

505-3-.77 EDUCATIONAL LEADERSHIP PROGRAM

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

(2) Two-tiered Educational Leadership Preparation.

(a) Tier I, or entry level certification, in the field of Educational Leadership shall prepare candidates for entry leadership positions that include P-12 school level positions below the principal and district level positions that do not supervise principals.

(b) Tier II, or advanced level certification, in the field of educational leadership shall prepare candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(c) The Educator Preparation Provider (EPP) must seek and receive GaPSC approval to offer Tier I and Tier II preparation programs and shall comply with all GaPSC reporting requirements for preparation programs that offer both Tier I and Tier II preparation. The EPP shall offer and actively enroll candidates in both a Tier I and a Tier II program.

(3) Preparation Program Requirements.

(a) Tier I. Educational Leadership preparation programs leading to entry level certification may be offered by GaPSC-approved EPPs as Master's degree programs or non-degree granting certification-only programs for educators who already hold Master's degrees and Level 5 certification in teaching or service fields. To receive approval, a GaPSC-approved EPP shall offer an educator preparation program for entry level preparation described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1. Program Admission. EPPs shall determine admission requirements for Tier I entry level preparation programs in addition to the minimum degree requirements established in the rule.

2. Program Content Standards. Georgia Educational Leadership standards are those standards conforming to the most recent edition of national standards for educational leadership, the Interstate School Leaders Licensure Consortium (ISLLC) Standards at the time of program approval. The functions accompanying the standards inform and support the practice of the educational leader by illustrating some, but not all, leadership practices that define the standards in practice. Programs will be assessed at the standard level. These standards are adopted as Georgia Leadership Standards and shall be addressed in programs leading to Tier I entry level Educational Leadership certification. The ISLLC Standards can be found in the guidelines document, *Guidelines for EPPs: Georgia Performance-Based Educational Leadership Programs*. The guidelines provide direction, model performances, and other resources to support development of quality leadership preparation programs.

3. Program Curriculum. 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. Guidelines accompanying this rule provide additional information regarding program curriculum.

4. Partnerships. A partnership agreement shall be established with LUAs, schools, agencies, or other organizations for the purpose of collaborative work to ensure program curriculum and instruction addresses LUA needs and to continuously examine program effectiveness. Such partnerships shall not address candidate selection since Tier I programs allow entry through self-selection. A regular and systematic plan shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

5. 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. 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.

(b) Tier II. Educational Leadership preparation programs leading to Tier II advanced level certification may be offered by GaPSC-approved EPPs as Education Specialist or Doctoral degree programs or as non-degree certification-only programs for educators who already hold Education Specialist or doctoral degrees that allow candidates to hold Level 6 or Level 7 certification. To receive approval, a GaPSC-approved EPP shall offer a performance-based educator preparation program described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1. Program Admission. EPPs shall require enrolled candidates to:

(i) Hold Tier I entry level certification or hold a valid, GaPSC-issued Standard Professional L or PL certificate in Educational Leadership;

(ii) Serve in a 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 residency 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 a portion of the school week sufficient in length to allow the candidate to participate in and successfully complete residency performances. 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 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 in the partnership agreements with employers of enrolled candidates.

2. Program Content Standards. Georgia Educational Leadership standards are those standards conforming to the most recent edition of national standards for educational leadership, the Interstate School Leaders Licensure Consortium (ISLLC) Standards at the time of program approval. The functions accompanying the standards inform and support the practice of the education leader by illustrating some, but not all, leadership practices that define the standards in practice. Programs will be assessed at the standard level. These standards are adopted as Georgia Leadership Standards and shall be addressed in programs leading to Tier II advanced level Educational Leadership certification. The ISLLC Standards can be found in the guidelines document, *Guidelines*

for EPPs: *Georgia Performance-Based Educational Leadership Programs*. The guidelines provide direction, model performances, and other resources to support development of quality leadership preparation programs.

3. 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. Guidelines accompanying this rule provide additional information regarding program curriculum.

4. Partnerships. A partnership agreement shall be established with the employing LUA, agency, or organization of each enrolled candidate for the purpose of ensuring candidates will be able to meet Tier II level residency requirements. Partnership agreements:

(i) Shall be developed collaboratively by the charter school, LUA, or other educational agency 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 partnership.

5. Candidate Support. 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 a university representative (this role may be filled by the leadership coach). These individuals shall work as a team to meet candidate and program needs as described in the guidelines accompanying this rule.

(4) Clinical Practice Requirements and Candidate Performance Expectations.

