



Georgia Professional Standards Commission

Guidance for Interpreting and Implementing Educational Leadership Preparation Program Rules

505-3-.76 and 505-3-.77

Version 2 of March 2019

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Introduction

Georgia Professional Standards Commission (GaPSC) Educator Preparation Rules 505-3-.76, *Alternative Preparation for Educational Leadership Program* and 505-3-.77, *Educational Leadership Program*, establish the requirements and standards for programs preparing individuals for Georgia educational leadership certification. The amended rules, effective July 15, 2018, build upon the 2015 version of each rule, in which Tiered preparation was established. The rules include a number of changes, clarifications, and additions impacting the following aspects of program design and operation:

- Admission
- Candidate Support and Clinical Practice
- Curriculum
- Formative Program Evaluation
- Partnerships

The purpose of this document is to assist EPPs in interpreting and understanding rule changes and additions related to program design and delivery, and in planning for implementation. Each of the significant 2018 rule revisions are addressed as distinct topics on the following pages. Included for each topic are links to rule references, guidance, and the expected implementation date (semester and year). Previously published guidance is provided in [Appendix H](#).

Program providers are encouraged to consider this document an important guide for understanding GaPSC expectations and for implementing rule changes. Implementation dates are required; for instance, some rule revisions took effect immediately upon the rule effective date, while others will be expected to be phased into programs over time. The implementation timeline ([Appendix F](#)) provides a quick reference guide for expected implementation dates. During approval reviews occurring either in or after the semester of implementation noted in the timeline, site visitors will seek evidence of implementation of all applicable rule revisions. Guidance related to program design and delivery is not intended to be mandatory, as we understand there are many ways to meet standards and accomplish requirements; however, variances should be justifiable.

Direct any questions about the guidance provided herein or suggestions for additional guidance topics

to the assigned GaPSC Educator Preparation Education Specialist. As revisions are made, new versions will be shared with EPP heads and posted on the GaPSC website page dedicated to providing resources for program providers. The resource page is located at [GaPSC - Resources for Educator Preparation Program Providers](#). Footers in this document include the latest revision date.

Finally, GaPSC staff wish to extend sincere appreciation to Dr. David Hill and members of the 2017-2018 Educational Leadership Task Force, listed below, who contributed significant time and expertise to the development of rule revisions and guidance, as well as the Georgia Educational Leadership Faculty Association (GELFA) for its ongoing support and collaboration.

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I. Admission Guidelines

Topics addressed in this section include:

1. [Tier I Admission \(Traditional Preparation\) – Self-selection](#)pg. 7
 2. [Tier II Admission – Eligibility for Holders of a Tier II Certificate](#).....pg. 8
 3. [Alternative Preparation Admission Requirements](#) – Tier I and II.....pg. 8
 4. [Co-construction of Tier II Admission Criteria w/ P-12 Partners/Employers](#)pg. 9
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1. Tier I Admission (Traditional Preparation) – Self-Selection

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance:

Admission to a traditional (IHE-based) Tier I preparation program in Educational Leadership is open to those who meet the admission requirements set forth in [GaPSC Rule 505-3-.01 paragraph \(e\) 1.](#) and the admission requirements of the Educator Preparation Provider (EPP). Note that Rule 505-3-.77 states that self-selection is permitted as long as a partnership agreement with the employer establishes the employer’s capacity to mentor candidates. This statement implies that a partnership agreement should be in place with employers of Tier I candidates. A partnership agreement with employers is especially important for prospective candidates who are not employed in a P-12 school or district setting due to the challenges associated with their completion of Tier I field experiences and observations in school settings. See [Section V](#) of this document for more guidance on partnership agreements. Relatedly, EPPs should regularly inform Tier I candidates that they are expected to notify the EPP of any changes in their employment status, as such changes can impact Tier I program field experiences.

To ensure program quality, EPPs should limit admission based upon EPP capacity to meet the needs of all Tier I candidates. In other words, admission may be limited if a provider caps enrollment based on various resources including the ability to establish and maintain partnership agreements with multiple employers or to provide the appropriate amount of oversight of Tier I field experiences in multiple settings.

EPPs are also advised to inform Tier I candidates that admission to and completion of a Tier I program will not ensure employment in a leadership position, nor will it guarantee a pay increase. According to Georgia law, individuals must be employed by a Local Unit of Administration (LUA) in a position that requires leadership certification in order to receive a

pay increase based upon earning Tier I certification.

Implementation Timeline: Spring 2019

2. Tier II Admission Requirements -- Eligibility for Holders of a Tier II Certificate

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance

Individuals who hold Tier I certification or the equivalent (a valid GaPSC-issued Standard Professional L or PL certificate in Educational Leadership) and are employed in a current leadership position are eligible for admission to a Tier II program. Individuals who already hold Tier II certification are also eligible for admission to a Tier II program because when Tiered Certification for educational leadership was implemented, those who held L or PL Certificates based on completion of a previous Georgia program were grandfathered in to the new certification structure and their L or PL certificates were converted to a Tier II certificate. Therefore, EPPs are advised to require documentation of certification status prior to admission. EPPs admitting out-of-state candidates need to ensure these candidates hold the equivalent of the L certificate.

Because Tier II programs are intensive, performance-based programs, the intent of the rule is to allow only candidates who are employed in leadership positions to enter the program. As defined in 505-3-.77, the term leadership position refers to those positions requiring leadership certification as determined by the GaPSC. In cases where the candidate does not hold a leadership position, in the Partnership Agreement both the EPP and the employing LUA or organization must fully agree to how school-day time will be created to allow the candidate to successfully complete 750 clock hours of leadership performances. Rule 505-3-.77 specifies that these candidates must spend two full days per week participating in clinical work.

Implementation Timeline: Spring 2019

3. Alternative Preparation Program Admission Requirements

[Alternative Prep. Tier I Rule Reference - 505-3-.76](#)

Guidance:

Alternative preparation program admission requirements vary slightly from those of traditional preparation in that they are more restrictive. Self-selection is not available for alternative

preparation. For instance, individuals admitted to an alternative preparation program at the Tier I level must be recommended for admission by a LUA or employer who must verify employment and provide an assurance that the candidate will be available one-half day or more each day to work in a leadership position. Non-educators seeking admission must provide documentation of five or more years of successful leadership experience, references, evidence of successful engagement of employees in professional development opportunities, and they must pass an EPP-developed assessment of dispositions. In addition to these requirements, educators seeking admission must also provide evidence of successful teaching and teacher leadership experience. Alternative preparation program candidates must also complete the Georgia Ethics for Educational Leadership Assessment – Program Entry prior to beginning coursework.

[Alternative Prep. Tier II Rule reference - 505-3-.76](#)

Guidance:

Admission to alternative preparation Tier II programs require employment in a leadership position, recommendation of the LUA/employer along with an assurance of support for the candidate, a level 5 or higher Standard Professional Educational Leadership Tier I certificate or a Standard Professional L certificate in Educational Leadership Tier II based on completion of a non-performance-based program, and references document successful performance in a leadership position.

For both Tier I and Tier II programs, EPPs are advised to verify certification status prior to admission and incorporate admission requirements into partnership agreements with P-12 schools and other employers. As is the case with traditional preparation programs, alternative preparation EPPs are expected to co-construct Tier II admission criteria with P-12 partners/employers.

Implementation Timeline: Spring 2019

4. Co-construction of Tier II Admission Criteria with P-12 Partners/Employers

[Traditional Prep. Rule Reference - 505-3-.77](#)

Because Tier II programs are intensive and require candidates to participate in performance-based activities that are intended to prepare them for the principalship and/or district-level leadership, admission criteria should be co-constructed with P-12 partners/employers to ensure the most qualified candidates are admitted to programs and that employers will provide the required support to candidates. Partnership agreements should outline the expectations of the EPP and P-12 partners/employers with regard to admission criteria.

GaPSC Rules (505-3-.01, 505-3-.76, and 505-3-.77) set forth the minimum admission requirements. EPPs and their P-12 partners must work together to define additional criteria and select candidates who are capable of successfully leading schools and districts. Understanding P-12 partner needs is a critical first step in determining admission criteria above and beyond those set forth by GaPSC. EPPs and P-12 partners may also agree to share resources to ensure a robust admissions process. These resources may include the development and use of assessment centers, simulations, writing samples, disposition assessments, multi-rater assessments, role play, and other assessment tools to determine candidate readiness. The additional criteria should screen candidates whose academic background, professional experience, demonstrated leadership abilities, and communication skills meet the needs of the partnering districts.

EPPs are encouraged to document and maintain evidence of their work with P-12 partners to collaboratively develop and implement admissions criteria.

