To Become
Effective January 1, 2027

Rule 505-3-.77. Educational Leadership Program

Nature of Amendment(s):

_√__Substantive
____Clarification
____Further Definition

Discussion:
It is proposed that GaPSC Educator Preparation Rule 505-3-.77 Educational Leadership Program dated July 1, 2025, be REPEALED and that a new rule with the same number and title be INITIATED. The new rule incorporates updated program content standards and program requirements recommended by a GaPSC task force comprised of subject matter experts and practitioners, including the SR237 Strategic Plan recommendation of collapsing the two-tiered preparation structure to a single-tiered approach, and adding to program content standards expectations for leadership of literacy initiatives.

(1) Purpose. This rule states field-specific content standards and requirements for approving programs that prepare individuals to serve in educational leadership positions in P-12 schools and Local Units of Administration (LUAs), and supplements requirements in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The term leadership position refers to those positions requiring leadership certification as determined by the employing LUA for placement on the state salary schedule.

(2) Preparation Program Requirements.

(a) Educational Leadership preparation programs leading to initial certification may be offered by GaPSC-approved educator preparation providers (EPPs) as Master's or higher degree programs, or as non-degree granting certification-only programs for educators who already hold a Master's degree and Level 5 certification.

(b) To receive approval, a GaPSC-approved EPP shall offer Educational Leadership preparation programs described in program planning forms, catalogs, syllabi, and on websites conforming to the following Georgia Educational Leadership Standards (GELS), which are adapted from the National Educational Leadership Preparation (NELP) Program Recognition Standards, Building Level, published in 2018 by the National Policy Board for Educational Administration. The components and indicators accompanying each standard are adapted from NELP Building Level Standards and were developed by Georgia educational leaders and preparers of educational leaders. Although programs shall be designed upon the GELS Standards and as required by GaPSC Rule 505-3-.01, the Teacher Assessment on Performance Standards (TAPS) in relation to instructional leadership [see GaPSC Rule 505-3-.01 paragraph (3) (e) 4. (i)], EPPs are advised to consider additional standards in developing program curricula and clinical experiences, such as the Georgia Teacher Leadership Standards (GaPSC Rule 505-3-.72 TEACHER LEADERSHIP PROGRAM), and the evaluation standards comprising the Georgia Teacher Keys Effectiveness System (TKES) and the Georgia Leader Keys Effectiveness System (LKES). GaPSC and Georgia Department of Education (GaDOE) rules are often focused on implementation of such standards; candidates shall complete preparation programs prepared to implement programs and processes that address such standards. Professional learning as described in the GaPSC certificate renewal rule (GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS) and continuous improvement as described in GaDOE rules and processes shall be addressed in the leadership preparation curriculum and clinical experiences. The components and indicators for each standard inform and support the practice of the educational leader by further defining the expected knowledge and skills to be developed throughout the program.

1. Mission, Vision, and Improvement. Educational leaders understand and demonstrate the capacity to promote the current and future success and well-being of each student and

adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school purpose, mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

(i) Educational leaders understand and demonstrate the capacity to collaborate with school and community members to evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.

(I) Educational leaders understand and know:

I. Research on the role and importance of the school and district mission and vision;

II. Processes for collaboratively developing an actionable mission, vision, and core values;

III. The characteristics of well-written mission and vision statements;

IV. That a strong foundation in literacy is the access point to future learning and civic engagement; and

V. The importance of community engagement in supporting early language acquisition.

(II) Educational leaders demonstrate skills required to:

I. Use relevant data and in collaboration with school and community members, develop an educational mission, vision, and statement of core values for the school to promote student success and well-being;

II. Use core values to support processes and procedures that allow all students access to the most effective teachers and an instructional program that will ensure they are college and career ready;

III. Evaluate existing mission and vision processes and statements;

IV. Develop and monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values;

V. Model and pursue the school’s mission, vision, and core values in all aspects of leadership;

VI. Establish and communicate a shared vision for literacy grounded in the science of reading, structured literacy, and high expectations for all learners, aligning goals, resources, and practices; and

VII. Ensure core values reflect the understanding that a strong foundation in literacy is the access point to future learning and civic engagement and that community engagement that supports early language acquisition is present in the mission and vision of the school.

