

505-3-.76 ALTERNATIVE PREPARATION FOR EDUCATIONAL LEADERSHIP PROGRAM

(1) **Purpose.** This rule states specific content standards and requirements for approving Tier I and Tier II alternative preparation programs designed for the preparation of individuals to serve in educational leadership positions in P-12 schools and Local Units of Administration (LUA), and it is designed to meet recruitment and hiring needs in various areas of the state. This rule supplements requirements and definitions of terms in [GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#). The number of programs approved by the Commission will be limited in number until sufficient program effectiveness data are available to determine effectiveness of the alternative preparation model. Implementation guidelines accompany this rule.

(2) Definitions.

(a) Alternative preparation is defined as a post-baccalaureate program designed for individuals who have not prepared as leaders in a traditional leadership preparation program. These preparation programs, which lead to an Educator Preparation Provider's verification of meeting requirements for Georgia certification, but not a degree, recognize candidates' earlier academic preparation and life experiences.

(b) Certificate Levels are assigned to Georgia educator certificates based on the degree(s) an educator holds. See [GaPSC Rule 505-2-.02 Classification](#).

(c) 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.

(d) Tier I prepares candidates for entry level leadership positions that include P-12 school level positions below the principal and system level positions that do not supervise principals.

(e) Tier II prepares candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(3) Requirements.

(a) The standards and requirements set forth in this rule are intended to guide the development of an alternative preparation program in two phases of preparation (Tier I and Tier II). The goal is to ensure completers of each tier are able to demonstrate knowledge of leadership content, skills, and dispositions to positively impact teacher performance and student growth. Each tier includes a minimum one-year residency which provides opportunity for candidates to experience guided practice of skills in authentic leadership situations.

(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 Leadership Standards. Programs will be assessed at the standard level; functions listed under each standard give guidance regarding the breadth and depth of each standard. Guidelines that accompany this rule, *Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs*, provide detailed information to support development of the program.

(c) The Alternative Preparation for Educational Leadership program shall conform to the criteria for Georgia's alternative preparation option defined as a program that prepares the candidate holding the appropriate degree level for a professional leadership certificate. In addition to meeting the standards listed above, program requirements must include the following:

(d) Tier I Program Admission.

1. 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.

2. 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.

3. Upon admission, candidates accepted into the Tier I Alternative Preparation program are issued a three (3) year non-renewable leadership certificate upon acceptance and request from the employing LUA, which may be converted to a professional leadership certificate when requirements are met.

4. Candidates who enroll in a Tier I Alternative Preparation program must have completed, but do not have to pass, the Georgia Ethics for Educational Leadership Assessment – Program Entry prior to beginning program coursework.

(e) Tier II Program Admission.

1. Candidates must be employed in a leadership position in a LUA requiring professional performance-based leadership certification at Tier II.

2. 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 certificate or hold a valid, Standard Professional L or PL certificate in Educational Leadership; and

(iii) Provide references documenting evidence of successful performance in a leadership position that requires Tier I leadership certification.

(f) Alternative Preparation Program. 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.

(g) The alternative preparation program shall develop a performance-based program addressing the following:

1. Tier I Program.

(i) A Pre-Residency component shall address through courses, modules, seminars or other modes of content delivery, at a minimum school law, the Georgia Code of Ethics for Educators, and organizational leadership with a focus on teaching, learning, and using data in the school improvement process. The pre-residency educational leadership requirements are described in program approval documents submitted to the GaPSC as part of the program approval process for educator preparation programs;

(ii) Residency requirements must be successfully completed while employed by a regionally accredited LUA or regionally accredited private school in a Tier I leadership position full-time or part-time, for at least a half day every day for a minimum of a twelve (12) month cycle. Residency requirements for Tier I include the following:

(1) Candidates shall participate in carefully designed experiences in addition to completing appropriate coursework, during an extended residency [minimum of a twelve (12) month cycle], providing significant opportunities for candidates to apply the knowledge and guided practice to

develop the skills and dispositions identified in the program standards through substantial, sustained, standards-based work in actual Tier I settings;

(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

(3) 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. The preponderance of experiences shall engage candidates in leading rather than observing or participating. Candidates shall demonstrate the ability to lead, facilitate, and make decisions as school leaders. Assessment of candidate performance shall be the responsibility of the approved program provider and shall include multiple formative and summative measures used throughout the residency to measure candidate progress in acquiring knowledge, demonstrating skills, and refining dispositions. Data from these assessments shall be shared with the candidate, instructors, mentors/coaches, and candidate support team in order to make informed decisions regarding candidate performance, program effectiveness, and EPP operations.

