than 2.5 percent of the total money to evaluate the program and must evaluate teachers who leave the profession. The Department of Education can accept contributions for program evaluation.

SB 384 defines an administrator as a person who is employed as an administrator or is performing administrative duties, regardless of whether the person must have a license, and includes, but is not limited to, superintendents, assistant superintendents and business managers. A school district, education service district or public charter school is to enter into an employment contract with each administrator. The contract is to contain conditions for contract termination and extension and conditions for employee resignation. A current employment contract for each administrator must be on file in the central office of the district or school. A contract between a school district, education service district or public charter school and an administrator cannot contain provisions that expressly obligate the district or school to compensate the administrator for work not performed.

A school district, education service district or public charter school may provide health benefits for an administrator who no longer is employed by the district or school until the administrator reaches age 65 or finds new employment that provides health benefits. For a period of one year after termination of the contract between an administrator and a school district, education service district or public charter school, the administrator may not purchase property or surplus property owned by the district or school or use property owned by the district or school except as permitted for the general public.

PENNSYLVANIA

HB 842 requires an individual who is granted an administrative certificate by the Department of Education prior to Jan. 1, 2008, and who is employed for the first time as a principal, vice principal or assistant principal in a public school in the Commonwealth on or after Jan. 1, 2008, to complete an induction program within five years of appointment. The Department of Education is to design and offer an induction program at no cost to principals, vice principals and assistant principals who participate or to their employer schools and must approve other providers to offer induction programs.

Induction programs must aid in developing core school leadership standards. A participant in an induction program is not required to attend more than 36 hours of induction during any one school year, or a total of 180 hours over the course of the induction program. Hours of participation in an induction program are to be applied to the certificate holder's continuing professional education requirements.

TENNESSEE

HB 472 creates and expands certain accountability provisions for school systems, directors of schools, principals, teachers and teacher training programs. Principal professional development is to be provided in local education agencies' annual school improvement plans. Public school principals must prepare an annual budget for the school and submit it to the director of schools. The budget must set forth a plan for the cost of school operations for the school year. When the school budget is approved, the director of schools will assign the principal responsibility for and authority over the cost of school operation.

Principals can make staffing decisions regarding administrative personnel for their school, pursuant to local school board policy. Each principal must meet periodically with every teacher in the school to provide written assessment of the teacher's performance and verbally discuss the assessment with the teacher.

HB 665 requires school principals to develop transition plans for students who return to school after inpatient mental health treatment.

SB 57 enacts the Jason Flatt Act of 2007, which requires teachers and principals to complete two hours of suicide prevention as part of the required five days of annual teachers' in-service training.

TEXAS

HB 2563 relates to the powers and duties of the boards of trustees and superintendents of independent school districts and of regional education service centers. It stipulates that a board may act only by majority vote of the members present at a meeting held in compliance with the state's open meetings law at which a quorum is present and voting; requires the meeting minutes, agenda or recording to reflect each member's attendance at or absence from the meeting and to be publicly accessible; and prohibits a member from acting individually on the board's behalf unless specifically authorized to do so.

The law specifies board powers and duties, lists additional superintendent duties, outlines specific areas where collaboration between the board and the district superintendent is required, and adds or amends provisions regarding other interactions between the board and the district superintendent. The minutes of the last regular board meeting held during a calendar year are to reflect whether each trustee has met or is delinquent in meeting the training required to be completed as of the date of the meeting. The law also provides that, for all employees of each regional education service center, the executive director and each member of the center's board of directors are public officials and are subject to the state's nepotism laws.

SB 1433 requires the state Board of Education to create the Employers for Education Excellence Award to recognize employers that implement policies to encourage and support their employees' ac-

tive participation in school activities. Three levels of recognition are based on the degree of employee participation encouraged and supported by the recipient's policy, and it requires the board to establish criteria to certify businesses to receive the award at the appropriate level of recognition. An eligible employer may apply for consideration to receive an award. The application must be reviewed by the commissioner of education, who then must make recommendations to the board regarding employers to be recognized and the level of recognition.

VIRGINIA

HJR 622 requests the Board of Education to establish and regularly convene a Commonwealth Educational Roundtable to improve and sustain quality education leadership in the Commonwealth's public schools. Membership should include, but need not be limited to, legislators, state agency leaders in public and higher education, representatives of educational leadership organizations, and other individuals and organizations the board and the superintendent may deem appropriate.

Among other things, the roundtable is to monitor implementation of current proposed revisions to licensure of principals and preparation program regulations; continue to review and evaluate the policy environment for educational leadership; communicate regularly with the Board of Education about any relevant findings, with recommendations for any regulatory action; and provide a forum for educational leaders to report the challenges and effects of their work.

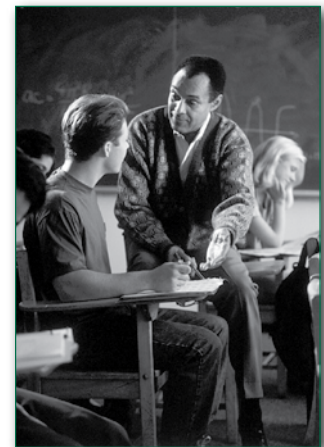
The Board of Education is to submit to the Division of Legislative Automated Systems an executive summary and report of its progress toward meeting the requests of this resolution no later than the first day of the 2008 Regular Session of the General Assembly. The executive summary and report are to be submitted for publication and will be posted on the General Assembly's website.

WASHINGTON

SB 5843 authorizes the Office of the Superintendent of Public Instruction to establish a longitudinal student data system for and on behalf of state school districts in the state to better aid research into programs and interventions that are most effective in improving student performance, to better understand the state's public educator workforce, and to provide information about areas within the education system that need improvement.

SB 5955 establishes a public-private partnership to develop, test and implement the Washington State Leadership Academy to enhance leadership skills of school and district administrators. The partnership will include the Office of the Superintendent of Public Instruction, the associations of school principals, the Professional Educator Standards Board, institutions of higher education, nonprofit foundations, the Educational Service Districts, the state school business officers' association, and other entities identified by the partners.

The partners must designate an independent organization to act as a fiscal agent and establish a board of directors. The board of the academy must make recommendations for changes in superintendent and principal preparation programs, the administrator licensure system, and continuing education requirements. Initial development of the courses and activities must be supported by private funds. The board of directors must report semiannually to the Office of the Superintendent of Public Instruction on financial contributions and annually on services, participants and plans for future development.



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ABOUT THE WALLACE FOUNDATION

Research and analysis in this report was funded by The Wallace Foundation. Since 2000, NCSL has partnered with The Wallace Foundation to engage legislators and legislative staff in a national education leadership initiative. Wallace supports selected states, and districts within those states, to help the field understand and effectively respond to key unanswered challenges: defining the essential elements of leadership, greatly improving the training of principals and superintendents, and providing leaders with the policies, incentives and job conditions they need to raise student achievement on a wide scale. To achieve broad impact, Wallace also commissions relevant research and shares useful policies, practices and lessons within and among their grantee states and with the broader field.





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