Implementation Timeline: Spring 2019

II. Candidate Support and Clinical Practice

Topics addressed in this section include:

5. [EPP Responsibility for Mentor and Leader Coach Training and Monitoring](#) pg. 11
 6. [Clinical Practice Expectations for Candidates who are Not Employed in a Leadership Position](#) pg. 13
 7. [The Leadership Coach may be an EPP Employee](#) pg. 13
 8. [Observations at Multiple Grade Levels](#) pg. 14
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5. EPP Responsibility for Mentor and Leader Coach Training and Monitoring

[Alternative Prep. Rule Reference - 505-3-.76](#)

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance:

Mentoring, coaching, and support are essential components of leadership preparation and essential for the success of candidates, as well as the program. EPPs are responsible for recruiting, training, and monitoring the performance of mentors and coaches who serve on Candidate Support Teams. Literature supports the importance of mentoring and coaching relationships in preparing successful, confident leaders and in making meaningful contributions to leadership preparation programs.

Leader coaches, mentors, and supervisors serve as members of Candidate Support Teams and as such, are expected to provide leader candidates with support and meaningful feedback on their clinical work. Mentors and coaches differ in that coaches are trained and deployed to use performance assessment data (qualitative and quantitative) to provide specific feedback that will assist candidates in meeting performance criteria. Although often referred to synonymously, in this context mentors differ from coaches in that they function in a role that is less evaluative and more focused on providing support. As opposed to a coach, the site-based mentor will spend more time with a leader candidate and be able to serve for instance as a thought partner to the candidate who can provide immediate feedback on performances. The coach, who typically serves on multiple Candidate Support Teams, might see a candidate less frequently but will work with candidates to create performance goals, identify areas of growth and barriers to positive performance, and help the candidate develop and/or extend the ability to reflect upon and assess her/his own growth.

Tier I Guidance:

Rules 505-3-.76 and .77 specify that Tier I candidates shall receive mentoring by a leader who is actively employed in a leadership position in a P-12 school or LUA and who has been trained to be a leader mentor. In addition, candidates shall receive EPP support through group coaching or other means that allow them to interact with other candidates and others who can provide meaningful feedback on their field and clinical experiences. Note that Tier I mentors must be entered into the Traditional Program Management System (TPMS).

Tier II Guidance:

In Tier II programs mentors, along with other members of the Candidate Support Team, are expected to take a more active role in planning residency experiences, managing individual induction plans, and working together as a team to monitor candidate performance. As is the case with Tier I mentors, Tier II mentors must also be entered into TPMS. Training for Tier II mentors and coaches may be conducted in a variety of formats. However, as the expectations are higher for Tier II mentors and coaches than they are for Tier I mentors, EPPs are advised to consider a more in-depth training program and to implement monitoring procedures that will assure Tier II mentors and coaches are well prepared for their roles and that they are successfully meeting the needs of the candidates they serve.

EPPs are advised to develop and implement procedures for training and monitoring the performance of mentors and coaches that will assure their candidates are receiving valuable feedback and support. Training may vary based on the experience level of mentors and coaches hired. For instance, training may consist of one or more face-to-face training sessions and/or electronic training such as video modules. The Coaching Endorsement program (GaPSC [Educator Preparation Rule 505-3-.85](#)) serves as an option for preparing coaches and the program standards (provided in [Appendix E](#)) can also serve as a basis for mentor training. All mentors and coaches, regardless of experience level, should receive a handbook describing EPP expectations for their roles. For continuous improvement and approval purposes, EPPs are advised to implement procedures for evaluating the effectiveness of coaches and mentors so that additional training and support can be provided for them when necessary, and so that those who are ineffective can be removed from the program. EPPs should maintain evidence that training for mentors and coaches not only takes place, but that it is effective and a component of the EPPs quality assurance system.

Implementation Timeline: Fall 2019

6. Clinical Practice Expectations for Candidates who are Not Employed in a Leadership Position

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance:

Tier I candidates must complete 250 hours of clinical experiences in addition to any performances required in coursework. EPPs are responsible for coordinating these clinical experiences with candidates, their employers, and their mentors. The partnership agreement should indicate that all relevant parties agree to support the candidate and provide opportunities for these experiences to occur. For candidates who are not employed in a leadership position, the partnership agreement is even more critical and an EPP supervisor or instructor/advisor is expected to work collaboratively with the candidate and her/his employer to ensure clinical experiences will occur. For instance, for candidates who are teachers the partnership agreement should include assurances for release time during school hours, as well as opportunities to observe leadership activities in other schools to meet grade level observation requirements. For candidates who are employed in other settings, the partnership agreement should specify that the employer will allow the candidate to miss work during school hours so that the 250 hours of clinical practice can be completed.

In Tier II programs, most candidates should be in a leadership position. For those who are not, the EPP is responsible for ensuring the partnership agreement with the employer clearly specifies the candidate will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete the 750 hours of clinical work required.

Implementation Timeline: Spring 2019

7. The Leadership Coach may be an EPP Employee

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance:

Candidate Support Teams for Tier II candidates must be comprised of a leadership coach, a mentor, and an EPP representative. Rule 505-3-.77 specifies that the role of the leadership coach and the EPP representative (i.e. supervisor) may be fulfilled by one individual if the coach is employed by the EPP. As is previously noted with regard to mentors and coaches,

individuals who serve in these roles must be trained and qualified to provide candidates with meaningful feedback. EPPs may elect to hire coaches or to prepare faculty members to serve as coaches.

Implementation Timeline: Spring 2019

8. Observations at Multiple Grade Levels

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance:

As part of the clinical practice experience for Tier I candidates, observation of leaders at elementary, middle, high school and central office are required. There are no minimum number of hours for these observations. The observations should build candidate awareness of similarities and differences for serving as an educational leader in the different educational settings. EPPs are encouraged to make the observations meaningful by including opportunities for candidates to reflect on them in relation to coursework and program content standards. Although job-embedded residency activities may involve candidate engagement with leaders at multiple levels (e.g. elementary, middle, high, central office), as Tier II candidates completed field experiences for all grade bands during their Tier I program, observations or discrete performance-based activities at different grade levels are not required during the Tier II job-embedded residency.

Implementation Timeline: Spring 2019

III. Curriculum

Topics addressed in this section include:

- 9. [New Standards and Elements Adapted from the National Professional Standards for Educational Leaders \(PSEL\)](#)pg. 15
 - 10. [Inclusion of InTASC Model Core Teaching Standards \(MCTS\) and Other Relevant Standards](#)pg. 15
 - 11. [Certificate Renewal Requirements through Professional Learning](#)pg. 16
 - 12. [Inclusion of the Georgia P-12 Continuous Improvement Framework](#)pg. 17
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9. New Georgia Educational Leadership Standards and Elements Adapted from PSEL

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance:

EPPs are required to use as the basis for program curricula the Georgia Educational Leadership Standards (GELS) that have been adapted from the Professional Standards for Educational Leadership (PSEL). These standards, as well as the elements that accompany them, should be reflected in planning forms, catalogs, syllabi, key assessments, and website information for both Tier I and Tier II programs. Program design, implementation, and assessment should be based on the GELS. EPPs are advised to consider additional standards (national and state) in developing and implementing program curricula and clinical experiences at the appropriate levels (see guidance topic III. 2.).

Implementation Timeline: Fall 2020

10. Inclusion of InTASC Model Core Teaching Standards (MCTS) and Other Relevant Standards

Rule References:

[Rule 505-3-.01](#)

[Alternative Prep. Rule - 505-3-.76](#)

[Traditional Prep. Rule - 505-3-.77](#)

Guidance:

Standards and elements of the Georgia Educational Leadership Standards ([GELS](#)), adapted from the Professional Standards for Educational Leaders, are to be incorporated in Tier I and II programs in order to create a preparation framework designed to prepare school and district leaders who have a deep understanding of teaching and learning, are able to use formative and summative assessment data to inform school improvement work, and who are skilled in building a school culture supportive of high standards for all students.

Although the GELS form the basis of program curricula, other standards are relevant and important for inclusion in programs preparing candidates for school and district leadership roles. For instance, the GaDOE Leader Performance Assessment Standards (LAPS) and all other components of the Leader Keys Effectiveness System (LKES), upon which Georgia school leaders are assessed, should be incorporated into preparation programs. To help inform and support the preparation of principals as instructional leaders and as required by Educator Preparation Rule 505-3-.01 ([paragraph \(e\) 2.\(i\) page 11](#)), EPPs are expected to incorporate the [InTASC Model Core Teaching Standards](#) related to improving teaching practices and supporting the growth and development of teachers. EPPs are advised to also incorporate the accompanying [Learning Progressions](#), which describe expected instructional practices at varying levels of professional maturity, as the Progressions support the development of instructional leadership capacity. Additionally, Educational Leadership Preparation Rules call for the incorporation of the [Standards for Professional Learning](#) published by Learning Forward and the [Teacher Leadership Standards](#) published by GaPSC in Rule 505-3-.72. Finally, as Tier II programs are expected to prepare leaders for roles that may include district-level supervision of principals, the [Model Principal Supervisor Professional Standards](#) published by CCSSO should also be addressed in relevant coursework.

In [Appendix G](#) links are provided to the aforementioned standards and frameworks.

