

Draft: Redesign of Educational Leadership Preparation in Georgia for School and District Level Leaders

Initial Leadership Certification: M.Ed. or Certificate-Only Program (Level 5 Certification)

The Master's degree in Educational Leadership leads to initial certification for entry level leadership positions that include

- assistant principal, administrative assistant, or any other position requiring leadership certification below the level of principal, or
- leadership positions at the district level provided the holder does not supervise principals.

Certificate-only programs at Level 5 are permissible for candidates who hold a Master's degree in another certification field. The certificate-only program may be customized for individual candidates who have taken courses in a previous degree program that can be substituted for courses in the leadership program. For example, if the candidate has already taken a course in curriculum design, there would be no requirement for the candidate to take this course for leadership certification.

The M.Ed. in Educational Leadership (including the Certificate-Only program) prepares the candidate to be an instructional leader with deep knowledge and skill in leading the school organization to improve teaching and learning. The program is not designed to cover the waterfront of the Educational Leadership field. Consequently, ELCC standards do not receive evenly distributed attention in the program.

Example courses could include the following:

- Instructional Leadership: Leading the Learning Community (Standards 1, 2, 3, 4);
- Curriculum Design & Implementation (Standards 2);
- Standards in Practice: Aligning Curriculum, Instruction, and Assessment (Standard 2);
- Personalizing the Learning Environment (Standards 1,2, 5)
- Organizational Culture: Building a High Performance Learning Culture (Standards 1-6)
- Using Data to Inform Instructional Decisions (Standards 1, 2)
- School Law & Ethics (Standards 1-6)
- Personnel Administration & Ethics (Standards 3, 5)
- Embedded Performances I (Standards 1-7)
- Embedded Performances II (Standards 1-7)
- Embedded Performances III (Standards 1-7)

Embedded Performances

Six major performances are required during the program. Each performance must be aligned to multiple standards with most performances designed to address improvement of teaching and learning. No performance may be aligned to a single standard. Performances must include use of actual school data; engage staff, parents, community and school district resources in design & implementation; and presentation of results to faculty, school district, and/or parent and community groups.

Candidate Support

Candidates will be supported by Candidate Support Teams that include the candidate, a school or school district mentor, and a program provider coach. Guidelines accompanying the rule outline the work of the Candidate Support Team.

Program Admission

Program Providers will determine admission requirements that consider:

- Requirements of GaPSC Ed Prep Rule 505-3-.01
- Communication skills including written and oral communication as well as use of technology
- Other criteria established by the program provider

Certification

- Completion of the GaPSC-approved performance-based program and recommendation of the EPP
- Passing score on GACE Educational Leadership assessment

Advanced Leadership Certification: Ed.S., Ed.D., Ph.D. or Certificate-Only Program(Level 6 Certification)

The Ed.S degree or higher in Educational Leadership leads to initial certification for

- school principals,
- district superintendents, and
- other district staff who supervise principals.

Certificate-only programs at Level 6 are permissible for candidates who hold an Ed.S. degree or higher in another certification field. The certificate-only program may be customized for individual candidates who have taken courses in a previous degree program that can be substituted for courses in the leadership program. For example, if the candidate has already taken a course in curriculum design, there would be no requirement for the candidate to take this course for leadership certification.

The Ed.S. or higher in Educational Leadership (including the Certificate-Only program) prepares the candidate to lead an educational organization and is built upon a M.Ed. that prepared the candidate to be an instructional leader with deep knowledge and skill in leading the school organization to improve teaching and learning. The program is not designed to cover the waterfront of the Educational Leadership field. Consequently, ELCC standards do not receive evenly distributed attention in the program. The program will focus on those standards not given major attention in the Master's level program.

The program is performance-based and focuses on preparation for building or district leadership (principal, superintendent, or other district staff who supervise principals).

Example courses could include the following:

- Leading Organizational Change
- Leading School Improvement
- Design, Implementation, and Evaluation of Improvement Initiatives in Schools or Districts
- Education Finance (focus on application of finance principles and tools)
- Advanced Topics in School Law & Ethics (focus on application)
- Advanced Topics in Personnel Administration & Ethics
- Embedded Performances I
- Embedded Performances II
- Embedded Performances III
- Research Project (Embedded Performance IV)
- Additional courses if doctoral level program

The program is performance-based (75% of program time) during which time the candidates are in school and/or district administrative leadership positions implementing performances carefully designed to address real school and/or district challenges identified in school and/or district data. This means that many of the courses listed above have reduced class meeting schedules since time is shifted to implementation of performances.

Performances must include use of actual school data; engage staff, parents, community and school district resources in design & implementation; and presentation of results to faculty, school district, and/or parent and community groups.

Candidate Support

Candidates will be supported by Candidate Support Teams that include the candidate, a school or school district mentor, and a program provider coach. Guidelines accompanying the rule outline the work of the Candidate Support Team.

Program Admission

Program Providers **will determine admission requirements** that consider:

- Requirements of GaPSC Ed Prep Rule 505-3-.01
- A Master's degree in Educational Leadership or a Master's degree and completion of a certificate-only program in Educational Leadership at the M.Ed. level
- Communication skills including written and oral communication as well as use of technology
- Other criteria established by the program provider

Certification

- Completion of the GaPSC-approved performance-based program and recommendation of the EPP
- Passing score on a state leadership performance assessment (Missouri is currently working with ETS on development of this type of assessment)

Grandfathering and Transition Issues

- Current L and PL certificate holders would be grandfathered and required only to follow renewal procedures to maintain certification in leadership
- Current L and PL certificate holders could seek advanced degrees and certification in leadership at the PL6 and PL7 levels in the new programs
- Possible major change: give those who currently hold L certificates at the M.Ed. level a five-year period in which they can upgrade in either L or PL programs; after five years we no longer allow Ed.S. level upgrades in L programs, only in PL programs. This would give people plenty of time to go the L route and then we no longer accept Level 6 upgrades through L programs. Doctoral level upgrades could still be through programs that do not lead to performance-based leadership certification
- Those coming from out-of-state with M.Ed. level certification, will automatically qualify for assistant principal level certification; if they are being hired as a principal, apply the current rule process for certification: if fewer than three years satisfactory leadership experience, then a non-renewable certificate is issued and must complete the PL program. Those with three years or more satisfactory leadership experience would be issued the PL5 rather than the L5 we currently give (otherwise, certification could get too confusing). If the out of state educator is being hired in a non-leadership position, but has three or more years of satisfactory leadership experience, then the educator is issued a PL5
- Current programs could use the substantive change process to make needed program changes to implement redesigned programs