

State Initiatives to Improve Educational Leader Preparation Programs

PROGRAM APPROVAL

Iowa

- In 2002, The Iowa Department of Education required all Iowa higher education institutions to re-submit applications for the approval of their school leader preparation programs according to new guidelines.
- The Department of Education aligned the Iowa Standards for School Leadership to align with the ISLLC standards, McREL competencies, and competencies developed by the Iowa Council of Professors of Educational Administration (ICPEA). All preparation programs were required to align with these new standards and competencies.
 - Standard #1: Shared Vision
 - Standard #2: Culture of Learning
 - Standard #3: Management
 - Standard #4: Family and Community
 - Standard #5: Ethics
 - Standard #6: Societal Context
- A review panel of persons from outside the state reviewed the nine applications. Five programs received approval.

For additional information:

Chapter 79 [Standards for Practitioner and Administrator Preparation Programs](#) (October 2004)

[Standards for School Leaders](#)

[Sec. 2. Section 256.7, Code 2007](#)

[Sec. 3. Section 256.9, Code 2007](#)

Louisiana

- In 1999, the Blue Ribbon Commission for Educational Excellence was formed by the Governor, Board of Regents, and Board of Elementary and Secondary Education. This group examined the status of teacher and educational leader preparation programs in the state. In 2002, the Blue Ribbon Commission created guidelines and expectations for the redesign of educational leadership programs. In 2004, the state began the program review process of redesigned program utilizing a team of external experts composed of national experts.
- The external evaluators reviewed redesigned post-baccalaureate program proposals, interviewed university/district teams, provided feedback to universities regarding their proposals, and made recommendations to the Program Review Committee composed of representatives from university system boards, Board of Regents, and Board of Elementary and Secondary Education. This committee reviewed the recommendations of the external evaluators and recommended program approval (or non-approval) to the Board of Regents and BESE.
- Of the 15 universities that submitted program applications, one received approval, thirteen received approval after meeting stipulations, and one rescinded their application.

Source: Standards for School Principals in Louisiana

<http://www.doe.state.la.us/lde/pd/848.html> (1998)

Source: Guidelines for Redesigned Post-Baccalaureate Program Proposals

http://asa.regents.state.la.us/TE/redesign_guidelines_postbacc.pdf (Dated: March 10, 2003)

In an analysis of Iowa and Louisiana redesign criteria, the following common criteria were noted:

- Programs must align with state and national school leader standards (including ISLLC and NCATE/ELCC standards). Programs must show explicit evidence of this alignment including course objectives, course content, and candidate and program assessments.
- The program curriculum and instructional materials must be based on current research.
- Program administrators should collect demographic data on districts in their service area to provide a curriculum that meets the needs of these districts.
- Programs should address issues of diversity through a diversity of faculty, a diversity of site-based learning activities, and issues of diversity in the curriculum.
- In LA, 1/3 of the program curriculum must focus on curriculum and instruction and improving student achievement.
- Programs should have a balanced and diverse faculty with a sufficient number of faculty to provide quality and diverse instruction. Program administrators must show they have a plan to hire more faculty if needed, and adjunct faculty must be involved in program planning and improvement processes.
- Universities must collaborate with school districts in the redesign, implementation, and assessment of the program. Universities and districts must collaboratively recruit and select candidates.
- Programs must provide job-embedded experiences throughout the curriculum so that candidates can learn and practice skills in diverse settings using real school data. These experiences must be aligned with course objectives and with state and national standards.
- Programs must include explicit candidate assessments identifying points of skill introduction and mastery, outlining standards of proficiency, and aligning the assessments to state and national standards.
- Program assessments must include explicit timelines, align with state and national standards, and include a plan to collect data from employers and communities in regards to the graduates' competence in raising student achievement. There should also be a specific plan to use assessment data to monitor and improve the program.

New York

- In 2004, New York required all preparation programs to submit new program approval plans based on new standards and regulations described below.
- New rules stated that candidates must graduate from an approved program (rather than collecting course credits at various universities over time).
- All programs must redesign their coursework and provide a 15-week full-time internship supervised by a certified building level leader as well as provide other practicum experiences.
- All programs must be nationally accredited.
- The accreditation process will use outcomes data from the state's administrator assessment to inform the decisions.
- The state also revised its state school leader standards to the following nine essential characteristics of effective leaders:
 - Leaders know and understand what it means and what it takes to be a leader;
 - Leaders have a vision for schools that they constantly share and promote;
 - Leaders communicate clearly and effectively;
 - Leaders collaborate and cooperate with others;
 - Leaders persevere and take the long view;
 - Leaders support, develop, and nurture staff;

- Leaders hold themselves and others responsible and accountable;
- Leaders never stop learning and honing their skills; and
- Leaders have the courage to take informed risks.
- Programs are also required to develop external partnerships with distinguished practitioners and scholars in education and other fields, such as business, and school districts. The purpose of these partnerships are for program development, leadership preparation, program evaluation, and program improvement.

For more information:

http://www.highered.nysed.gov/ocue/EdLeadership/Final_Ed_Leadership_App_Form_10_03_Revisions.pdf

Alabama

Alabama Leadership Redesign Goal: “To create a seamless system of school leader selection, preparation, certification, professional development, and working conditions and incentives that results in every school having leadership that improves the school and increases student achievement.

