



STRONG LEADERS STRONG SCHOOLS

2010 SCHOOL LEADERSHIP LAWS



Strong Leaders Strong Schools 2010 School Leadership Laws

By Sara Shelton



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The National Conference of State Legislatures is the bipartisan organization that serves the legislators and staffs of the states, commonwealths and territories.

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Preface and Acknowledgments

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Introduction

Leadership matters. A lot. In today's climate of heightened accountability and limited resources, effective leadership is critical to improving teaching and learning and turning around low-performing schools. Research confirms that, among school-related influences on student learning, principal leadership is second in importance only to classroom teaching. Nearly 60 percent of a school's influence on student achievement is attributable to principal and teacher effectiveness: principals account for as much as a quarter and teachers over a third of a school's total impact on achievement. Research also suggests that there are virtually no documented instances of troubled schools being turned around without an effective leader. Investments in effective principals can be a cost-effective way to improve teaching and learning, and these investments have the ability to dramatically improve student achievement. Improving the quality of one teacher allows a classroom full of students to benefit. Improving the quality of one principal, however, allows all the students in a school to benefit. Effective school leadership is undoubtedly a catalyst to school reform.

Why are principals key to ensuring school success?

A good principal is the single most important factor in attracting and retaining high-quality teachers, as reported from working condition surveys of teachers across the country. The principal also is uniquely positioned to ensure that excellent teaching and learning are spread school-wide. A successful school leader closely resembles an orchestra conductor, rather than a virtuoso soloist. Good leadership is about cultivating a shared vision and building a strong leadership team. Effective principals are dedicated, well-prepared individuals who know how to create vision, share authority and are ultimately held accountable for their school's success. In addition, effective principals:

- Attract, develop and retain talented teachers and school staff;
- Strengthen school culture;
- Lead instructional improvement;
- Support school staff;
- Use data to inform decisions;
- Engage parents and the community; and
- Mobilize resources for learning.

What do principals need to be effective? At the top of the list are leader training programs and districts' need to recruit the "right people" to be future leaders. Once the aspiring leaders with the necessary potential are selected, they need quality preparation and ongoing support. They also need rigorous standards against which to be held. States and districts need to create conditions and incentives to support the ability of leaders to meet those standards. These include the authority to direct necessary resources (people, time and money) to schools and students with the greatest needs and access to quality and timely data to inform decisions about teaching, learning and resource allocation. In return, school leaders need to be held accountable for student achievement. All components of a leaders' career continuum—recruitment and retention, selection, preparation, mentoring, licensure, professional development and evaluation—must be inextricably linked. They cannot operate well in isolation. Coordinating state-, district- and school-level policies also has important benefits. New RAND Corporation research has found that, when states and districts work in collaboration to strengthen school leadership, principals on average report having significantly greater authority than other principals on important instructional matters such as establishing a curriculum and removing teachers.

Across the country and at every level—be it the classroom, school, district, state or federal—edu-

cators and policymakers are challenging the status quo and working together to create an education system that is responsive to students in today's globally competitive environment. The emphasis on effective school leadership continues to inform national and state discussions about educator effectiveness and school turnaround. A number of competitive federal grants, including the U.S. Department of Education's \$4.35 billion Race to the Top program, have spurred immediate action from states to provide alternative pathways for aspiring principals and strengthen statewide evaluations systems for both teachers and principals. At least a dozen states enacted legislation during the 2010 legislative sessions to significantly reform educator evaluations and tenure, and more states likely will follow suit in 2011.

As states continue to face historic budget gaps and acute state and federal accountability requirements

to dramatically increase student achievement, the need to invest in cost-effective ways to improve teaching and learning is imperative. More than ever, states need to develop and implement comprehensive strategies to ensure that today's leaders have the skills, knowledge and support required to guide the transformation of schools and raise achievement for all students.

What legislators need to know. State policymakers will want to understand the specific challenges and successes unique to their state to find the best policies to support effective principals. Legislators may want to seek answers to the questions below.

