

505-3-.60 ALTERNATIVE PREPARATION FOR EDUCATIONAL LEADERSHIP PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed this new rule be INITIATED to outline educator preparation program requirements for alternative preparation for school leaders.

(1) Purpose. This rule states specific content standards and requirements for approving an alternative preparation pathway designed for the initial preparation of building level educational leadership positions P-12, and supplements requirements in [Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS](#). The standards and requirements set forth in this rule are intended to guide the development of an alternative preparation pathway preparing completers for building level leadership positions to positively impact student achievement. The rule includes a pathway for placing individuals with critical leadership dispositions into school settings as building leaders. Through the Alternative Preparation pathway, successful candidates are issued a school system-specific license which may be converted to a clear renewable performance-based leadership certificate when requirements are met. Implementation guidelines accompany this rule.

(2) Requirements. To receive approval for the Alternative Preparation for Educational Leadership program, a Georgia Professional Standards Commission (GaPSC)-approved professional education provider shall offer a preparation program described in program planning forms, catalogs, and syllabi conforming to the most recent edition of national standards for educational leadership as approved by the Educational Leadership Constituent Council (ELCC) and as adopted by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) when it becomes fully operational and replaces NCATE as the accrediting body. These standards for Building Level Leadership for the initial preparation of all beginning school level leaders are incorporated in the guidelines document, *Guidelines for Alternative Preparation for Educational Leadership Program*, which accompanies this rule. The Alternative Preparation for Educational Leadership program shall conform to the criteria for Georgia's alternative preparation option defined as a pathway that prepares the candidate with the appropriate degree for a school system-specific non-renewable license, which may lead to clear renewable certification. Requirements of such a program are as follows:

(a) Program Admission.

1. Non-educator candidates must:

(i) Receive the recommendation of a Georgia school system for participation in the program;

(ii) Hold, at a minimum, a bachelor's degree from a regionally-accredited college or university;

(iii) Document five (5) or more years of successful leadership experience and related leadership training, preferably in an executive management, supervisory, or leadership role;

(iv) Provide references documenting evidence of successful performance in a leadership role;

(v) Exhibit professional leadership dispositions through an assessment, developed and/or adopted by the education program provider; and

(vi) Provide evidence of experience in engaging employees in organization development or professional learning opportunities.

2. Educator candidates must:

(i) Receive the recommendation of a Georgia school system for participation in the program;

(ii) Hold, at a minimum, a master's degree from a regionally-accredited college or university;

(iii) Document five (5) or more years of successful leadership experience and related leadership training, preferably in an executive management, supervisory, or leadership role;

(iv) Provide references documenting evidence of successful performance in a leadership role;

(v) Exhibit professional leadership dispositions through an assessment, developed and/or adopted by the education program provider; and

(vi) Provide evidence of experience in engaging employees in organization development or professional learning opportunities.

(b) Alternative Preparation Pathway. The alternative preparation program shall outline a performance-based program addressing the following:

1. Pre-residency preparation, addressing at a minimum school law, the Georgia Code of Ethics for Educators, and organizational leadership with a focus on teaching, learning, and using data in the school improvement process. The pre-residency educational leadership requirements are described in program approval documents submitted to the GaPSC as part of the program approval process for educator preparation programs; and

2. Alternative preparation program residency requirements while employed by a regionally accredited local school system or regionally accredited private school in a building level leadership position full-time or part-time, for at least a half day for a minimum of a twelve (12) month cycle. Residency requirements include the following:

(i) Candidates participate in performance-based experiences, during an extended residency [minimum of a twelve (12) month cycle], accounting for one-half or more of the preparation program's requirements and providing significant opportunities for candidates to apply the knowledge and practice and develop the skills identified in the program standards through substantial, sustained, standards-based work in actual school settings;

(ii) Candidates participate in a performance-based residency incorporating a continual assessment of candidate application of knowledge, skills, and leadership dispositions. Candidates' performances are planned and guided cooperatively by a candidate support team, throughout the program, to provide inclusion of appropriate opportunities to demonstrate knowledge, skills, and

dispositions reflective of current leadership research and program standards. At a minimum, the candidate support team is composed of the candidate, a leadership coach, a school-based leader and/or school system mentor/coach, and a supervisor from the approved program provider; and

(iii) The residency experiences provide candidates with substantial responsibilities that increase over time in amount and complexity, and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders. The preponderance of experiences engages candidates in leading rather than observing or participating. Candidates demonstrate the ability to lead, facilitate, and make decisions as school leaders. Assessment of candidate performance is the responsibility of the approved program provider and will include formative and summative measures used throughout the residency to measure candidate progress.

3. The alternative preparation program equips candidates with the skills necessary for initial success as a building level leader. All alternative preparation programs require structured supervision and guidance by a team of qualified mentors and coaches for a minimum of a twelve (12) month cycle. The school system provides a mentor with successful, building level leadership experience. The alternative preparation program shall provide coaching by qualified individuals who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished leadership. It is incumbent upon the program provider to ensure individuals providing developmental support (coach and mentor, etc.) have successfully completed appropriate training as described in the guidelines;

4. Candidates participate in an extended professional learning program upon completion of their performance-based residency. This program shall be based upon the identified learning needs of the candidate as determined by the candidate support team and approved by the school system;

5. Candidates will have up to three (3) years to complete the alternative preparation program during which the candidate demonstrates continued progress; and

6. Through continued participation in the alternative preparation program, candidates will hold a license, renewed annually by the school system, for up to three (3) years.

(c) Exit requirements for successful completion of the alternative preparation program provide the candidates an opportunity to demonstrate a foundation of knowledge, skills, and dispositions necessary for work in leadership positions in schools and include the following:

1. Successful defense of their leadership work before the candidate support team;
2. A successful evaluation of the candidate's performance by the superintendent or the superintendent's designee; and
3. A passing score on the Georgia state-approved content assessment for leadership.

(d) Upon successful completion of all exit requirements, the candidate is recommended by the approved program provider for a clear renewable performance-based leadership certificate at Level 5.

(e) This rule is accompanied by implementation guidelines, *Guidelines for Alternative Preparation for Educational Leadership Programs*, providing an overview and guidance regarding program expectations, conditions for admission, pre-residency and residency requirements, extended professional learning, coaching and mentoring responsibilities, guidance on establishing partnership agreements, elements pertaining to the defense of leadership work, and other pertinent information.

(f) The program shall meet the requirements appropriate for educational leaders as specified in [Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS](#).

(3) Eligible Program Providers. The Alternative Preparation for Educational Leadership program may be proposed by any GaPSC-approved professional education provider that can verify, through the program approval process, the ability to provide an alternative preparation pathway complying with the definitions, standards, and requirements of the Alternative Preparation for Educational Leadership pathway as delineated in this rule and accompanying guidelines. All new requests for approval of an alternative preparation pathway from a GaPSC-approved professional education provider must indicate the provider's intent to seek approval for the Alternative Preparation for Educational Leadership program. GaPSC-approved professional education providers at local education agencies, private schools, or charter schools shall offer an approved alternative preparation pathway only to those candidates employed by that school system or school. Regional Educational Service Agencies (RESAs), universities, and currently approved providers, administratively-based in the state of Georgia, that serve audiences beyond a school system are eligible to seek program approval as long as formal partnership agreements are established with each candidate's school system or, in the case of private or charter schools, with each candidate's school.

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