(ii) Educational leaders understand and demonstrate the capacity to systematically and collaboratively lead improvement processes that include data use, design, implementation, and evaluation to promote student academic success and well-being.

(I) Educational leaders understand and know:

I. Research on continuous improvement;

II. Formal processes of iterative, evidence informed improvement;

III. Data collection, analysis, and use;

IV. Implementation theory and research;

V. Systems theory and research;

VI. Processes for building teacher leadership; and

VII. Knowledge of literacy-related laws and policies and underlying research-informed practices.

(II) Educational leaders demonstrate skills required to:

I. Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success;

II. Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services;

III. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing processes of continuous improvement;

IV. Use research and data to develop, implement, and evaluate an improvement process that includes the following components: diagnosis, design, implementation, and evaluation to achieve the vision, fulfill the mission, and promote the core values of the school;

V. Manage uncertainty, risk, competing initiatives, and change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts;

VI. Anticipate emerging challenges, apply strategic foresight, and design flexible improvement processes that allow the school or district to adapt effectively while remaining grounded in its mission, vision, and core values;

VII. Create strategic frameworks that maintain coherence with school priorities while allowing for adaptive responses to changing student needs, instructional demands, and community contexts; and

VIII. Monitor implementation fidelity, evaluate outcomes, and ensure compliance with Georgia literacy laws and policies.

2. Ethics and Professional Norms. Educational leaders understand and demonstrate the capacity to promote the current and future success and well-being of each student and

adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

(i) Educational leaders understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

(I) Educational leaders understand and know:

I. Professional norms (e.g., integrity, competency, fairness, transparency, trust, democracy, digital citizenship, collaboration, perseverance, reflection, lifelong learning, representation, belonging, and the belief that each child can learn), which support student success and well-being;

II. Practices that reflect professional norms;

III. Approaches to cultivating professional norms in others; and

IV. Reflective practice.

(II) Educational leaders demonstrate skills required to:

I. Engage in reflective practice as a professional norm;

II. Cultivate professional norms among school staff members to support their success and well-being;

III. Communicate professional norms to all constituencies;

IV. Model professional norms (e.g., integrity, competency, fairness, transparency, trust, democracy, digital citizenship, collaboration, perseverance, reflection, lifelong learning, representation, belonging, and the belief that each child can learn); and

V. Place children at the center of education and accept responsibility for each student's educational success and well-being.

(ii) Educational leaders understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

(I) Educational leaders understand and know:

I. Research on decision making;

II. Decision-making processes; and

III. Guidelines for ethical and legal decision making.

(II) Educational leaders demonstrate skills required to:

I. Evaluate ethical dimensions of issues;

II. Analyze decisions in terms of established ethical frameworks;

III. Develop a communication plan to advocate for ethical decisions; and

IV. Lead with interpersonal and communication skills, social-emotional insight, and responsive understanding of all students' and staff members' backgrounds and cultures.

(iii) Educational leaders understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

(I) Educational leaders understand and know:

I. Ethical practice, and

II. Approaches to cultivating ethical behavior in others.

(II) Educational leaders demonstrate skills required to:

I. Formulate a school-level ethical leadership platform that provides moral direction for the school and promotes ethical and professional behavior among faculty and staff;

II. Model ethical practice in professional and personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership; and

III. Cultivate ethical behavior in others.

3. School Culture. Educational leaders create a school culture that values learner differences. Students are known, accepted, valued, and empowered to reach their full potential. The school's culture supports a climate in which students are healthy, safe, and supported. The culture defines high expectations, encourages trust, and expects all to be responsible participants; as a result, all students thrive.

(i) Educational leaders understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive, open, and welcoming school culture.