(4) Successful Tier I completers may choose to delay further participation in the program or may choose to apply to an approved college or university Educational Leadership program or continue to Tier II of the Alternative Preparation Educational Leadership program. Delaying further participation in the program may result in additional Tier II requirements as determined by the LUA and the program provider.

(5) Candidates who do not successfully complete the program may be counseled out of further participation by the Candidate Support Team. Candidates who fail to complete Tier I successfully cannot continue in a leadership position.

2. Tier II Program.

(i) Alternative preparation program advanced residency requirements shall be completed while employed by a regionally accredited LUA or regionally accredited private school in a Tier II level leadership position full-time or part-time, for at least a half day every day for a minimum of a twelve (12) month cycle. Residency requirements for Tier II shall include the following:

(ii) Candidates shall participate in performances developed by the candidate support team based on individual performance assessment data, during an extended residency [minimum of a twelve (12) month cycle], providing significant opportunities for candidates through guided practice to apply knowledge, develop skills, and refine dispositions identified in the program standards while engaged in substantial, sustained, standards-based work in actual P-12 school/ system settings;

(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

(iv) 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. The preponderance of experiences shall engage candidates in leading rather than observing or participating. Candidates shall demonstrate the ability to lead, facilitate, and make decisions as P-12 school leaders. Assessment of candidate performance shall be the responsibility of the approved program provider and will include multiple formative and summative measures used throughout the residency to measure candidate progress. Data from these assessments shall be shared with the candidate, instructors, mentors/coaches, and candidate support team in order to make informed decisions regarding candidate performance, program effectiveness, and EPP operations.

(h) Upon admission, candidates accepted into the Tier II Alternative Preparation program are issued a three (3) year non-renewable leadership certificate upon acceptance and request from the employing LUA, which may be converted to a professional leadership certificate when requirements are met. If the Georgia Ethics for Educational Leadership Assessment – Program Entry was not taken upon enrollment in a Tier I program, it must be completed, but not passed, prior to beginning Tier II coursework. An educator working in a Tier II position who does not hold Tier I certification will be issued a Non-Renewable Professional certificate in each tier. If the Tier I certificate is converted to a Standard Professional certificate, the Non-Renewable Performance-Based Professional certificate in Educational Leadership – Tier II may be extended for an additional three (3) years. While in the program, candidates shall demonstrate continual progress.

(i) Exit requirements for successful completion of the alternative preparation program at each tier shall provide the candidates an opportunity to demonstrate a foundation of knowledge, skills, and dispositions necessary for work in leadership positions in P-12 schools and LUAs. Requirements for each tier shall include the following:

1. Successful defense of their leadership work before the candidate support team;
2. A successful evaluation of the candidate's performance by the superintendent or the superintendent's designee; and
3. A passing score on the GACE content assessment for educational leadership for Tier I candidates; for Tier II candidates, a passing score on the Georgia-approved leadership performance assessment when this assessment is fully developed and validated.
4. The GaPSC Ethics Assessment for Leaders – Program Exit must be attempted prior to program completion. A passing score on this assessment is not required for program completion; however, a passing score is required for state certification. See [GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS](#).

(j) Upon successful completion of all program exit requirements, the GaPSC-approved program provider shall notify the GaPSC that the candidate has met all program requirements and is qualified for a professional Performance-based Tier II certificate.

(k) This rule is accompanied by implementation guidelines, *Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs*, providing an overview and guidance regarding program expectations, conditions for admission, pre-residency and residency requirements, coaching

and mentoring responsibilities, guidance on establishing partnership agreements, elements pertaining to the defense of leadership work, support of new leaders during an induction period as described in the partnership agreement, and other pertinent information.

(l) The program shall meet all requirements for EPPs as specified in [GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.](#)

(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.

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