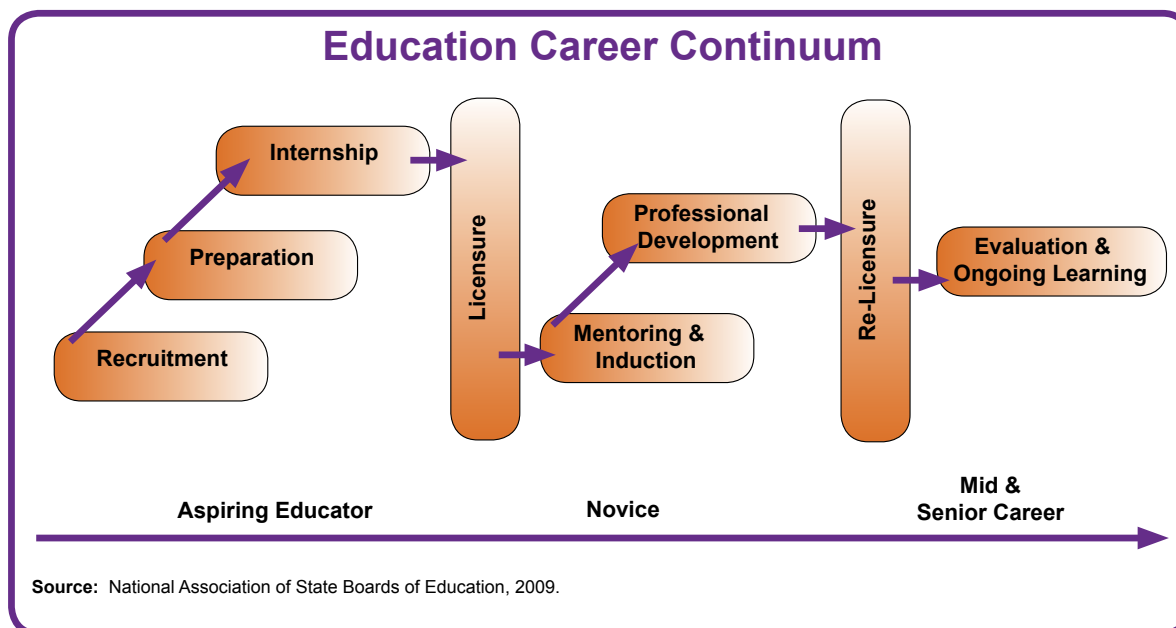
Lawmakers have responded by crafting legislation and policies to recruit, prepare, support and retain effective school leaders. At least 23 states enacted 42 laws to support school leader initiatives during the 2010 legislative sessions. A Michigan bill

- What are the specific leadership challenges and successes in your state?
- Does your state have rigorous, well-defined leadership standards that specify what leaders should know and be able to do to improve teaching and learning? If so, do they guide all aspects of a leader's career, including preparation, licensure, mentoring, professional development and evaluation?
- Has your state defined or revised the roles and responsibilities for teacher leaders, assistant principals, principals and superintendents? Does this answer differ for urban, rural and suburban school districts?
- Does your state have a shortage of effective school leaders, including teacher leaders, assistant principals, principals and superintendents?
- Is your state cultivating and preparing a pipeline of effective school leaders, including those who are specifically trained to turn around low-performing schools?
- What is the quality of your state's leader training program, both for aspiring leaders and the professional development offered to sitting leaders? Does your leader training program accountability (accreditation) system hold programs accountable for the quality of their training?
- Are the licensure requirements in your state relevant to the demands required of today's school leaders?
- Does your state provide quality mentoring for new principals and superintendents?
- Does your state have quality ongoing professional development opportunities for school leaders?
- Do school leaders have authority over budgets, curriculum and staffing?
- Does your state have valid and reliable measures to evaluate school leaders? Do the evaluations include impact on teacher quality? Student achievement?
- Does your state have a comprehensive longitudinal data system that can answer key questions about the supply and demand of leaders; projected retirements; preparation program enrollment, completion rates and effectiveness; licensure; professional development; evaluation; and retention?

enacted at the end of December 2009 to reform educator evaluations also is included in this report. The laws address:

- Roles and responsibilities;
- Recruitment and selection;
- Preparation programs and accreditation;
- Licensure and certification;
- Mentoring;
- Professional development;
- Authority;
- Evaluation;
- Compensation and incentives;
- Data systems; and
- Education governance structures.

This publication is the fourth annual report featuring state legislative efforts to support school leaders and provides a snapshot of legislation. It is not intended to focus on all areas of state-level activity, including the role of the governor, chief state school officer, or state and local school boards. Included again this year are examples of fiscal appropriations to provide a more complete picture of how states are strengthening school leader initiatives. New this year are the section on recruitment and selection, the stand-alone section on authority, and inclusion of what legislators need to know and consider in developing policy that accompanies each section.



