The State of State Policies for Principal and Superintendent Licensure and Preparation

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UCEA’s State Policy Research

• **Purpose:**
  – To explore, describe, and analyze policies for educational leadership licensure and preparation across 50 states

• **Focus:**
  – Principal policy
  – Superintendent policy

• **Methods:**
  – Instrument development
  – Data collection
    • All 50 states
    • Primary sources
  – Data analysis
    • Qualitative analysis, Nvivo

• **Reports:**
  – Principal policy
  – Superintendent policy
UCEA’s State Policy Research

**Principal Policy Review Instrument**

- **Preparation**
  - Candidate selection
  - Clinically Rich Internship
  - University-District Partnerships
  - Program Oversight
  - Program Standards

- **Licensure**
  - Experience requirements
  - Licensure Assessment
  - Licensure Renewal
  - Alternative certification

**Superintendent Policy Review Instrument**

- **Preparation**
  - Candidate selection
  - Program Structure
  - Clinically Rich Internship
  - Program Oversight

- **Licensure**
  - Experience requirements
  - Licensure Assessment
  - Licensure Renewal
  - Alternative certification

- **State requirements**
  - LEA employment of superintendents
  - Selection process/screening committees
  - Efforts to develop and diversify the superintendent pipeline
High Leverage State Policies for Principal Prep and Licensure

Preparation Policy (4 of 5)

1. Explicit Selection Process
   - Plan for recruitment
   - Performance-based assessments

2. Clinically Rich Internship
   - Deliberately structured
   - Integrated with curriculum
   - Core leadership responsibilities
   - Supervision by expert mentor
   - Multiple sites and diverse populations
   - 300+ hours of experience

3. University-District Partnerships
   - Commitment to internship
   - Collaboration on selection
   - Alignment of district needs and program design

4. Program Oversight
   - Specified intervals
   - Documentation and site visits
   - Trained oversight team
   - Feedback mechanism

Licensure Policy (1 of 4)

5. Experience Requirement
   - 3+ years teaching
   - Master’s in educational leadership
   - Accredited/approved preparation program
**Principal Policy:** Overall, states are more likely to legislate the requirements for principal candidate licensure than for principal preparation program approval, despite the fact that more of the features required for approval of principal preparation programs have greater support in the research base.

**Scale:** Darker shade = More policies; Lighter shade = Less policies
Major Findings

– More requirements for experience than content
– Surprisingly less policy for clinically rich internship experiences, despite more research supporting
– Few requirements for partnerships or candidate recruitment and selection
– Variation in what counts for renewal
– Significantly less research and policy around superintendents in general
High Leverage State Policies for Principal Prep and Licensure

<table>
<thead>
<tr>
<th>Number of High Leverage Policy Areas Met (total of 5)</th>
<th>Number of States</th>
<th>Percent of States</th>
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<tbody>
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<td>5</td>
<td>2</td>
<td>4%</td>
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<tr>
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**Example: Clinically Rich Internship**

<table>
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<tr>
<th>Criterion</th>
<th>Total States</th>
<th>States</th>
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<tbody>
<tr>
<td>3.1: Deliberately structured</td>
<td>21</td>
<td>AL, AZ, AR, CA, CO, CT, GA, IL, IA, KY, ME, MA, MN, MO, NY, OH, PA, TN, TX, UT, VA</td>
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<td>3.2: Field work is tightly integrated with curriculum</td>
<td>16</td>
<td>AL, AZ, CA, CO, CT, GA, IA, IL, KY, MA, ME, MN, MO, NY, TN, VA</td>
</tr>
<tr>
<td>3.3: Engagement in core leadership responsibilities</td>
<td>18</td>
<td>AL, AZ, CA, DE, FL, GA, IA, IL, KY, MA, ME, MN, MO, NJ, TN, UT, VA, WI</td>
</tr>
<tr>
<td>3.5: Exposure to multiple site and/or diverse populations</td>
<td>18</td>
<td>AL, AR, CA, CT, GA, IL, IA, KY, MA, MN, NY, RI, SD, TN, UT, VT, VA, WV</td>
</tr>
<tr>
<td>3.6: Requires 300+ hours of field based experience</td>
<td>14</td>
<td>CO, DE, IA, ME, MA, MN, MO, NJ, NY, PA, RI, UT, VA, VT</td>
</tr>
</tbody>
</table>
UCEA Superintendent Policy Project
Preparation Program Requirements for Licensure