Implementation Timeline: InTASC Standards were expected to be incorporated in programs by the Fall of 2018. For all other standards and frameworks the expected implementation semester is Fall 2019

11. Certificate Renewal Requirements through Professional Learning

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference \(505-3-.77\)](#)

Guidance:

In recent years, there have been changes to professional learning requirements for educators. One of the most significant changes is the paradigm shift from using Professional Learning

Units (PLUs) for certificate renewal to participating in job-embedded professional learning as outlined in written Professional Learning Plans (PLPs) or Professional Learning Goals (PLGs), based on professional judgements made by educators, colleagues, and supervisors. The goal of professional learning in Georgia is for educators to work together to enhance established goals for the educator, the school, and the LUA or organization.

EPPs must include Georgia’s professional learning renewal structure in educational leader preparation coursework and clinical experiences. Given that Professional Learning Communities (PLCs) are to be the primary vehicle for professional learning, EPPs are expected to prepare school and district leaders to successfully implement PLCs. Additionally, aspiring principals and superintendents need to learn about their responsibilities related to professional learning and certificate renewal, which currently require them to attest that professional learning plans/goals are being met.

Implementation Timeline: Spring 2019

12. Inclusion of the Georgia Continuous Improvement Framework

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference \(505-3-.77\)](#)

Guidance:

Georgia’s Systems of Continuous Improvement framework, developed and administered by the GaDOE, is an essential and critical component of school improvement planning, monitoring and evaluation expected of Georgia school and district leaders. In their preparation programs, leader candidates need opportunities to understand the state’s continuous improvement process and the context within which it operates, and they need to have guided practice in implementing activities related to the continuous improvement process during their clinical experiences. Program mentors and faculty should also be well-versed in the continuous improvement framework. EPPs should consider giving Tier I candidates opportunities to learn about the framework in the context of school improvement and providing Tier II candidates with in-depth performance-based learning opportunities as a part of their clinical experiences.

For information on the framework, see <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx>

Implementation Timeline: Fall 2019

IV. Formative Program Assessment

13. EPP Assessment of Programs at the Mid-point of the Seven-year Approval Cycle (i.e., Quality Measures)

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance:

Considering the seven-year program and EPP approval review process as a summative assessment, a formative assessment of Educational Leadership programs is recommended at approximately the 3- to 4-year point in the cycle. Although the mid-cycle formative review is not regulatory in nature, it can serve as a valuable mechanism for EPPs in that it can help identify program weaknesses before they become problematic for students or pose a threat to approval status. The formative assessment can also inform program revisions and prompt innovations.

GaPSC rules specify that the formative review process must be valid and reliable. At least until academic year 2020-21, GaPSC has access to grant funds that will allow state-approved Educational Leadership programs to participate free-of-charge in the valid and reliable Quality Measures™ (QM) program evaluation process. EPPs will be invited by GaPSC to participate in QM self-studies based on where they are in their seven-year approval cycle. EPPs who forgo an opportunity to participate in the QM process will be expected to conduct an alternate formative program assessment using a valid and reliable process.

Implementation Timeline: N/A. Implementation is based upon each EPP's seven-year approval cycle.

V. Partnership Agreement Guidelines

Topics addressed in this section include:

- 14. [Partnership Agreements](#).....pg. 19
 - 15. [Candidates Employed by Agencies or Organizations](#)pg. 20
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14. Partnership Agreements

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference - 505-3-.77](#)

Partnership agreements will vary in scope based on program level and candidate employment and they should support leadership succession planning in the Local Unit of Administration (LUA)/employer and be beneficial to the LUA, the EPP, and candidates. Recommended is one partnership agreement between an EPP and a partner school district or employer, with two parts: one outlining agreements related to Tier I preparation and the other outlining agreements for Tier II preparation.

All partnership agreements should include elements related to how the EPP and the LUA/employer will engage in regular reviews of program effectiveness, and a timeline for annual review and renewal of the agreement. Tier-specific elements of partnership agreements are listed below.

Tier I Essential Elements

- Even though candidates are able to self-select into Tier I programs, EPPs are responsible for establishing a partnership agreement with employers to assure Tier I candidates will be provided a site-based mentor and that candidates will be given release time to complete the required 250 hours of clinical practice. EPPs are advised to secure such agreements prior to enrollment in coursework so that candidates are not disadvantaged later if an agreement cannot be reached.
- The agreement should address situations in which the employer is not able to provide a mentor and the fact that in such cases the EPP is responsible for securing a mentor from another school or another organization. While candidates can certainly suggest individuals who may qualify as a mentor, they should never be asked to secure their own mentors. As explained in guidance topic II. 1. above, the EPP is responsible for securing, training, and monitoring mentors; the agreement should reflect these responsibilities and the role that partner LUAs/employers should play in mentor selection. For instance, some LUAs/employers may pre-screen mentors or suggest, based upon performance evaluations, individuals who are well qualified to serve as mentors.
- The partnership agreement should clearly state expectations for LUA/employer

engagement with the EPP in planning Tier I program clinical experiences, program curriculum, and program design and instructional delivery. Partner engagement can take many forms such as surveys, advisory councils, or formal and informal partnership meetings.

- In addition to providing assurances that the LUA/employer will allow the candidate to complete 250 hours of clinical experiences, the partnership agreement should delineate how the LUA/employer and the EPP will collaboratively develop leadership performances, and how the LUA/employer will provide the candidate with access to opportunities to lead and participate in leadership functions as appropriate for completion of leadership performances.

Tier II Essential Elements

Tier II partnership agreements should clearly delineate assurances and the roles of each party related to admission requirements, Candidate Support Teams, clinical practice, and as state above program evaluation and partnership review and renewal.

- As Tier II candidates must be employed in a leadership position or in a position that will allow them to complete the required 750 clock hours of job-embedded leadership performances, the partnership agreement should describe the roles of the EPP and the LUA/employer in assuring this and other admission requirements will be met.
- The agreement should also address assurances about the capacity of the EPP to provide trained coaches, LUA/employer capacity to provide site-based mentors to support candidates, and assurances to provide release time for candidates who are not in a leadership position.
- The Tier II partnership agreement should describe the expectations of each partner with regard to selecting, training, and monitoring members of the Candidate Support Team for each candidate, as well as the roles and responsibilities of CST members.
- Roles and responsibilities of members in planning, supervising, and evaluating the 750-hour clinical experience should also be included in the agreement.

Implementation Timeline: Spring 2019

15. Candidates Employed by Agencies or Organizations

[Alternative Prep. Rule Reference – 505-3-.76](#)

[Traditional Prep. Rule Reference - 505-3-.77](#)

Guidance:

Individuals who are not employed in schools or school districts are eligible for admission to educational leadership programs, as long as admission requirements are met and they are able

to complete all program requirements. Typically, such candidates are employed by RESAs, institutions, state agencies, or non-profit organizations. For these individuals, particular attention must be given to the partnership agreement with the employer, as careful consideration must be given to how these candidates will complete clinical experiences in school settings during school hours and who will serve as a mentor. EPPs are advised to secure employment information prior to making an admission decision, so that a partnership agreement can be developed before a candidate enrolls in coursework.

Implementation Timeline: Spring 2019

Appendix A
Rule 505-3-.76 References
Alternative Preparation for Educational Leadership

Section I. Admission.

Topic 1. N/A for Alternative Preparation

Topic 2. Tier II Admission Requirements -- Eligibility for Holders of a Tier II Certificate

Rule Reference (page 10, 2. (ii) (II)): Hold a level 5 or higher Standard Professional Educational Leadership Tier I certificate or hold a valid, Standard Professional L certificate in Educational Leadership Tier II based on completion of a non-performance-based program;

Topic 3. Alternative Preparation Admission Requirements—Tier I

Rule Reference (pages 8-9, 1.):

- (i) Non-educator candidates seeking admission to a Tier I program must:
 - (I) Receive from a LUA an offer of employment and recommendation for admission to the program and assurance that the candidate is available one-half day or more each day to work in a leadership position;
 - (II) Hold, at a minimum, a bachelor’s degree from a GaPSC-accepted 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 educator preparation provider; and
 - (VI) Provide evidence of experience in engaging employees in organizational development or professional learning opportunities.
- (ii) Candidates currently employed as educators and seeking admission must:
 - (I) Receive the recommendation of a Georgia LUA for participation in the program and assurance that the candidate is available one-half day or more each day to work in a leadership position;
 - (II) Hold a GaPSC Level 5 or higher professional certificate; candidates who also have National Board Certification, the Teacher Leadership endorsement, Coaching or Teacher Support and Coaching endorsements are ideal.
 - (III) Provide evidence of successful teacher leadership experience;

- (IV) Exhibit professional leadership dispositions through an assessment, developed and/or adopted by the educator preparation provider;
- (V) Provide evidence of experience in engaging colleagues in professional learning opportunities; and
- (VI) Provide evidence of successful teaching.