(I) Educational leaders understand and know:

I. Dimensions of positive school culture (e.g., safe, healthy, caring, responsive, supportive, nurturing, open, welcoming, and respectful);

II. Research-based indicators of open, positive, welcoming, and affirming school cultures;

III. Processes for evaluating school culture;

IV. Processes for effecting change to school culture;

V. How to effectively advocate for a positive school culture; and

VI. How trust, respect, and consistency contribute to a learning environment where students feel known and valued.

(II) Educational leaders demonstrate skills required to:

I. Evaluate school culture;

II. Use research and data to design and cultivate a positive school culture that values adaptability, encourages innovation, and supports responsive decision-making based on emerging data and student needs;

III. Develop strategies for improving school culture to include building and maintaining a safe, caring, and healthy school environment that meets academic, social, emotional, and physical needs;

IV. Advocate for a positive school culture;

V. Articulate and consistently reinforce a clear vision centered on students being known, valued, and supported;

VI. Use climate data (surveys, attendance, behavior trends) to guide school-wide decisions;

VII. Address negative cultural behaviors promptly and constructively; and

VIII. Create a learning environment that acknowledges cultural backgrounds, so students are known, accepted, and valued.

(ii) Educational leaders understand and demonstrate the capacity to evaluate, cultivate, and advocate for fair and balanced access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

(I) Educational leaders understand and know:

I. Research on the consequences for students of fair/impartial and unfair/partial use of educational resources and opportunities;

II. Fair and balanced allocation of educational resources, procedures, and opportunities (e.g., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships);

III. Broader social and political concerns with fairness in the use of educational resources, procedures, and opportunities;

IV. Developmentally responsive practices;

V. Effective literacy instruction connected to the explicit connections between literacy instruction and the access or acquisition of other disciplines;

VI. The role of language-rich environments, oral language development, and writing in supporting comprehensive literacy development at all levels; and

VII. How school culture and climate influence student identity, belonging, engagement, and achievement.

(II) Educational leaders demonstrate skills required to:

I. Evaluate sources of unfairness or uneven allocation of educational resources and opportunities;

II. Cultivate the fair and impartial use of educational resources and opportunities through procedures, guidelines, norms, and values;

III. Advocate for fair and impartial access to educational resources, procedures, and opportunities;

IV. Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals;

V. Promote access to effective literacy instruction for all students, including multilingual learners and students with disabilities;

VI. Create and sustain a schoolwide culture that supports access and exposure to a language rich environment that includes oral language development, independent application of literacy skills, and writing for a variety of purposes and audiences; and

VII. Regularly acknowledges and celebrates student growth, effort, and contributions.

(iii) Educational leaders understand and demonstrate the capacity to evaluate, cultivate, and advocate for fair, welcoming, and responsive instructional and behavioral support practices among teachers and staff.

(I) Educational leaders understand and know:

I. Responsive instructional and behavioral support practices;

II. Characteristics and foundations of fair/even and unfair/uneven educational practice, especially among teachers and staff;

III. Research on implications for students of fair, responsive, and welcoming practices;

IV. Broader social and political concern with fairness and impartiality in schools; and

V. The relationship between leadership practices, shared values, and the day-to-day experiences of students and staff.

(II) Educational leaders demonstrate skills required to:

I. Evaluate, determine, and address root causes of unfairness;

II. Develop school policies or procedures that cultivate fair, welcoming, and responsive practice among teachers and staff;

III. Support the use of differentiated, content- based instructional materials and strategies;

IV. Advocate for fair practices among teachers and staff;

V. Develop and communicate expectations, and codes of conduct to address student behavior in a positive, and fair manner;

VI. Act with cultural competence and responsiveness in their interactions, decision making, and practice;

VII. Models respectful and responsive language in meetings, classrooms, and community settings; and

VIII. Cultivate and reinforce student engagement in school and positive student conduct.

4. Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to maximize each student's growth and learning. Educational leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support, and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated.

(i) Educational leaders understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

(I) Educational leaders understand and know:

I. Research on the leadership of academic and non-academic programs;

II. Approaches to coordinating among curricula, instructional technologies, and other supports; and academic and non-academic systems;

III. Evidence-based curricula, use of technology, and other supports for academic and non- academic programs;

IV. Infrastructures for the ongoing support of academic and non-academic programs;

V. Language acquisition processes; and

VI. Components of a coherent, schoolwide literacy system, including alignment of curriculum, instruction, assessment, intervention, and professional learning.

(II) Educational leaders demonstrate skills required to:

I. Evaluate curricula, use of technology, and other supports; and academic and non- academic systems; and

II. Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non- academic programs.