Roles and Responsibilities

The role of the school leader has changed from building manager to instructional leader. Today's school leaders are facing new and greater challenges, including increased accountability for student academic achievement; complex social environments that reflect the nation's ever-changing economic, racial and ethnic diversity; and a constantly changing educational landscape with new technology and limited resources. Effective principals create vision and set high expectations, develop and support teachers and school staff, and strengthen school culture. They also build leadership teams to share or distribute leadership roles among teachers and other school staff to bolster student academic achievement.

What is the state legislative role in strengthening the roles and responsibilities of school leaders?

States can play an important role in determining what leaders need to know and be able to do. The roles and responsibilities of school leaders are tied to a set of standards, and policymakers can adopt and refine standards that specify what school lead-

ers need to know and be able to do to improve teaching and learning. States also can establish career pathways for teachers who want to stay in the classroom and assume additional leadership responsibilities (e.g., dean of students, activity director, department head, instructional coach, mentor, etc.) or who aspire to become assistant principals and principals.

Two states passed legislation in 2010 to clarify the roles and responsibilities of the commissioner of education and the state board of education. One state passed legislation in 2009, six states did so in 2008, and seven did so in 2007. The following states passed legislation to:

- **Connecticut:** allow the education commissioner additional authority to waive certain superintendent certification requirements.
- **Louisiana:** clarify the authority of the Board of Elementary and Secondary Education to establish and waive qualifications for the state superintendent of education.

What Legislators Need to Know

- Does your state have rigorous, well-defined standards for what school leaders should know and be able to do? If so, do they focus on the right things that will improve the quality of teaching and learning? Do they guide all aspects of a leader's career, including preparation, licensure, mentoring, professional development and evaluation?
- Has your state defined or revised the roles and responsibilities for teacher leaders, assistant principals, principals and superintendents?
- Does your state have career pathways for teachers and other school staff who assume additional leadership responsibilities or aspire to become school leaders?

Recruitment and Selection

The nation is facing a shortage of effective principals. A 2009 report by the National Commission on Teaching and America's Future suggests that, over the next several years, schools could lose a third of the most accomplished teachers and principals to retirement. More than half the nation's teachers and principals are baby boomers. The Obama administration also has elevated the importance of developing a pipeline of effective leaders. The federal \$4.35 billion Race to the Top grant program encourages states to provide high-quality pathways for aspiring teachers and principals. Most recently, the shortage of turnaround principals has garnered national attention. The U.S. Department of Education revised its school improvement grant guidelines to allow principals in failing schools, who were hired as part of local improvement efforts within the last three (previously two) years, to remain on the job.

States and districts are strengthening their recruitment and selection criteria and creating alternative pathways to attract potential leaders from beyond the traditional pipeline of experienced teachers who typically choose traditional university-based preparation programs. Districts and universities are developing strategic recruitment and selection policies to target candidates who meet highly selective criteria, including successful leadership experience, effective communication skills, data analysis and interpretation, strategic thinking and problem solving. Additional recruitment strategies include supporting policies by offsetting costs, ranging from tuition reimbursements, waivers or paid internships.

States are changing how principals enter the profession. Alternative principal preparation programs attract non-educators, such as businesspeople, military personnel and accomplished teachers. The programs often require demonstration of

leadership experience and focus on extensive field-based experience, mentoring and supplemental coursework, and professional development. Rigorous candidate screening helps to ensure program success.

What is the state legislative role in recruiting and selecting effective school leaders? States can play an important role in cultivating a pipeline of effective leaders. States can encourage or require districts to develop criteria and screening processes to identify and recruit prospective principals, vice principals and teacher leaders. They also can encourage universities and districts to partner to select candidates for preparation programs. In addition, states can allow alternative routes to administrator certification through licensure and accreditation changes. They also can ensure that program requirements for alternative certification programs are robust and that support systems are established to help candidates' make the transition into school leadership positions. Robust data systems can facilitate successful recruitment and selection processes. States can access, use and analyze data to track the supply and demand for principals, project impending retirements, and track principal preparation program enrollment and completion rates for school leaders.

Eight states passed legislation in 2010 (and late 2009) to recruit and select effective leaders, including creating and expanding alternative routes to administrator certification. The following states passed legislation to:

- **Arizona:** allow a variety of alternative teacher and administrator preparation programs with variations in preparation models and courses of study.