Topic 3. Alternative Preparation Admission Requirements—Tier II

Rule Reference (pages 9-10, 2.):

- (i) Candidates must be employed in a leadership position in a LUA requiring professional performance-based leadership certification at Tier II.
- (ii) In addition, practicing educators seeking admission must:
 - (I) Receive the recommendation of the employing LUA for participation in the program and assurance that the system will support the work of the candidate in the program;
 - (II) Hold a level 5 or higher Standard Professional Educational Leadership Tier I certification or hold a valid, Standard Professional L certification in Educational Leadership Tier II based on completion of a non-performance-based program; and
 - (III) Provide references documenting evidence of successful performance in a leadership position that requires Tier I leadership certification.

Topic 4. N/A for Alternative Preparation

Section II. Clinical Support and Clinical Practice

Topic 5. EPP Responsibility for Mentor and Leader Coach Training and Monitoring

Rule Reference (page 10. 3.): 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 during Tier I and a minimum of a twelve (12) month cycle during Tier II. The LUA shall provide a mentor with successful leadership experience at the Tier II level relative to the candidate being mentored. 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, for example) have successfully completed appropriate training as described in the guidelines.

Topic 6. Clinical Practice Expectations for Candidates who are Not Employed in a Leadership Position

Rule Reference (page 9, 1. (i) (I) and (ii) (I)):

(Tier I Non-educator candidates) Receive from a LUA an offer of employment and recommendation for admission to the program and assurance that the candidate is available one-half day or more each day to work in a leadership position;

(Tier I Candidates currently employed as educators) Receive the recommendation of a Georgia LUA for participation in the program and assurance that the candidate is available one-half day or more each day to work in a leadership position

N/A for Tier II (employment in a leadership position is required).

Topic 7. The Leadership Coach may be an EPP Employee

Tier I Rule reference (page 10, 4. (i) (II) (2)): Candidates shall participate in a residency incorporating a continual assessment of candidate application of knowledge, skills, and leadership dispositions. Candidates' performances shall be 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 shall be composed of the candidate, a trained and qualified leadership coach, a P-12 school-based leader and/or LUA mentor/coach, and a supervisor from the approved program provider; and

Tier II Rule reference (page 11, 4. (ii) (III)): Candidates shall participate in a performance-based residency incorporating a continual assessment of candidate application of knowledge, skills, and leadership dispositions. Candidates' performances shall be 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 shall be composed of the candidate, a leadership coach, a P-12 school-based leader and/or LUA mentor/coach, and a supervisor from the approved program provider; and

Topic 8. N/A for Alternative Preparation

Section III. Curriculum

Topic 9. New Georgia Educational Leadership Standards and Elements Adapted from PSEL

Rule Reference (pages 1-8, (b) 1-10): To receive approval for the Alternative Preparation for Educational Leadership program, a Georgia Professional Standards Commission (GaPSC)-approved educator preparation provider (EPP) shall offer a preparation program described in program planning forms, websites, catalogs, and syllabi conforming to the Georgia Educational Leadership Standards, which are adopted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. Programs will be assessed at the standard level; elements listed under each standard give guidance regarding the breadth and depth of each standard and are adapted from PSEL. Although programs shall be designed upon the PSEL Standards and as required by Rule 505-3-.01, the InTASC Model Core Teaching Standards in relation to instructional leadership (see 505-3-.01 paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (Rule 505-3-.72), the Model Principal Supervisor Standards, 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 (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. Guidelines that accompany this rule, Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs, provide detailed information to support development of the program.

The standards are listed in [Appendix D](#).

Topic 10. Inclusion of InTASC Model Core Teaching Standards (MCTS) and Other Relevant Standards

Rule Reference (pages 1-8, (b)): To receive approval for the Alternative Preparation for Educational Leadership program, a Georgia Professional Standards Commission (GaPSC)-approved educator preparation provider (EPP) shall offer a preparation program described in program planning forms, websites, catalogs, and syllabi conforming to the Georgia Educational Leadership Standards, which are adopted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. Programs will be assessed at the standard level; elements listed under each

standard give guidance regarding the breadth and depth of each standard and are adapted from PSEL. Although programs shall be designed upon the PSEL Standards and as required by Rule 505-3-.01, the InTASC Model Core Teaching Standards in relation to instructional leadership (see 505-3-.01 paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (Rule 505-3-.72), the Model Principal Supervisor Standards, 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 (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. Guidelines that accompany this rule, Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs, provide detailed information to support development of the program.

Topic 11. Certificate Renewal Requirements through Professional Learning and

Topic 12. Inclusion of the Georgia P-12 Continuous Improvement Framework

Rule Reference (pages 1-8, (b)): To receive approval for the Alternative Preparation for Educational Leadership program, a Georgia Professional Standards Commission (GaPSC)-approved educator preparation provider (EPP) shall offer a preparation program described in program planning forms, websites, catalogs, and syllabi conforming to the Georgia Educational Leadership Standards, which are adopted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. Programs will be assessed at the standard level; elements listed under each standard give guidance regarding the breadth and depth of each standard and are adapted from PSEL. Although programs shall be designed upon the PSEL Standards and as required by Rule 505-3-.01, the InTASC Model Core Teaching Standards in relation to instructional leadership (see 505-3-.01 paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (Rule 505-3-.72), the Model Principal Supervisor Standards, 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 (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. Guidelines that accompany this rule, Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs, provide detailed information to support development of the program.

Topic 12. Inclusion of the Georgia Continuous Improvement Framework

Rule Reference (page 2, (3)(b)): Professional learning as described in the GaPSC certificate renewal rule (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.

Section IV. Formative Assessment

Topic 13. EPP Assessment of Programs at the Mid-point of the Seven-year Approval Cycle (i.e., Quality Measures)

Rule Reference (page 12, 8. (a)): Continuous Improvement as Part of the Program Approval Process. As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2016), EPPs are advised to engage partner school districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as Quality Measures.

Section V. Partnership Agreement Guidelines

Topic 14. Partnership Agreements

Rule Reference (page 12, 8. (a)):

As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2016), EPPs are advised to engage partner school districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as Quality Measures.

Rule Reference (page 13, (4)):

(4) Eligible Program Providers. The Alternative Preparation for Educational Leadership program may be proposed by any GaPSC-approved EPP that can verify, through the program approval process, the ability to provide an alternative preparation program complying with the definitions, standards, and requirements of the Alternative Preparation for Educational Leadership program as delineated in this rule and accompanying guidelines. The eligible provider shall create a preparation program for both Tier I and Tier II; a provider is not required to offer a Tier II program. All new requests for approval of an alternative preparation program from a GaPSC-approved educator preparation provider shall indicate the provider's intent to seek approval for the Alternative Preparation for Educational Leadership program. GaPSC-approved educator preparation providers at LUAs, private schools, or charter schools shall offer an approved alternative preparation program only to those candidates employed by that LUA or P-12 school. Regional Educational Service Agencies (RESAs), universities, currently approved providers administratively-based in the state of Georgia, and national organizations that have non-profit status and that achieve GaPSC approval as an EPP that serve audiences beyond a LUA shall be eligible to seek program approval as long as formal partnership agreements are established with each candidate's LUA or, in the case of private or charter schools, with each candidate's school. The Commission will approve only a limited number of programs as pilots until sufficient program effectiveness data is available to determine effectiveness of the alternative preparation model.

Topic 15. Candidates Employed by Agencies or Organizations

Rule Reference (page 13, (4)): GaPSC-approved educator preparation providers at LUAs, private schools, or charter schools shall offer an approved alternative preparation program only to those candidates employed by that LUA or P-12 school. Regional Educational Service Agencies (RESAs), universities, currently approved providers administratively-based in the state of Georgia, and national organizations that have non-profit status and that achieve GaPSC approval as an EPP that serve audiences beyond a LUA shall be eligible to seek program approval as long as formal partnership agreements are established with each candidate's LUA or, in the case of private or charter schools, with each candidate's school.

Appendix B

Rule 505-3-.77 References Educational Leadership Program

Section I. Admission

Topic 1. Tier I Admission—Self-selection

Rule Reference (page 8, 3): A partnership agreement shall be established with LUAs, agencies, or other organizations for the purpose of collaborative work to ensure program curriculum and clinical experiences address LUA leadership preparation needs and to continuously examine program effectiveness. Such partnerships shall permit candidate self-selection for Tier I programs provided the partner district has the capacity to mentor the candidate and the candidate meets program admission criteria. A regular and systematic plan agreeable to the partner districts and the EPP shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

Topic 2. Tier II Admission Requirements -- Eligibility for holders of the “old L” certificate (completers of non-performance-based preparation programs)

Rule Reference (page 9, (c) 1.):

- (i) Hold Tier I entry level certification or hold a Tier II certificate if that certificate is based on completion of an Educational Leadership program that led to a Georgia L or PL certificate;
- (ii) Serve in a leadership position (see (1) Purpose above for the definition of the term, leadership position) at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program’s clinical requirements. Candidates who do not serve in a leadership position as described above may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete clinical work. Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule; and
- (iii) Meet program admission criteria, and admission criteria specified by the EPP and in the

partnership agreements with employers of potential candidates.