(ii) Educational leaders understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and balanced academic and non-academic instructional practices, resources, technologies, and services that support the needs of each student, digital literacy, and the school's academic and non-academic systems.

(I) Educational leaders understand and know:

I. Evidence-based instructional practices for different student populations;

II. Curricula, educational technologies, and other educational resources that support digital literacy among students and adults;

III. Educational service providers;

IV. Approaches to coordinating resources and services in support of the school's academic and non-academic services;

V. Evidence-based pedagogical practices; and

VI. Knowledge of evidence-based literacy and numeracy practices.

(II) Educational leaders demonstrate skills required to:

I. Evaluate coordination and coherence among the practices, resources, and services that support the needs of each student, digital literacy, and the school's academic and non-academic systems;

II. Propose designs and implementation strategies for improving the impact of academic and non- academic practices, resources, and services that support student learning;

III. Ensure the selection, implementation, and evaluation of high-quality instructional materials aligned to Georgia literacy and numeracy requirements, including foundational literacy and mathematical skills;

IV. Support and monitor evidence-based literacy instruction, including explicit and systematic teaching of foundational skills, language comprehension, and writing.

(iii) Educational leaders understand and can demonstrate the capacity to evaluate and implement formal and informal responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

(I) Educational leaders understand and know:

I. Research on effective and ineffective assessment of student learning and well-being;

II. Research on assessment practices that are responsive and accessible for each student;

III. Formative and summative measures of student learning and well-being;

IV. Approaches to coordinating among assessments, instructional improvement, and educational service delivery; and

V. The purpose, value, and effective implementation practices of the multi-tiered system of supports (MTSS).

(II) Educational leaders demonstrate skills required to:

I. Use research to evaluate the quality of formative and summative assessments of learning;

II. Implement formal and informal culturally responsive and accessible assessments of student learning;

III. Interpret data from formative and summative assessments for use in educational planning;

IV. Cultivate teachers' capacity to improve instruction based on analysis of assessment data; and

V. Ensure implementation of MTSS, providing timely, evidence-based literacy interventions matched to student need.

(iv) Educational leaders understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, fair, and systematic manner.

(I) Educational leaders understand and know:

I. Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices;

II. Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being;

III. Approaches and strategies for building a coherent and fair system of academic (curriculum, instruction, and assessment) and non-academic services;

IV. Approaches and strategies for supporting faculty collaboration;

V. Knowledge of the types and purposes of literacy assessments (e.g., universal screening, diagnostic, progress monitoring, and outcome measures) and their role in informing instruction;

VI. Ethical and effective uses of technology, including artificial intelligence;

VII. How to address intellectual challenge; and

VIII. How mission, vision, purpose, and other guiding statements serve as the foundation for student learning, the alignment of curriculum, effective instructional practices, and teaching and learning.

(II) Educational leaders demonstrate skills required to:

I. Engage teachers and staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices;

II. Use research and evidence to propose designs and implementation strategies for ensuring and continuously improving coordination and coherence among the school's curriculum, instruction, assessment practices, and non-academic services and their impact on student learning and well-being;

III. Use technology and performance management system to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results;

IV. Establish systems for universal screening, progress monitoring, and data-informed decision-making to improve student outcomes;

V. Supervise a school system of supports that effectively addresses individual student needs;

VI. Promote the purpose, mission, vision, and core values of the school, embody high expectations for student learning, and align curriculum, instruction, and assessment with academic standards that are responsive to the needs of all learners;

VII. Promote the ethical and effective use of and engagement with various technologies, including artificial intelligence; and

VIII. Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

5. Building Professional Capacity. Educational leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires strategic personnel recruitment, selection, assignment of responsibilities, support, evaluation, and staff retention. Developing the professional skills of educators involves such activities as instructional coaching, creating a collaborative teaching and learning environment, and fostering a professional learning community.

(i) Educational leaders understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

(I) Educational leaders understand and know:

I. Research on teacher recruitment, selection, hiring, development, and retention;

II. Practices for recruiting, selecting, and hiring school staff; and

III. Strategic staffing based on student, school, and staff needs.

(II) Educational leaders demonstrate skills required to:

I. Evaluate the school's professional staff capacity needs;

II. Evaluate applicant materials; and

III. Use research and data to plan and engage in candidate recruitment and selection that reflects the totality of the student body.