- **Connecticut:** define new procedures and criteria for approving alternative routes to certification programs for school administrators, including a one-year residency experience.
- **Hawaii:** require the State Department of Education to establish alternative routes to certification for school principals and vice-principals.
- **Illinois:** allow for expanded alternative certification programs for teachers and administrators.
- **Michigan** (late 2009): require the State Department of Education to recognize alternative pathways to earning a school administrator's certificate.
- **New Mexico:** require the newly created School Leadership Institute to partner with state agencies, institutions of higher education and professional associations to identify and recruit candidates for the institute.
- **Oregon:** establish the Career Preparation and Development Task Force to, among other things, identify the strengths of, needs for, and gaps in practices and procedures used to recruit and retain teachers and administrators.
- **Washington:** 1) Expand alternative routes to certification. 2) Expand administrator preparation programs to include community and technical colleges or non-higher education providers. All approved program providers must adhere to the same standards and comply with the same requirements as traditional preparation programs. 3) Require annual review of educator work force data to make projections of certificate needs and identify how preparation program recruitment and enrollment plans reflect need.

What Legislators Need to Know

- Does your state have a shortage of effective school leaders, including teacher leaders, assistant principals, principals and superintendents?
- Does your state or district have policies to actively recruit and select candidates to fill leadership positions, particularly those in low-performing schools?
- Does your state require or encourage universities and districts to partner to recruit, select and prepare aspiring principals?
- Does your state allow for alternative routes to certification for principals and superintendents? Are the program approval requirements rigorous? Do they offer support systems for new principals and superintendents?
- Does your state have a statewide longitudinal data system that tracks supply and demand for principals, projected retirements, and principal preparation program enrollment and completion rates?

Preparation Programs and Accreditation

Well-prepared school leaders are critical to better classroom instruction and increased student academic achievement. A good principal is the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to turn around schools. University-based leadership preparation programs—where most principals are trained—have long been criticized for not adequately preparing leaders to meet the challenges of 21st century schools. Many training programs—be they university, state or district-based—do not adequately prepare principals to lead improvements in teaching and learning. Moreover, an increased demand in turnaround principals has shed light on the lack of qualified principals who can successfully lead under-performing schools. A 2007 report from Stanford University found that exemplary principal preparation programs ensure that recruitment and selection are central to program design, use professional standards as a tool to strengthen instructional leadership and school improvement, develop collaborative partnerships between districts and universities, integrate program features (e.g. internship, coursework, clinical experiences, etc., to connect theory and practice) and reinforce a robust model of leadership, and require adequate resources, especially human resources to support learning embedded in practice. In addition, programs should respond to local needs, give candidates opportunities to solve real-world problems, provide adequate follow-up support, and track graduates into the workplace to continually improve program effectiveness. In response, several colleges and universities are redesigning their administrator preparation programs to:

- Establish rigorous, targeted recruitment and selection policies and procedures;

- Create authentic partnerships between universities and school districts
- Develop a real-world, problem-based curriculum focused on student achievement and aligned with rigorous and well-defined state-wide leadership standards;
- Emphasize knowledge and skills for improving schools and raising student achievement;
- Focus on active, student-centered instruction that integrates theory and practice and stimulates reflection;
- Provide well-planned and supported school-based experiences through paid internships or medical-based residency programs;
- Create cohorts of candidates who train together;
- Formalize mentoring and coaching by expert principals;
- Evaluate participants' mastery of knowledge and skills; and
- Evaluate program effectiveness.

At the same time, a growing number of states and large districts are attempting to address these challenges by creating new preparation programs. Several states—including Illinois, Kentucky, New Mexico, Oklahoma, Oregon and Virginia—have created task forces and legislative working groups to redesign leadership preparation. Alternative preparation programs such as statewide leadership academies, district-led programs and independent nonprofit organizations (e.g., New York City Leadership Academy and New Leaders for New Schools) create collaborative partnerships with state agencies, school districts, professional associations and institutions of higher education. They also make available alternative pathways that are responsive to district leadership needs and create competition for university-based leadership preparation programs.

What is the state legislative role in strengthening preparation for school leaders? States can play a key role in strengthening school leader preparation by adopting rigorous leadership standards to guide all aspects of leader development and aligning to those standards preparation, licensure, mentoring and induction, professional development and evaluation. States can leverage policy to develop tougher program accreditation and leader licensure requirements; use data and evaluations to improve preparation programs; provide ongoing training and support; and create alternative preparation programs.