Topic 3. N/A for Traditional Preparation

Topic 4. Co-construction of Tier II Admission Criteria with P-12 Partners/Employers

Rule Reference (page 9, (c) 1. (iii)): Meet program admission criteria, and admission criteria specified by the EPP and in the partnership agreements with employers of potential candidates.

Section II. Clinical Support and Clinical Practice

Topic 5. EPP Responsibility for Mentor and Leader Coach Training and Monitoring

Rule Reference (page 10, (a) 1.): Candidate Support. At a minimum, Tier I candidates shall receive mentoring by a leader who is actively employed in a leadership position in the P-12 school or LUA and who has been trained to be a leader mentor. 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 (pages 8-9, paragraph (b) 4.).

Tier I Clinical Practice shall include 250 clock hours (in certification-only and degree programs) in addition to performances required in courses and shall consist of significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through field experiences cooperatively developed by the candidates, mentor, and EPP advisor. Field experiences shall engage candidates in substantial, standards-based work in diverse settings as defined in guidelines that accompany this rule. In Tier I programs candidates shall, at a minimum, observe leaders at all levels—elementary, middle, high school, and central office.

Topic 6. Clinical Practice Expectations for Candidates who are Not Employed in a Leadership Position

Rule Reference (page 9, 1. (ii)): Serve in a leadership position (see (1) Purpose above for the definition of the term, leadership position) at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program's clinical requirements. Candidates who do not serve in a leadership position as described above may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for two full days per week

or the equivalent to allow the candidate sufficient time to participate in and successfully complete clinical work. Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule.

Topic 7. The Leadership Coach may be an EPP Employee

Rule Reference (page 9, 4.): Candidate Support. The clinical work of each Tier II candidate shall be supervised by a candidate support team. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a trained P-12 school or LUA 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 as described in the guidelines accompanying this rule.

Topic 8. Observations at Multiple Grade Levels

Rule Reference (page 9, (a)1.): Tier I Clinical Practice shall include 250 clock hours (in certification-only and degree programs) in addition to performances required in courses and shall consist of significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through field experiences cooperatively developed by the candidate, mentor, and EPP advisor. Field experiences shall engage candidates in substantial, standards-based work in diverse settings as defined in guidelines that accompany this rule. In Tier I programs candidates shall, at a minimum, observe leaders at all levels—elementary, middle, high school, and central office.

Section III. Curriculum

Topic 9. New Georgia Educational Leadership Standards and Elements Adapted from PSEL

Rule Reference (page 2, 3.a.1 - page 8, 3.a.10): To receive approval, a GaPSC-approved EPP shall offer Tier I and Tier II Educational Leadership preparation programs described in program planning forms, catalogs, syllabi, and on websites conforming to the following Georgia Educational Leadership Standards, which are adopted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. The elements accompanying the standards are adapted from PSEL Standards.

The Georgia Educational Leadership Standards (adapted from the PSEL Standards) and elements are listed in [Appendix D](#).

Topic 10. Inclusion of InTASC MCTS and Other Relevant Standards

Rule References (page 1, 3.a.1): Although programs shall be designed upon the PSEL Standards and as required by Rule 505-3-.01, the InTASC Model Core Teaching Standards in relation to instructional leadership (see [505-3-.01 paragraph \(e\) 3. \(i\)](#)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (Rule 505-3-.72), the Model Principal Supervisor Standards, 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.

Topic 11. Certificate Renewal Requirements through Professional Learning

Rule Reference (page 2, (3) (a)): Professional learning as described in the GaPSC certificate renewal rule (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.

Topic 12. Inclusion of a P-12 Continuous Improvement Framework

Rule Reference (page 2, (3)(a)): Professional learning as described in the GaPSC certificate renewal rule (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.

IV. Formative Program Assessment

Topic 13. EPP Assessment of Programs at the Mid-point of the Seven-year Approval Cycle (i.e., Quality Measures)

Rule Reference (page 12., (7)(a)): As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2016), EPPs are advised to engage partner school

districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as *Quality Measures*.

V. Partnership Agreements

Topic 14. Partnership Agreements

Rule Reference (page 8, (b) 3. (Tier I)): A partnership agreement shall be established with LUAs, agencies, or other organizations for the purpose of collaborative work to ensure program curriculum and clinical experiences address LUA leadership preparation needs and to continuously examine program effectiveness. Such partnerships shall permit candidate self-selection for Tier I programs provided the partner district has the capacity to mentor the candidate and the candidate meets program admission criteria. A regular and systematic plan agreeable to the partner districts and the EPP shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

Rule Reference (page 8, (c) 1. (ii) (Tier II)): Serve in a leadership position (see (1) Purpose above for the definition of the term, leadership position) at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program's clinical requirements. Candidates who do not serve in a leadership position as described above may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete clinical work. Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule; and (iii) Meet program admission criteria, and admission criteria specified by the EPP and in the partnership agreements with employers of potential candidates.

Rule Reference (page 9, (c) 3. (Tier II)): A partnership agreement shall be established with the employing LUA, agency, or organization of each potential candidate for the purpose of ensuring candidates will be able to meet Tier II level clinical 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 regularly and systematically updated to ensure continuous improvement of the preparation program and its partnerships.

Topic 15. Candidates Employed by Agencies or Organizations

Rule Reference (page 9, (c) 1. (ii)): Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule.

Appendix C
Rule 505-3-.01 References
Requirements and Standards for Approving Educator Preparation Providers
and Educator Preparation Programs

Topic 1. Admission Requirements

1. Admission Requirements

(i) GaPSC-approved EPPs shall ensure candidates enrolled in initial preparation programs at the baccalaureate level have a minimum undergraduate GPA of 2.5 on a 4.0 scale. EPPs offering non-traditional or traditional post-baccalaureate programs in teaching (T), service (S), or leadership (L) fields shall ensure enrolled candidates have a GPA of 2.5 or higher in major or applicable content area coursework in the field of certification sought. There are no equivalent majors for the teaching fields of Early Childhood Education, Birth Through Kindergarten, or Special Education; therefore, candidates enrolling in these programs must have an overall GPA of 2.5. The provider shall ensure the average GPA of each enrolled cohort is 3.0 or higher. The term *enrolled cohort* refers to all candidates admitted to and enrolled in all initial preparation programs (across all T, S, and L fields as applicable) offered by the EPP in the GaPSC-defined reporting year (September 1 - August 31). EPPs may exempt individuals from the minimum GPA requirement under the following circumstances:

(I) if the prospective candidate's most recent undergraduate GPA was obtained ten or more years prior to admission or

(II) if the prospective candidates did not complete undergraduate coursework (applicable only to CTAE programs).

Exempted GPAs are not included in the calculation of the average for the admitted cohort. As long as the average GPA of the admitted cohort meets the 3.0 minimum requirement, EPPs may accept up to 10% of the admitted cohort with GPAs lower than 2.5.

(ii) GaPSC-approved EPPs shall ensure candidates admitted into initial preparation programs meet the GaPSC Program Admission Assessment requirement. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required prior to enrollment in all initial preparation programs, with three exceptions:

(I) Military retirees or spouses of active-duty military personnel who do not exempt the requirement must attempt the Program Admission Assessment within the first year of program enrollment and must pass the assessment within two (2) years of program admission or prior to program completion, whichever occurs first (see GaPSC Rule 505-2-.46 MILITARY SUPPORT CERTIFICATE);

(II) Candidates seeking Career and Technical Specializations certification must either exempt the requirement or pass the Program Admission Assessment within three (3) years of program admission or prior to program completion, whichever occurs first; and

(III) Professionally certified educators (valid or expired) who enroll in initial preparation programs for the purpose of adding a new field of certification are not required to meet the Program Admission Assessment requirement.

(III) Qualifying exemptions are available at <http://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS for additional information related to program admission testing requirements and www.gapsc.com for Georgia educator assessment information, including qualifying exemption scores.

(iii) The appropriate state-approved Assessment of Educator Ethics – Program Entry is required to be completed prior to enrollment in a traditional or non-traditional initial educator preparation program and to qualify for the Pre-Service Teaching Certificate (see GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE). Although a minimum score is not required for program admission, assessment results shall be used by EPPs to design appropriate ethics instruction needed for each candidate.

Topic 10. Inclusion of InTASC MCTS and Other Relevant Standards

Rule Reference (page 11, 2. (i)): Preparation programs for educators prepared as teachers shall incorporate the latest version of the InTASC Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium. Preparation programs for educators prepared as leaders shall incorporate these standards into courses related to instructional leadership to assure leadership candidates understand the InTASC standards as they apply to the preparation and continued growth and development of teachers.