(ii) Educational leaders understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

(I) Educational leaders understand and know:

I. Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being;

II. Concepts of effective communication;

III. The role of relationships, trust, and well-being in the development of a healthy and effective professional culture (e.g., high expectations for professional work; ethical and fair practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement);

IV. How to monitor and implement legislative mandates across all disciplines and grade bands; and

V. How to respond quickly and effectively to immediate challenges or opportunities.

(II) Educational leaders demonstrate skills required to:

I. Use research to design and cultivate a collaborative professional culture;

II. Model and foster effective communication and professional relationships to strengthen capacity, improve practice, and enhance learning;

III. Develop a comprehensive plan for teacher and staff well-being, retention, and a healthy and positive work environment, based on a needs assessment and feedback from teachers and staff;

IV. Identify and cultivate leadership potential among teachers and staff through professional learning opportunities;

V. Identify and/or design adaptive professional learning opportunities for teachers and staff based on a needs assessment and use of data, including student performance. Monitor and evaluate the impact of that professional learning on staff, school effectiveness, and student outcomes, and implement flexible collaborative structures that respond to changing instructional needs of students and staff;

VI. Develop the capacity of teachers and leaders through sustained, job-embedded professional learning, including in literacy, assessment, intervention, and dyslexia awareness;

VII. Develop the capacity of faculty and staff to honor and value the full scope of academic disciplines;

VIII. Promote the personal and professional health, well-being, and work-life harmony of teachers and staff through the establishment of differentiated professional learning communities for staff based on individual needs (e.g., induction, mentoring, and onboarding programs) and provide related support systems; and

IX. Apply leadership agility to anticipate change, strategically adapt, and respond effectively to complex, evolving educational environments while promoting innovation and maximizing staff capacity.

(iii) Educational leaders understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

(I) Educational leaders understand and know:

I. Research-based strategies for personnel supervision and evaluation;

II. Importance of, and the ability to access, specific personnel evaluation procedures for a given context;

III. Multiple approaches for providing actionable feedback and support systems for teachers; and

IV. How to implement a mindset culture of continuous improvement strategies at the grade-level and curriculum area levels to improve student success.

(II) Educational leaders demonstrate skills required to:

I. Observe teaching in a variety of classrooms;

II. Gather and analyze district policies on instructional and other professional expectations;

III. Provide all faculty and staff with actionable feedback to support improvement;

IV. Develop a system for monitoring whether supervision and evaluation strategies promote improvement; and

V. Conduct school improvement strategies such as a comprehensive needs assessment, identification of priority areas, root cause analysis, verification of root cause(s), effective goal setting, and the selection and implementation of strategic interventions.

6. Professional Community of Learning. Educational leaders promote each student's academic success and well-being by creating and supporting a professional community of teachers. Building a community of teachers and other professional staff includes creating effective workplace conditions, promoting collective engagement and responsibility, and mutual accountability. Creating professional communities of teachers and other

professional staff includes job-embedded opportunities that promote collaborative examination of practice and focuses on improvement of programs and practices.

(i) Educational leaders understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, responsiveness, distributed leadership, digital literacy, school improvement, and student success.

(I) Educational leaders understand and know:

I. Research on teacher professional learning;

II. Practices for supporting and developing school staff;

III. Practices for cultivating and distributing leadership among staff;

IV. How to provide professional learning that promotes reflection, responsiveness, digital literacy, school improvement, and student success;

V. How to use digital technology in ethical and appropriate ways to foster professional learning for self and others;

VI. Characteristics of effective, job-embedded professional learning in evidence-based literacy practices, including Structured Literacy; and

VII. How to supervise and ensure the program effectiveness of all curricular and noncurricular activities.

(II) Educational leaders demonstrate skills required to:

I. Evaluate professional staff capacity needs and management practices;

II. Identify leadership capabilities of staff and engage them in leadership activities and roles;

III. Plan opportunities for professional growth that prepare staff to anticipate change, adapt practices, and innovate in response to evolving instructional and student needs; and promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success;

IV. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and fair practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement;

V. Empower staff with collective responsibility for meeting students' academic, social, emotional, and physical needs; engage staff in leadership roles; and promote mutual accountability for student success and school effectiveness; and

VI. Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.