Color| Indicates Required
-----|-------------------
Superintendent prep program
Supt. Induction/apprenticeship
District level program/coursework
Same prep program as principals
None indicated
Phase 3 state, no data
UCEA Superintendent Policy Project
Professional Experience Requirements—Years of Required Administrative Experience

Phase 3, no data
THE STATE POLICY PERSPECTIVE

Saroja R. Warner, Ph.D., NBCT
Director of Educator Preparation Initiatives, CCSSO
State Work to Improve Leadership Preparation

- Transform **data systems** to support continuous improvement of educator preparation
- Transform **licensure** policies and systems
- Transform **program approval** policies, systems, and standards
- Engage **stakeholders** to develop and implement this new system of educator preparation

**Our Responsibility, Our Promise**

CCSSO Task Force Report on Transforming Educator Preparation and Entry into the Profession
School-ready Principal is ready on day one to...

- Blend their energy, knowledge, and professional skills to collaborate and motivate others to transform school learning environments in ways that ensure all students will graduate college and career ready.

- Craft the school’s vision, mission, and strategic goals to focus on and support high levels of learning for all students and high expectations for all members of the school community.

- Transform schools by leading others in using performance outcomes and other data to strategically align people, time, funding, and school processes to continually improve student achievement and growth, and to nurture and sustain a positive climate and safe school environment for all stakeholders.
School-ready Principal is ready on day one to...

- Work with others to develop, implement, and refine processes to select, induct, support, evaluate, and retain quality personnel to serve in instructional and support roles.

- Nurture and support professional growth in others and appropriately share leadership responsibilities.

- Lead and support outreach to students’ families and the wider community to respond to community needs and interests and to integrate community resources into the school.
Network for Transforming Educator Preparation (NTEP)

Cohort 1
Connecticut
Georgia
Idaho (2013-2015)
Kentucky (2013-2016)
Louisiana
Massachusetts
Washington

Cohort 2
California
Delaware
Missouri
New Hampshire
Oklahoma
South Carolina
Tennessee
Utah
Examples of States Leading on Strengthening Leader Prep: Leveraging ESSA Opportunities

- ESSA: Title I & II [http://www.ccssoessaguide.org/]
The Preparation Program Perspective

Michelle D. Young

Executive Director, UCEA
Professor, UVA
The Leadership Preparation Perspective

Adopting State Policy

Thoughtfully Putting State Policy to Work
Leveraging Program Change

- National Accreditation & State Program Approval
- Leadership Licensure
- Preparation Standards
Two-Stage Model

**STAGE 1**

- Informal Learning Cycle
- Annual Report
- Investigation of Results
- Program Improvement Decisions

**STAGE 2**

- Targeted Review Cycle
- Annual Report
- Formal Targeted Review
- Improvement Plan

**ANNUAL REPORT**
- YEAR 1
- YEAR 2
- YEAR 3
- YEAR 4
- YEAR 5

**IN-DEPTH REVIEW & PROGRAM RENEWAL**

*Occurs every 5-7 years*
SEP³ Toolkit: State Evaluation of Principal Preparation Programs Toolkit (sepkit.org)

- **Guide to State Evaluation of Principal Preparation Programs**: Roadmap for state implementation of new tools and resources

- **State Readiness Diagnostic Rubric (Tool A)**: Tool for assessing state conditions for implementing new tools and resources

- **Annual Report Indicators, Reporting, and Interpretation of Results (Tool B)**: Example of an online system for state use to capture and share data about programs

- **Handbooks for In-depth and Targeted Review (Tools C & D)**: Manuals for state implementation of deeper review of program effectiveness

- **Resources**
  - Overview of Current Program Review Practices (Resource A)
  - Review of Other In-Depth Program Review Processes (Resource B)
  - List of Other Tools and Resources (Resource C)
# Draft NELP Standards

## Building Leader Standards

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity, Inclusiveness and Cultural Responsiveness
4. Learning and Instruction
5. Community and External Leadership
6. Operations and Management
7. Building Professional Capacity
8. (The Internship)

## District Leader Standards

1. Mission, Vision, and Core Values
2. Ethics and Professionalism
3. Equity and Cultural Leadership
4. Instructional Leadership
5. Community and External Leadership
6. Management of People, Data, and Processes
7. Policy, Advocacy and Governance
8. (The Internship)
NELP Must Focus on the Appropriate Level of Performance: Beginning Practice Standards (PSEL)

Performance, Expectations & Indicators: Building Leadership

- **Beginning** = Preparation Standards (NELP)
- Emerging
- Developing
- Distinguished

CAEPCON 2016
Q&A
For additional resources on leadership preparation available through UCEA, visit www.ucea.org

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