(a) Tier I Entry Leader Preparation.

(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.

(2) Performance Expectations. Candidates in Tier I entry level preparation programs shall demonstrate at a proficient level the knowledge, skills, and dispositions required for entry level educational leaders by demonstrating performance proficiency in the standards in the document, *Guidelines for EPPs: Georgia Performance-Based Educational Leadership Programs*.

(b) Tier II Advanced Level Leader Preparation.

(1) Tier II Clinical Practice - Residency. Tier II programs shall be performance-based, and as such, shall be designed around leadership performances. Courses shall be designed to support performances. Candidates in Tier II preparation programs shall participate in performance-based experiences in courses as well as during an extended residency (in certification-only and degree

programs). The extended residency shall consist of 750 clock hours of extended, job-embedded residency work. This work provides significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through substantial, sustained, standards-based work in real settings in real time (actual P-12 school and LUA settings or similar settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs). Such a residency shall be planned and guided cooperatively by the EPP and LUA or employer through candidate support teams that develop and manage individual induction plans for each candidate. In Tier II programs candidates shall, at a minimum, observe leaders at all levels—elementary, middle, high school, and central office.

(2) Performance Expectations. Candidates in Tier II preparation programs shall demonstrate knowledge, skills, and dispositions required for advanced level educational leaders by demonstrating performance proficiency in the standards in the guidelines document. The candidate's program shall be planned and guided cooperatively by the EPP and LUA, agency, or organization personnel. The EPP shall be responsible for using formative assessments throughout the program to assess candidate progress. Candidate performances shall be designed as follows:

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

(ii) Candidates shall participate in a performance-based residency cooperatively planned and guided by a candidate support team during the course of the program, including assessment of candidate application of knowledge, skills, and leadership dispositions;

(iii) Candidates shall apply skills and knowledge articulated in national and state standards for educational leaders in experiences designed to accommodate candidates' individual needs;

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

(v) Candidates' performances shall be planned cooperatively by the candidate support team and provide appropriate opportunities to apply skills, knowledge, and research contained in the standards.

(5) Testing Requirements

(a) Tier I Entry Level. Candidates completing an entry level preparation program shall be required to take the GACE content assessment in Educational Leadership. A passing score on the state-approved content assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for state entry level certification in Educational Leadership.

(b) Tier II Advanced Level Preparation. Candidates completing a Tier II program shall be required to take the Georgia Educational Leadership performance assessment when this assessment

is fully developed and validated. A passing score on the state-approved performance assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for Tier II certification in Educational Leadership.

(c) The GaPSC Ethics Assessment shall be completed for diagnostic purposes at program entry for Tier I candidates and passed as a certification requirement near completion of the Tier I program. Any candidate in a Tier II program who did not complete the Ethics Assessment in a Tier I program shall do so in a Tier II program, both for diagnostic and certification purposes.

(6) Conversion of Previously Issued Leadership Certificates to "PL" and/or Tier II Certificates.

(a) Educators who hold "L" certificates may convert to "PL" certificates by completing a GaPSC-approved certification-only Tier II program in Educational Leadership or a Tier II degree program if the educator holds only Level 5 certification. Such a program shall be performance-based and shall include extensive residency experiences meeting the requirements described in this rule. Educators who hold "FLD704 Educational Leadership (P-12)" certificates are grandfathered in terms of meeting requirements to hold any position requiring educational leadership certification.

(b) Educators holding a PL certificate (FLD706 Building Level or FLD707 System Level; FLD706 and FLD707 will be combined and become FLD710 after July 1, 2015) are grandfathered and therefore are eligible to hold any position requiring leadership certification. Holders of PL – Building Level or PL – System level shall not be required to meet any additional requirements for leadership certification.

(7) Implementation. Requirements specified in this rule shall become effective for Tier I and Tier II leadership preparation programs on July 1, 2015, for programs that will enroll candidates during and thereafter summer semester 2016. Current leadership programs shall cease to admit candidates after fall semester 2015. The current rule shall remain in effect for currently approved PL programs until these programs cease operation. This rule is accompanied by implementation guidelines, *Guidelines for EPPs: Georgia Performance-Based Educational Leadership Programs* that provide an overview and guidance regarding expectations, program standards, residency requirements and sample candidate performances, coaching and mentoring responsibilities, guidance on establishing partnership agreements, and other pertinent information.

(8) Educational Leadership programs shall meet the requirements appropriate for educational leaders as specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PROGRAMS.

Authority O.C.G.A. 20-2-200.