(ii) Educational leaders use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning. Manage the process of certification renewal for professional staff, to include the development, monitoring, and evaluation of professional learning plans and professional learning goals.

(I) Educational leaders understand and know:

I. State and local evaluation policies and procedures;

II. Practices for supporting and developing school staff;

III. Research-based strategies for personnel supervision and evaluation;

IV. The importance of, and the ability to access, specific personnel evaluation procedures for a given context; and

V. Multiple approaches for providing actionable feedback and support systems for teachers.

(II) Educational leaders demonstrate skills required to:

I. Provide faculty and staff with actionable feedback to support improvement;

II. Develop a system for monitoring whether supervision and evaluation strategies promote improvement; and

III. Manage the process of certification renewal for professional staff to include the development, monitoring, and evaluation of professional learning plans and professional learning goals.

7. Community and External Leadership. Educational leaders build and sustain productive relationships with families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's cultural, social, and intellectual/academic resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts.

(i) Educational leaders understand and demonstrate the capacity to collaboratively engage families in strengthening student learning in and out of school.

(I) Educational leaders understand and know:

I. Research on the role of families and the community in supporting student learning in and out school, across all disciplines and grade bands;

II. Research on student and family characteristics;

III. Strategies for understanding and cultivating relationships with families and engaging them in their children's education;

IV. Research on the role of families in supporting student development, including reading practices at home to promote early literacy and language development; and

V. Structures for including families and the community in school improvement efforts.

(II) Educational leaders demonstrate skills required to:

I. Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning;

II. Cultivate collaboration among staff and families in support of student learning and success;

III. Design and implement systems for reciprocal communication with families;

IV. Create an environment that values family differences, welcomes family involvement, and leverages cultural, social, intellectual, and community resources; and

V. Engage families and stakeholders in literacy development, student progress, and available supports.

(ii) Educational leaders understand and demonstrate the capacity to collaboratively engage and cultivate relationships with community members, partners, and other constituencies for the benefit of school improvement and student development.

(I) Educational leaders understand and know:

I. School organizational cultures that promote community engagement;

II. Research on how community members, partners, and other constituencies can support school improvement and student success;

III. Collaboration methods to develop and sustain productive relationships with community partners;

IV. Practices for accessing and integrating external resources into the school;

V. Research on how community partnerships support student literacy development, including language development, reading achievement, and access to literacy resources;

VI. How to facilitate meaningful family and community voice in decision-making processes; and

VII. Systems thinking to align school, family, and community resources.

(II) Educational leaders demonstrate skills required to:

I. Collaboratively engage with community members, partners, and other constituencies around shared goals;

II. Build and sustain long-term, trust-based partnerships with stakeholders;

III. Cultivate regular, two-way communication with community members, partners, and other constituencies;

IV. Identify and use community resources to benefit school programs and student learning;

V. Create and sustain community-based partnerships that ensure access to developmentally responsive resources that support the acquisition and development of early language and literacy skills for all children and families; and

VI. Co-develop and sustain partnerships with community stakeholders by establishing clear roles, shared goals, and measurable outcomes that ensure mutually beneficial, impactful support for student learning and development.

(iii) Educational leaders understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

(I) Educational leaders understand and know:

I. Research on the importance and implications of social, cultural, economic, legal, and political contexts;

II. Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities;

III. Educational policy and advocacy; and

IV. Principles of effective communication.

(II) Educational leaders demonstrate skills required to:

I. Develop a plan for identifying and accessing resources;

II. Gather information about the policy and district context;

III. Develop targeted communication for oral, written, and digital distribution;

IV. Advocate for school and community needs;

V. Design and deliver audience-centered, two-way communication aligned to purpose and context; and

VI. Adapt communication across contexts to meet stakeholder needs and influence.

8. Operations and Management. Educational leaders understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation

systems to develop and improve data-informed and balanced school resource plans and to apply laws, policies, and regulations.