Appendix D

Georgia Educational Leadership Standards (GELS) and Elements

Adapted from the Professional Standards for Educational Leaders (PSEL)

Effective leaders:

1. Standard 1: Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Education leaders build consensus among all stakeholders to develop an educational mission, vision, and core values of what students should know and do as a consequence of their schooling, as well as what it means for students to become well-adjusted, contributing members of society. Building such a vision supported by core values can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, leaders work with school and community members to establish the school's mission, and to plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Effective leaders:

(i) Using 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) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

(iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(iv) Ensure core values 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.

(v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

2. Standard 2: Act ethically and according to professional norms to promote each student's academic success and well-being. Educational leaders are professionals who ensure personnel are equipped with professional understanding of the school's mission and the professional norms that must be followed to ensure student success and well-being. Leaders have an understanding of ethical principles to guide actions and decision-making, which must be within the boundaries of professional practice. Leaders foster the development of a school culture that nurtures understanding of professional conduct and ethics, and have a professional responsibility to take an intentional approach to ensure not only regulatory enforcement, but also ethics education, outreach, and prevention. Effective leaders:

(i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

(ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

(iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.

(iv) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

(v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

(vi) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

3. Standard 3: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Education leaders create a school culture that values diversity. 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. Effective leaders:

(i) Ensure that each student feels a sense of belonging, is treated fairly and respectfully, and is accepted and valued as an active member of the school community.

(ii) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

(iii) Analyze data to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources needed for college/career readiness.

(iv) Develop and communicate expectations and codes of conduct to address student behavior in a positive, fair, and unbiased manner.

(v) Confront and alter institutional biases and eliminate barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

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

(vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

(viii) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

(ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

4. Standard 4: Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective educational leaders develop and support equitable and intellectually rigorous and coherent systems of curriculum, instruction, and assessment to maximize each student's growth and learning. Education 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. Effective leaders:

(i) Promote the 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 culturally responsive.

(ii) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

(iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.

(iv) Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.

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

(vi) Collaboratively model and promote with all stakeholders a culture of high expectations for all students.

(vii) Promote the effective use of technology.

(viii) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

(ix) Monitor and evaluate the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

5. Standard 5: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Education leaders build a school culture and climate that supports students being known and valued. The learning environment is personalized so students feel encouraged to engage with others as active learners. In such an environment learners are willing to take chances in their learning since a support system has been built to reinforce student learning. Effective leaders:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

(ii) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

(iii) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

(iv) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

(v) Cultivate and reinforce student engagement in school and positive student conduct.

(vi) Infuse the school's learning environment with the cultures and languages of the school's community.

6. Standard 6: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Education 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 careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community. Effective leaders:

(i) Recruit, hire, assign, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty in an equitable manner based on school needs, and local, state, and federal requirements.

(ii) Plan for and manage staff turnover and succession, providing opportunities for effective induction including mentoring of new personnel by carefully selected and trained mentors.

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(v) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii) Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

(viii) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

(ix) Address their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

7. Standard 7: Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Education 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. Effective leaders:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(iii) 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 equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(iv) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

(v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.

(ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

8. Standard 8: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Education 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 diverse cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. Effective Leaders:

(i) Are approachable, accessible, and welcoming to all families and community members.

(ii) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

(iii) Engage in regular and open two-way communication with families and the community about the school, students, needs, challenges, and accomplishments.

(iv) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

(v) Create means for the school community to partner with families to support student learning in and out of school.

(vi) Build and sustain mutually beneficial productive partnerships with public and private sectors to share resources and promote school improvement and student learning.

(vii) Create an environment that values diversity, serves as a resource for families and the school community, and welcomes family engagement in school activities.

(viii) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

(ix) Advocate publicly for the needs and priorities of the school, district, students, families, and the community.

(x) Work with the community to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

9. Standard 9: Manage school operations and resources to promote each student's academic success and well-being. Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. Effective leaders:

(i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

(ii) 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) 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.

(iv) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

(v) Protect teachers' and other staff members' work and learning from disruption.

(vi) Employ technology to improve the quality and efficiency of operations and management.

(vii) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

(viii) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

(ix) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

(x) Develop and manage productive relationships with the central office and school board.

(xi) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

(xii) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

10. Standard 10: Act as agents of continuous improvement to promote each student's academic success and well-being. Educational leaders foster an environment among stakeholders where data are analyzed and used to continuously improve the academic and social success of the students, staff, and the community of learners. Leaders ensure a systematic and collaborative process that promotes a culture of school improvement and accountability. This plan, do, check, act process is created with input from all stakeholders. The leader uses current and relevant research and effectively gathers, analyzes, and interprets student data from multiple sources to promote a shared vision for instructional improvement that engages all stakeholders in decision-making that drives and sustains school improvement for each student. Effective leaders are willing to make difficult decisions and confront adverse situations to promote student academic success and well-being. Effective leaders:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(v) Build the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for school improvement.

(vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

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

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

(ix) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Appendix E

Coaching Endorsement Standards

Topic 5: EPP Responsibility for Mentor and Leader Coach Training and Monitoring

Rule 505-3-.85 Coaching Endorsement Program

1. The program shall prepare the coach to have the knowledge, skills, and dispositions to identify performance criteria:
 - (i) The program shall prepare the coach to analyze the context in order to identify organizational criteria with the coachee's performance. The coach will know and be able to:
 - (I) Identify the organization's mission, vision, beliefs and goals;
 - (II) Analyze the alignment of the mission, vision, beliefs and goals to the roles, responsibilities and performances required for the coachee's position; and
 - (III) Communicate this alignment.
 - (ii) The program shall prepare the coach to analyze the strengths and opportunities for growth of the coachee to meet the organization's performance criteria. The coach will know and be able to:
 - (I) Communicate the expected performance criteria;
 - (II) Assess the coachee's understanding of the performance criteria;
 - (III) Analyze the strengths of the coachee against performance criteria;
 - (IV) Help the coachee self-assess against performance criteria;
 - (V) Determine the coachee's "opportunities for growth" against the performance criteria;
 - (VI) Help the coachee self-assess his/her "opportunities for growth" against the performance criteria; and
 - (VII) Support the coachee in the development of confidence in her/his ability to achieve the performance criteria.
2. The program shall prepare the coach to have the knowledge, skills, and dispositions to demonstrate knowledge and understanding of performance assessments and analysis of results:
 - (i) The program shall prepare the coach to identify and know how to use assessments for coachee based on roles, responsibilities, positions and performance criteria. The coaches know and are able to:

- (I) Identify and use various assessments available;
 - (II) Identify and use appropriate assessments for role and context;
 - (III) Identify and use appropriate questioning techniques for diagnostic purposes; and
 - (IV) Identify and use appropriate questioning techniques for clarifying purposes.
- (ii) The program shall prepare the coach to implement appropriate assessments based on roles, positions, responsibilities, and performance criteria. The coach will know and be able to:
- (I) Use active and empathetic listening skills for diagnostic and/or clarifying purposes;
 - (II) Demonstrate the effective use of appropriate assessments; and
 - (III) Demonstrate the effective use of coaching processes.
- (iii) The program shall prepare the coach to have the knowledge, skills, and dispositions to analyze results from assessments. The coach will know and be able to:
- (I) Demonstrate effective analysis skills for performance assessments for coachee's strengths and areas of growth;
 - (II) Analyze and identify barriers to performance;
 - (III) Compare areas for improvement identified by coach, coachee, and the district;
 - (IV) Communicate results of assessments effectively; and
 - (V) Demonstrate data interpretation/analysis.
3. The program shall prepare the coach to have the knowledge, skills, and dispositions to develop, maintain, and implement an effective coaching plan:
- (i) The program shall prepare the coach to develop goals and a plan to achieve them in collaboration with coachee. The coach will know and be able to:
 - (I) Create a plan with results that are specific, measurable, attainable, and realistic and have target dates (SMART goals);
 - (II) Encourage the coachee to take on new and challenging tasks;
 - (III) Define actions that will enable the coachee to demonstrate practice and deepen new learning; and
 - (IV) Adjust plan as warranted.
 - (ii) The program shall prepare the coach to demonstrate ability to manage progress and accountability. The coach will know and be able to:

- (I) Monitor the plan to keep coaching on track; and
 - (II) Develop a system to help the coach self-monitor.
- (iii) The program shall prepare the coach to have the knowledge, skills, and dispositions to provide opportunities to practice. The coach will know and be able to:
- (I) Identify willing participants for practice;
 - (II) Identify resources used to practice; and
 - (III) Schedule agreed upon time to practice.
4. The program shall prepare the coach to have the knowledge, skills, and dispositions to provide feedback to an individual or group of individuals in an effort to build capacity and improve performance:
- (i) The program shall prepare the coach to provide feedback based on performance criteria. The coach will know and be able to:
- (I) Provide feedback that reflects best practice based on current research;
 - (II) Utilize a process to provide feedback;
 - (III) Develop specific and purposeful feedback; and
 - (IV) Formulate and use effective questioning techniques.
- (ii) The program shall prepare the coach to demonstrate ability to use feedback to collaborate with the coachee to plan strategies. The coach will know and be able to:
- (I) Provide resources that align with the identified needs;
 - (II) Prioritize and develop a timeline;
 - (III) Develop and utilize strategies to build a support network;
 - (IV) Develop coachee's recognition of incremental improvement and growth; and
 - (V) Recognize the fluid nature of coachee's plan for continuous improvement.
5. The program shall prepare the coach to have the knowledge, skills, and dispositions to communicate effectively with the coachee:
- (i) The program shall prepare the coach to utilize effective verbal skills. The coach will know and be able to:
- (I) Utilize effective questioning skills;
 - (II) Utilize effective clarifying skills; and