- Revised the Alabama standards for school leaders
 - Planning for Continuous Improvement
 - Teaching and Learning
 - Human Resource Development
 - Diversity
 - Community and Stakeholder Relationships
 - Technology
 - Management of the Learning Organization
 - Ethics

Source: [290-3-3-.48 Instructional Leadership](#). Code of Ala. 1975, §§16-3-16, 16-23-14. (September 30, 2007)

- Required all universities with principal preparation programs to redesign and resubmit for state accreditation. New programs must:
 - Create university and district partnerships
 - Use the state’s selection criteria and process for admitting students into the programs
 - Create opportunities for practical, “in-school” leadership experiences throughout a candidate’s preparation process.
 - Part of the university evaluation will be based on graduates’ ability to improve student achievement.
 - Soon, four universities will pilot changes using a small grant from the SDE to create a redesign plan based on the Governor’s Congress recommendations. The experiences of these pilots will inform the redesign of the remaining educational leadership programs in the state.

For more information: [290-3-3-.48 Instructional Leadership](#). (September 30, 2007)

Georgia (see the resource binder for more information)

- Georgia developed new state school leader standards called the “8 Roles of School Leaders”
 - Curriculum, Assessment, and Instruction Leader
 - Data Analysis Leader

- Process Improvement Leader
- Learning and Performance Development Leader
- Relationship Leader
- Performance Leader
- Operations Leader
- Change Leader

Source: [Educational Leadership Program 505-3-.58](#) (April 2007)

- After approving the new standards, Georgia mandated a redesign of the state's principal preparation programs requiring:
 - curricula redesign based on the new standards and performance indicators
 - 150 hours of field-experiences integrated into courses
 - an 80% pass rate on certification exams
- Georgia requires an integrated relationship between the university and school districts based on principles of quality assurance, collaboration, and responsiveness

The institutions responsible for training school leaders shall also guarantee that graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations. They will increase the numbers of high quality applicants from majority and minority groups and mentor graduates on all dimensions of the guarantee during their first two-years of practice as newly certified educational leaders in Georgia.

Institutions have at least an annual 80% pass rate on certification exam(s) for each reportable demographic group of leader candidates by 2006, while maintaining or increasing the number of minority leaders prepared. Institutions support and recognize faculty for participation in leader preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources, and the institutions shall ensure collaboration in the preparation of leaders, counselors, and teachers that is focused on the interrelated roles of all school personnel in improving student academic success.

- The state uses impact data in program approval reviews
- Georgia has also developed a model training program to train leaders for low-performing school. It is being piloted in three regions of the state.

Source: [Principles for the Preparation of Educators for the Schools](#) (April 2001)

OTHER PROMISING PRACTICES

Connecticut

Licensure Examination

- Connecticut requires principal candidates to pass the Connecticut Administrator Test (CAT), a performance test based on the ISLLC standards
 - Strong focus on instructional leadership
 - Consists of four modules lasting 6 hours
 - Assessed on their ability to be an instructional supervisor as they are required to make recommendations to a teacher based on the lesson plan, videotaped lesson, and samples of student work

- Assessed on their performance as they describe a process for improving the school or respond to a school-wide problem based on school and community profiles and student learning data
- Assessed for both elementary and secondary school leadership
- About 20% of first-time takers fail the test
- Each preparation program is assessed on its pass rates which affects accreditation
 - If 80% or more of a program's candidates fails the test, the university must redesign the program.
- Connecticut school administrators and university faculty serve as the scorers in these assessments. Thus the state believes this has been a powerful professional development tool for these groups and has spread a shared vision of standards of practice across the state.

For additional information:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&q=320420>

<http://www.eastconn.org/CAT.htm>

North Carolina

Recruitment Programs

- North Carolina developed the Principal Fellows Program to recruit talented individuals into the pool of aspiring principals.
 - Launched in 1993 to attract individuals into the 2-year Masters in School Administration programs
 - Each recipient receives an annual scholarship loan of \$20,000 for 2 years of full-time study (total \$40,000). This scholarship covers the cost of tuition and a stipend to attend a public university.
- The first year is full-time academic study
- The second year is spent in a supervised full-time administrative internship in a North Carolina public school.
 - The candidate receives a stipend equal to the entry level salary of an assistant principal.
 - The stipend is paid by the host district through an appropriation from the NC Department of Public Instruction.
 - Each candidate agrees to repay the loan with four years of service as a principal or assistant principal in a NC public school within six years after completing the program.
 - About half of current candidates in preparation programs are participating in this program.
 - More than 12% of the state's principals and assistant principals are graduates of the program.

For additional information:

<http://www.ncfpf.org/>

Mississippi

- Mississippi developed the School Administrator Sabbatical Program funded by the legislature since 1998.
- In the program, candidates are able to participate full-time for one year in an approved principal preparation program.

- School districts, who recommend a qualified teacher for this program, give the teacher a one-year leave of absence in exchange for their commitment to serve as an administrator at the sponsoring school district for at least five years.
- Candidates remain on the district's payroll, and the district receives reimbursement from the State Department of Education for the salary equivalent of a teacher with five years experience. (If the teacher's salary is higher than this, the district may elect to pay the difference.)
- The sabbatical can be used to enable the candidate to participate in a one-year full-time internship under the supervision of an expert principal while completing coursework.

For additional information:

<http://www.mscode.com/free/statutes/37/009/0077.htm>

(note: It appears that the program has been repealed but the language is still available on the web)