(i) Educational leaders understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

(I) Educational leaders understand and know:

I. Research on school management, operations, use of technologies, communication, and governance systems;

II. Principles of systems management and continuous improvement;

III. Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve fair outcomes for each student;

IV. Processes for developing and implementing management, communication, technology, school-level governance, and operation systems;

V. Use of technology to enhance learning and program management;

VI. Fiduciary training and understanding of state, federal, and local funding; and

VII. Student and staff reporting and state funding of staff.

(II) Educational leaders demonstrate skills required to:

I. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school (e.g., to include instructional articulation, enrollment processes and status, and collaboration with feeder schools to ensure transitions are seamless);

II. Use research and evidence to analyze and identify strategic and tactical challenges for the school's systems;

III. Develop and implement management, communication, assessment, technology, school-level governance, and operation systems, including conflict management and developing and managing productive relationships with the central office and school board;

IV. Design and management of school systems (e.g., schedules, staffing, structures) that support the implementation of evidence-based literacy practices, including Structured Literacy;

V. Develop a school's master schedule in order to protect teachers' and other staff members' work and learning from disruption;

VI. Evaluate and redesign operational systems so they remain flexible, responsive to data, and capable of supporting instructional innovation, technological shifts, and changing student needs; and

VII. Anticipate system-level pressures and align resources, structures, and schedules in ways that increase organizational adaptability without compromising the school or district's mission, vision, and core values.

(ii) Educational leaders understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and sensible resourcing plan that supports school improvement and development for each student.

(I) Educational leaders understand and know:

I. School and district budgeting;

II. Strategies for acquiring resources;

III. Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems;

IV. Strategies for aligning and allocating resources according to school priorities and student needs; and

V. Methods and procedures for managing school resources.

(II) Educational leaders demonstrate skills required to:

I. Evaluate resource needs;

II. Use data to develop a multi-year school resourcing plan aligned to the school's goals and priorities;

III. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement; and

IV. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

(iii) Educational leaders understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

(I) Educational leaders understand and know:

I. Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults (i.e., budgeting and accounting practices;

II. Implications of laws, rights, policies, and regulations for students and the school community; and

III. Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.

(II) Educational leaders demonstrate skills required to:

I. Reflectively evaluate and respond to situations with regard to laws, rights, policies, and regulations;

II. Analyze how law and policy are applied consistently, fairly, and ethically within a school;

III. Communicate policies, laws, regulations, and procedures to appropriate school stakeholders;

IV. Monitor and ensure adherence to laws, rights, policies, and regulations internally and externally to align with the school's mission and vision; and

V. Demonstrate responsible, ethical, and accountable stewardship of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

(b) Additional program requirements include the following:

1. Program Admission.

(i) A passing score on the Georgia Ethics for Educational Leadership Assessment is required prior to beginning program coursework.

(ii) EPPs shall determine admission requirements for degree granting preparation programs at the Master's or higher degree level.

(ii) A master's degree and Level 5 certification is required for admission to a certification-only (non-degree-granting) program. The master's degree must have been earned from a GaPSC-accepted accredited institution and must have resulted in a Certificate Level upgrade.

3. Partnerships. A partnership agreement shall be established with the employing LUA, agency, or organization of each candidate for the purpose of ensuring candidates will be able to meet clinical experience requirements. Partnership agreements:

(i) Shall be developed collaboratively by the LUA, agency, or organization and the program provider;

(ii) Shall establish mutually agreed upon responsibilities; and

(iii) Shall be updated as needed to ensure expectations for clinical experiences are aligned among all parties.

4. Clinical Practice. Candidates shall complete 500 hours of clinical experiences addressing proficiency in each of the standards delineated in this rule, with work that is substantial and focused on leading rather than observing. Clinical experiences shall provide significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through work in real settings (GaPSC-accepted accredited P-12 school or LUA settings, or other settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs). Clinical experiences shall be planned and guided cooperatively by the EPP and LUA or employer through candidate support teams that develop and manage individual induction plans for each candidate.