- (III) Utilize positive phrasing.
 - (ii) The program shall prepare the coach to use effective written skills. The coach will know and be able to:
 - (I) Write for varied audiences and situations;
 - (II) Write clear statements for improved performance;
 - (III) Understand the legal implications of the written word; and
 - (IV) Demonstrate proper grammar, usage, and mechanics.
 - (iii) The program shall prepare the coach to use effective non-verbal skills to communicate independently of spoken or written words. The coach will know and be able to:
 - (I) Use active listening skills;
 - (II) Recognize and analyze body language; and
 - (III) Recognize the non-verbal implications of the coaching environment.
6. The program shall prepare the coach to have the knowledge, skills, and dispositions to effectively establish the relationship of trust with all stakeholders in the coaching process:
- (i) The program shall prepare the coach to establish and maintain a highly confidential relationship:
 - (I) Understand the importance of confidentiality and trust;
 - (II) Protect and maintain confidentiality and trust; and
 - (III) Communicate to others the importance of confidentiality in the coach/coachee relationship.
 - (ii) The program shall prepare the coach to recognize and address the significance of relationship building skills:
 - (I) Foster a positive relationship for high performance;
 - (II) Demonstrate respect for coachee's perception, learning style, and individuality;
 - (III) Recognize and address cross-generational/cultural/other differences; and
 - (IV) Demonstrate effective listening and reflection.
 - (iii) The program shall prepare the coach to maintain a professional ethical environment:
 - (I) Demonstrate professional conduct at all times;

- (II) Recognize and address personal issues that may impair, conflict, or interfere with coaching performance or professional relationships; and
 - (III) Show genuine concern for the coachee's welfare and future.
- (iv) The program shall prepare the coach to demonstrate collaboration skills:
- (I) Participate effectively in partnerships and networks of support to include all stakeholders;
 - (II) Serve as a member of coachee's professional team; and
 - (III) Provide on-going support and advocacy.

Appendix F Implementation Timeline

Page	Guidance Topic	Spring 2019	Fall 2019	Spring 2020	Fall 2020
7	1. Tier I Admission – Self-Selection				✓
8	2. Tier II Admission – those who completed an “old” L or PL leadership program and hold a Tier II Certificate are eligible for admission				
8	3. Alternative Preparation Program Admission Requirements	✓			
9	4. Tier II admission criteria should be co-constructed with P-12 partners/employers	✓			
11	5. EPP responsibility for training of P-12 school or LUA mentor		✓		
13	6. Expectations for the time that must be spent on clinical work for those who are not employed in a leadership position	✓			
13	7. The Leadership Coach may be an EPP Employee	✓			
14	8. Observations at Multiple Grade Levels	✓			
15	9. Standards and Elements Adapted from PSEL				✓
15	10. Inclusion of InTASC MCTS, required per Rule 505-3-.01 and fostering awareness of other standards (Learning Forward, GaPSC Teacher Leadership, Model Principal Supervisor, LAPS)		✓		
16	11. Certificate Renewal Requirements through Professional Learning	✓			
17	12. Inclusion of a P-12 continuous improvement framework		✓		

Page	Guidance Topic	Spring 2019	Fall 2019	Spring 2020	Fall 2020
18	13. Formative Program Evaluation - plans in place for use of QM at or near mid-point of 7-year approval cycle	N/A			
19	14. Partnership Agreements	✓			
20	15. Candidates-Employed by Agencies or Organizations eligible for admission	✓			

Appendix G

Links to Relevant Standards and Frameworks

Resources for preparation programs for educational leaders related to instructional leadership.

A. InTASC Model Core Teaching Standards

https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

B. Learning Forward

<https://learningforward.org/standards-for-professional-learning>

C. Model Principal Supervisor Professional Standards (CCSSO)

<http://www.wallacefoundation.org/knowledge-center/Documents/Model-Principal-Supervisor-Professional-Standards-2015.pdf>

D. Georgia's Leader Keys Effectiveness System (LKES)

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Leader-Keys-Effectiveness-System.aspx>

E. Georgia Teacher Leadership Standards

<https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.72.pdf?dt=<%>

Appendix H

2015 Guidelines and Performances Linked to ISLLC/LKES

2015 Program Curriculum Guidelines

Program Content Standards

Georgia Educational Leadership (GEL) Standards are those standards closely modeled after the May 2015 draft Interstate School Leaders Licensure Consortium (ISLLC) Standards. Descriptive paragraphs and elements that accompany the GEL standards are the work of the Georgia Professional Standards Commission (GaPSC) with input from educational leadership faculty. The elements are based on a careful review of the following documents: The May 2015 draft ISLLC Standards, the 2008 ELCC Standards, The Georgia Leader Keys Effectiveness System (LKES) Standards, and the 2011 InTASC Standards. Although GaPSC-approved Educational Leadership programs are approved at the content standard level, elements are included with each standard to clearly explicate the intent of the standards.

In addition to the GEL Standards, preparation programs are guided by the Georgia Leader Keys Effective System (LKES) Standards as they seek to successfully prepare candidates. The LKES standards define the expectations for leadership performance in Georgia schools. Also included as part of the Guidelines is a document showing the LKES performance standards and the sample indicators and qualities that help define each standard.

The GEL Standards create a preparation framework designed to prepare school and district leaders who have a deep understanding of teaching and learning, are able to use formative and summative assessment data to inform school improvement work, and who are skilled in building a school culture supportive of high standards for all students. Leaders must have the knowledge, skills, and dispositions to mobilize teachers, parents, and communities to design and support school and district cultures where students can thrive.

Performance Expectations

The program and the school/system will collaborate in the development of performances that align with the GEL Standards and are informed by the LKES Standards. The development of the performances will be differentiated by program tier and build in scope throughout the program rather than be viewed as stand-alone experiences. The point is to ensure these performances, when taken together, result in a comprehensive experience preparing the candidates to be successful leaders. To further assist programs in developing performances, the task force members have provided ideas for performances linked to the GEL and LKES Standards and differentiated by tier.

These sample performances are designed to be illustrative of the work expected of candidates in Tier I and Tier II programs. Each Educator Preparation Provider (EPP) should build its own performances in consultation with its school district and RESA partners.

Tier I Program Curriculum: Emphasis on Instructional Leadership

Programs leading to Tier I Entry Level Educational Leadership certification shall address all standards, but shall place emphasis on standards related specifically to practices designed to directly impact the improvement of teaching and learning. (505-3-.77)

Instructional leadership is defined as leadership practices designed to impact the improvement of teaching and learning. The Wallace Foundation funded a six-year study to identify the nature of successful educational leadership and to better understand how such leadership can improve educational practices and student learning. Evidence indicates there are four broad categories of effective leadership practices designed to improve teaching and learning (Wahlstrom, Louis, Leithwood, and Anderson, 2010):

- Setting directions which includes focusing the school on goals and expectations for student achievement and effectively communicating the direction;
- Developing people which includes practices such as identifying the professional learning needed by teachers and being able to facilitate sustained and job-embedded professional learning that results in improved classroom practices and consequently higher levels of student learning;
- Redesigning the organization which includes creating collaborative cultures and structures and opportunities for teachers to collaborate; and
- Managing the instructional program which includes monitoring teachers' work in the classroom and providing instructional resources and materials.

In reviewing the 2015 GEL Standards and focusing at the standard level, Standards 1 (vision), 2 (instruction), and 3 (professional learning) address many of the above mentioned categories and practices. However, it must be noted that there are specific practices related to instructional leadership contained in each GEL standard. Furthermore, the authors of the Wallace study point out that while effective practices directed toward the improvement of teaching are essential if student learning is to improve, there are other issues related to the ongoing health and welfare of the school that should not be ignored (Wahlstrom et al., 2010). This is why the Tier I curriculum must address all standards.

Tier II Program Curriculum

Programs leading to Tier II Educational Leadership certification shall address all standards through clinical performances required in the program. In coursework emphasis shall be on those standards not emphasized in the Tier I program; performances, however, shall address all standards. (503-3-.77)

Included in the Guidelines is a chart illustrating the difference between Tier I and Tier II performances. The intent of the task force was to provide ideas on how to scaffold curriculum performances. Performances appropriate for the preparation of principals, those supervising principals, and superintendents are more complex involving multiple standards aimed at improvement at the organizational level of schools and districts.