Ten states passed legislation and appropriated funds in 2010 to strengthen the quality of leadership preparation. Eleven states passed legislation in 2009, 10 did so in 2008, and four did so in 2007. The following states passed legislation to:

- **Colorado:** require an annual report on the effectiveness of educator preparation programs (teachers and principals), including alternative programs, using data obtained through the statewide educator identifier system.
- **Connecticut:** require data systems to track principal data on preparation programs completed.
- **Iowa:** set standards and procedures for approval of training programs for those who seek authorization for employment as school business officials responsible for the financial operations of school districts.
- **Illinois:** require institutions of higher education and not-for-profit entities that offer principal preparation programs to redesign their programs to meet new standards that focus on instruction and student learning and that must be used for professional development, mentoring and evaluation in order to receive state principal preparation program approval.
- **Minnesota:** govern data sharing for program approval and improvement of teacher and administrator preparation programs.
- **New Mexico:** create the statewide School Leadership Institute to provide a comprehensive and cohesive framework for preparing, mentoring and providing professional development for principals and leaders in public schools.
- **Oklahoma:** create the Oklahoma School Principal Training Task Force to review the current training requirements for principal certification and study ways to improve and incorporate more leadership training into certification requirements.

What Legislators Need to Know

- Does your state have rigorous, well-defined standards for what school leaders should know and be able to do? If so, do they guide all aspects of a leader's career, including preparation, licensure, mentoring, professional development and evaluation?
- Are the preparation programs in your state adequately preparing school leaders to meet the challenges of 21st century schools? Has your state redesigned leadership preparation programs to emphasize curriculum, instruction and student learning?
- What accreditation and standards are required for program approval for leadership preparation programs? What state institution or agency is responsible for oversight of preparation programs? Are the standards and procedures for preparation program approval in sync with the demands placed on 21st century school leaders?
- Does your state require or encourage universities and districts to partner to recruit, select and prepare aspiring principals?
- Does your state have a statewide longitudinal data system that tracks principal preparation program enrollment and completion rates, the effects of recent program graduates on schools and student achievement, and the investment of resources in principal preparation?



- **Oregon:** establish the Career Preparation and Development Task Force to develop a proposal for a seamless system of professional development for teachers and administrators that begins with career preparation and continues through employment.
- **Washington:** require review and revision of teacher and administrator preparation program approval standards and accept proposals for new programs that could include community and technical colleges or non-higher education providers. All approved program

providers must adhere to the same standards and comply with the same requirements as traditional preparation programs.

The following states appropriated funds:

- **Illinois:** \$1 million for administrative costs and to award grants associated with the Education Leadership Institute.
- **Maryland:** \$100,000 to the Academy of Leadership and \$1.494 million to the Department of Education's Division of Leadership Development.

Licensure and Certification

The state's authority to license and certify school leaders can be an important policy tool to ensure that schools are led by effective leaders. States, serving as gatekeepers, regulate entry into principalship and set the qualifications for school leaders. Traditional licensure requirements for principals typically requires the candidate to have a set number of years of teaching experience, complete university coursework in education administration and pass a state certification exam. A 2005 comprehensive report on licensure for school leaders from the Center on Reinventing Public Education concluded that licensure and certification across the states does not, for the most part, reflect a focus on student learning, and no state has crafted licensing policies that reflect a coherent learning-focused school leadership agenda. Thirty-five states have licensing requirements that are focused on the individual (background checks or academic degrees). In 10 states, licenses are primarily based on organizational skills and knowledge, such as problem analysis, communication, oversight and resource management.

Increasingly, states are revising licensure and certification to focus more explicitly on evidence of knowledge and skill, rather than on classroom experience and credentials. A growing number of states have implemented two- or three-tiered licensure systems. These systems require candidates to receive an initial certificate, typically with limited renewal options, and then obtain professional certification with additional coursework, evaluation and/or professional development. Entry-level and experienced leaders must demonstrate their ability to improve instruction and student learning. Tiered certification requirements vary by state, but can include a combination of graduate coursework, education leadership experience, an internship or clinical experience, participation in a meaningful mentoring program, professional de-

velopment, professional portfolio documents, and evidence of improved student achievement.

States also are revising licensure and certification requirements to create and expand alternative routes to certification. Such policies can attract non-educators, including businesspeople, military personnel and accomplished teachers. This strategy can be used to address job shortages in high-need schools by building a pool of leaders who can be effective in today's high-stakes school environment. To date, this route is not producing a large number of candidates. It is important to focus efforts on strengthening both traditional and alternative routes to principal certification. Furthermore, however principals become licensed, they should be evaluated to measure effectiveness.

Although licensure is an important state policy tool to strengthen leadership, it cannot operate in isolation. Licensure must be coordinated with other aspects of leadership development, including standards, preparation, internship, mentoring, ongoing professional development and evaluation.