5. Candidate Performance Expectations. Candidates shall demonstrate knowledge, skills, and dispositions required for an entry level leader by demonstrating performance proficiency in the standards referenced in paragraph (2) (b). Candidate performance requirements shall be planned and guided cooperatively by the EPP and LUA, agency, or employing organization personnel. The EPP shall be responsible for using formative assessments throughout the program to assess candidate progress. Candidate performances shall be designed as follows:

   (i) Candidates shall demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by a leader. Clinical experiences shall provide candidates with substantial responsibilities that increase over time in complexity and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders, including school board members. The preponderance of experiences shall engage candidates in leading rather than observing or participating; and

   (ii) Candidates shall demonstrate performances in settings that allow for the demonstration of a wide range of relevant knowledge, skills, and dispositions while working with faculty and other LUA personnel, students, parents, and appropriate community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards.

6. Candidate Support Team. The clinical work of each candidate shall be supervised by a candidate support team. At a minimum, the candidate support team shall be composed of a trained and qualified leadership coach, an actively employed leader in the P-12 school, LUA, or employment site who is trained to serve as a leader mentor, and an EPP representative. (The leadership coach may serve as both the coach and the EPP representative provided the coach is employed by the EPP). These individuals shall work as a team to meet candidate and program needs. In addition, candidates shall receive EPP support through group coaching or other means whereby candidates have opportunities to interact with program staff and other candidates for reflection, feedback, and support related to their performances in the field.

7. Content Assessment. Candidates completing an initial preparation program shall be required to take the GACE content assessment in Educational Leadership. A passing score on the state-approved content assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for state certification in Educational Leadership.

(3) Options for Holders of Previously Issued Tier I Educational Leadership Certificates. Individuals who hold Educational Leadership – Tier I certification may maintain the certification by meeting GaPSC renewal requirements specified in GaPSC Certification Rule 505-2-.36 RENEWAL REQUIREMENTS. Those who seek to convert to the Performance-Based Educational Leadership certificate may complete one of the two options described below within the timelines described for each option.

(a) Complete a GaPSC-approved Tier II Educational Leadership program and pass the aligned state-approved GACE Content Assessment. Upon successful program completion and a passing score on the state-approved GACE Content Assessment, the Tier II certification will be issued and immediately converted to the Performance-Based Educational Leadership certificate.

   1. Fall 2028 is the last semester candidates may begin Tier II programs. No candidates may be enrolled after August 31, 2028.

   2. Candidates must complete all Tier II program coursework and requirements by December 31, 2031.

(b) Complete a GaPSC-approved certification-only bridge program and pass the state-approved GACE Content Assessment aligned to the standards delineated above in paragraph (2) (b). Upon successful program completion and a passing score on the state-approved GACE Content Assessment, the Performance-Based Educational Leadership certificate will be issued.

1. Certification-only bridge programs will be available for a limited time. No candidates may be enrolled after August 31, 2029.

2. Candidates must complete all Certification-only bridge program coursework and requirements by December 31, 2031.

3. Completers of the Certification-only bridge program must pass the state-approved GACE Content Assessment aligned with the standards delineated above in paragraph (2) (b).

(4) Certification-only Bridge Program Requirements. To receive approval for the Educational Leadership Certification-only Bridge Program, a Georgia GaPSC-approved educator preparation provider (EPP) shall offer a program meeting the following requirements.

(a) Admission Requirements. Candidates must hold a master's degree and an Educational Leadership Tier I Certification at Level 5 or higher. The master's degree must have been earned from a GaPSC-accepted accredited institution and must have resulted in a Certificate Level upgrade.

(b) Program Content Requirements. The program must address the Georgia Educational Leadership Standards (GELS) delineated above in paragraph (2) (b).

(c) Clinical Practice Requirements. Candidates must complete 250 clock hours of supervised clinical practice meeting the clinical practice requirements and candidate performance expectations delineated above in paragraphs (2) (b) 4. and 5. Clinical experiences must occur in GaPSC-accepted accredited P-12 school or LUA settings, or in other settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs.

(d) Candidate Supervision and Support Requirements. A candidate support team shall provide structured supervision and guidance for candidates during the required 250 hours of clinical practice. The candidate support team must meet the requirements described above in paragraph (2) (b) 6.

Authority: O.C.G.A. § 20-2-200.