In both Tier I and Tier II programs strong emphasis should be placed upon carefully aligning performances and other assignments to leadership dispositions. School districts often lament the fact that candidates for jobs seem to have the knowledge and skills to do leadership work, but are lacking the dispositions that allow leaders to be successful. Leadership dispositions should be clearly laid out in the program, taught as part of the curriculum, and assessed throughout the program. Dispositions language should be carefully embedded in performances and should be part of the evaluation of each performance.

Reference: Wahlstrom, K., Louis, K.S., Leithwood, K., & Anderson, S. (2010). *Investigating the links to improved student learning: Final report of research findings*. New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>.

2015 Clinical Practice Guidelines

Tier I Clinical Practice

Purpose: Beginning leader candidates participate in an entry level educational leadership preparation program providing a minimum of 250 hours of clinical practice consisting of significant opportunities for candidates to demonstrate leadership dispositions, and synthesize, apply knowledge, practice and develop the skills identified in Educator Preparation Rule 505-3-.77, the 2015 GEL Standards and the Georgia Leader Keys Effectiveness System (LKES) Standards. Substantial, sustained, standards-based work in diverse settings will be provided through clinical experiences planned and guided cooperatively by the preparation provider (EPP), candidate, and mentor. These guidelines are designed to provide institutions an implementation model. Institutions may choose to deviate from these guidelines; however, such deviations must result in equivalent structures and procedures that meet the intent of GaPSC Educator Preparation Rule 505-3-.77, Educational Leadership Program, and GaPSC Certification Rule 505-2-.300, Educational Leadership.

Guideline 1

The EPP provides qualified individuals who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished leadership to fulfill the following responsibilities in supporting the residency experiences of the entry level leadership candidates:

- Conference individually or in a group setting, either in person or electronically, as often as necessary, but a minimum of one time each semester while the candidate is engaged in clinical practice for the purpose of providing opportunities for reflection, feedback, and support related to candidate performances in the field;
- Examine and provide feedback on documentation (e.g., portfolio) collected from the candidate of residency performances to support the implementation of the GEL standards;
- Provide an orientation to the mentor regarding the responsibilities the mentor has to the candidate; and,
- Develop a plan to ensure that the candidate performances during the 250 hours of clinical practice are aligned with the all the 2015 GEL standards, but emphasize leadership practices designed to improve teaching and learning. This plan should provide the Tier I candidate the opportunity to observe highly skilled leaders in multiple settings.

Guideline 2

The EPP provides support through mentoring by a qualified individual actively employed in a leadership position in the P-12 school or LUA to fulfill the responsibilities in supporting residency experiences of the entry level leadership candidates. In cases where an actively employed, qualified mentor is not available, the LUA and EPP may agree to mentoring responsibilities being filled by a recently retired administrator. The mentor shall:

- Participate in an orientation provided by the program;
- Observe and conference with the Tier I candidate in the fulfillment of his/her identified clinical experiences as determined through the respective EPP's program of study;
- Provide professional, individual support through collaboration, effective communication, and feedback to the candidate;
- Coordinate/facilitate interventions and professional learning experiences as determined through the respective EPP's program of study; and,
- Sign off on the documentation provided by the EPP verifying the number of

observations, conferences, and hours of clinical practice served.

Guideline 3

Both the EPP and LUA shall provide clearly defined expectations for mentors to be addressed during mentor orientation. Mentor orientation/training shall include:

- Assisting in developing the leadership strengths of the Tier I candidate;
- Engaging with the candidate through open communication and constructive feedback;
- Providing support aligned with the clinical/performance-based activities;
- Equipping the candidate with appropriate resources to accommodate performance-based activities identified throughout the residency;
- Ensuring candidates work with diverse groups of colleagues and populations of students of multiple races/ethnicities, special needs, and limited English proficiency;
- Aiding in the application of theory to practice through leadership work that closely aligns to the GEL Standards and informed by the LKES Standards;
- Introducing experiences in problem resolution and decision making;
- Empowering the candidate to experiment with new ideas, approaches, and strategies in a supportive environment;
- Encouraging candidates to assess their professional strengths and identifying their needs for future development of skills and dispositions; and,
- Engaging with EPP staff to evaluate candidate knowledge, skills, and dispositions through observation, examination of performances, formal inventories, and other methods.

Tier II Clinical Practice Guidelines

Purpose: Advanced level leadership candidates participate in a performance-based residency program providing significant opportunities for candidates to demonstrate leadership dispositions and synthesize and apply the knowledge and practice and develop the skills identified in Educator Preparation Rule 505-3-.77, the 2015 GEL Standards and the Georgia Leadership Keys Effectiveness System (LKES) Standards. Substantial, sustained, standards-based work in real settings planned and guided cooperatively by the institution and school district personnel for graduate credit will be established to fulfill the residency requirement. These guidelines are designed to provide institutions an implementation model. Institutions may choose to deviate from

these guidelines; however, such deviations must result in equivalent structures and procedures that meet the intent of GaPSC Educator Preparation Rule 505-3-.77, Educational Leadership Program, and GaPSC Certification Rule 505-2-.300, Educational Leadership.

Guideline 1

The EPP provides support through trained and qualified individuals serving as coaches demonstrating competencies in the knowledge, skills, and dispositions required for accomplished leadership. These qualified individuals may be the EPP representative or be a LUA-trained leadership coach. The coach guides Tier II candidates in the practice and development of leadership dispositions, and the application and synthesis of appropriate knowledge and skills throughout the residency experience. The EPP verifies assigned coaches are trained and qualified to support the residency experiences of the advanced leadership candidates. The EPP representative or LUA leadership coach shall fulfill the following responsibilities:

- Conferencing:
 1. A minimum of one conference including a coaching session during each semester of residency;
 2. A minimum of a meeting once each semester with the candidate and mentor. The Tier II Candidate Support Team may determine if additional guidance is necessary.
- Examine and provide feedback on documentation (e.g., portfolio) collected from the candidate of residency performances to support the implementation of the GEL standards; and
- Provide an orientation to the mentor on the responsibilities to the candidate using the mentor handbook developed by the program.

Guideline 2:

The EPP will work collaboratively with the LUA to identify building or system level administrators, or system designees, with sufficient and successful administrative experience to serve in the role of mentor. The designated mentor should exhibit a strong commitment to supporting the professional growth of the Tier II advanced level leadership candidate. Tier II mentors will participate in EPP-designed orientation and be provided a mentor handbook. The mentor provides guidance, shares knowledge and experiences, and supports the Tier II candidate in order to positively impact student achievement. The mentor will fulfill the following responsibilities in supporting the residency experience of the Tier II candidate:

- Participate in an orientation provided by the program;
- Observe and conference with the Tier II candidate in the fulfillment of his/her identified clinical experiences as determined through the respective EPP's program of study;

- Provide professional, individual support through collaboration and effective communication and feedback to the candidate;
- Coordinate/facilitate interventions and professional learning experiences as determined by the Candidate Support Team;
- Sign off on the documentation provided by the EPP verifying the number of observations, conferences, and the hours of clinical practice served; and,
- Serve on the Candidate Support Team

Guideline 3:

A Candidate Support Team composed of the candidate, EPP representative, coach (if not supplied by the EPP), and the supervisor/building or system mentor is assigned to the leader candidate and fulfills the following responsibilities:

- Meet at least three times (beginning, middle, end) during the residency;
- Create the performances to ensure the residency work is aligned with the 2015 GEL Standards;
- Examine the work of the candidate collected in a portfolio to provide feedback to support growth;
- Evaluate progress of the candidate and establish areas that need to be addressed; and,
- Determine if the candidate has completed the requirements for the residency satisfactorily and make recommendations for additional work, if necessary.

Guideline 4:

Both the EPP and LUA shall provide clearly defined expectations for mentors to include:

- Assisting in developing the leadership strengths of the Tier II candidate;
- Engaging with the candidate through open communication and constructive feedback;
- Collaborating with other members of the Candidate Support Team;
- Providing support aligned with the clinical/performance-based activities;
- Providing applicable coaching;
- Equipping the candidate with appropriate resources to accommodate performance-based activities identified throughout the residency;
- Ensuring candidates work with a diverse group of colleagues and populations of students of multiple races/ethnicities, special needs, and limited English proficiency;

- Aiding in the application of theory to practice through leadership work that closely aligns to the GEL and LKES Standards;
- Extending experiences in problem resolution and decision making
- Empowering the candidate to experiment with new ideas, approaches, and strategies in a supportive environment;
- Encouraging candidates to assess their professional strengths and identifying their needs for future development; and
- Engaging with EPP staff to evaluate candidate knowledge, skills, and dispositions through observation, examination of performances, formal inventories, and other methods.

Appendix I Revision History

Version 1: Published June 2015

Version 2: Published: March 2019
Updated to reflect July 2018 amendments to Educator Preparation Rules 505-3-.76 and 505-3-.77