What is the state legislative role in strengthening licensure and certification? The state role in creating licensure and certification requirements for school leaders is paramount. States can determine licensure and certification qualifications, including development of advanced licensure systems that focus on mastery of skills and knowledge and evidence of improved student achievement. States also can create or encourage alternative licensure programs. All licensure programs can be aligned with the state's leadership standards.

Ten states passed legislation in 2010 (and late 2009) to create, modify, align and expand licensure and certification requirements for school leaders. Five states passed legislation in 2009, and

two did so in both 2008 and 2007. The following states passed legislation to:

- **Arizona:** allow a variety of alternative teacher and administrator preparation programs with variations in preparation models and courses of study.
- **Connecticut:** 1) define new procedures and criteria for approving alternative routes to certification programs for school administrators, including a one-year residency experience; 2) specify qualifications for the initial administrator certificate, including requiring individuals who completed the administrator's alternative route to certification program to obtain a master's degree within five years; 3) allow the education commissioner additional authority to waive certain superintendent certification requirements; and 4) require data systems to track principal data on certification level and endorsements and credentials, such as master's degrees.
- **Delaware:** create license denial and revocation standards for non-public school administrators that are consistent with those for public school administrators.
- **Hawaii:** require the State Department of Education to establish alternative routes to certification for school principals and vice-principals.
- **Illinois:** 1) discontinue the general administrative endorsement, and instead create a new principal endorsement that emphasizes the unique preparation necessary to become the instructional leader of a school and 2) allow for expanded alternative certification programs for teachers and administrators.
- **Louisiana:** 1) provide greater flexibility to obtain principal certification and 2) clarify qualifications for the state superintendent of education.
- **Michigan** (late 2009): 1) require certification for school administrators, and 2) require the State Department of Education to recognize alternative pathways to earning a school administrator's certificate.
- **Oklahoma:** 1) create the Oklahoma School Principal Training Task Force to review the current training requirements for principal certification and study ways to improve and incorporate more leadership training into the certification requirements, and 2) modify certification requirements for school principals and superintendents.
- **Washington:** 1) expand alternative routes to certification, and 2) expand administrator preparation programs to include community and technical colleges or non-higher education providers. All approved program providers must adhere to the same standards and comply with the same requirements as traditional preparation programs.
- **Wisconsin:** provide principals in the state's lowest performing schools with opportunities to pursue other professional certification, including certification by the National Board for Professional Teaching Standards.

What Legislators Need to Know

- Does your state have rigorous, well-defined standards for what school leaders should know and be able to do? If so, do they guide all aspects of a leader's career, including preparation, licensure, mentoring, professional development and evaluation?
- What are the current requirements for administrator licensure and certification in your state? Do licensing requirements differ for K-12, elementary or secondary education? Is there a need for other licensing requirements?
- Does your state have a tiered licensure system for principals? If so, what are the requirements for each level?
- What are the requirements for license renewal in your state?
- Does your state have reciprocity agreements with other states for school leader licensure?
- Does your state have alternative routes to administrator licensure?
- Does your state have a statewide longitudinal data system that tracks licensing and hiring in-state and out-of-state program graduates?

Mentoring

Like most professionals, school leaders can benefit greatly from more and better mentoring once on the job. Mentoring can be an integral component of leadership preparation programs that are designed to improve school and student performance and can be linked to licensure requirements. States and districts should ensure that mentoring is focused on student learning. Research suggests that protégés and mentors benefit greatly from mentoring.

Protégé benefits include:

- Guidance and support during initiation;
- Increased self-confidence and encouragement to take risks to achieve goals;
- Opportunities to discuss professional issues with a veteran; and
- Networking.

Mentor benefits include:

- Opportunities for professionals to strengthen their knowledge and improve communication, teaching and coaching skills;
- Greater collegiality among new and veteran professionals;

- Satisfaction gained from helping newcomers to the field; and
- Professional reputation for commitment.

According to the Southern Regional Education Board, the components of effective mentoring include:

- High standards and expectations for performance;
- Commitment of university and district partners;
- Problem-focused learning;
- Clearly defined responsibilities for mentors, university supervisors and district internship program coordinators; and
- Meaningful performance evaluations.

In addition, mentors should receive high-quality training to successfully support new and aspiring principals, and the mentoring should last for more than a year to help the new principal make the transition to being an effective instructional leader. According to a 2007 Wallace Foundation re-

What Legislators Need to Know

- Does your state have rigorous, well-defined standards for what school leaders should know and be able to do? If so, do they guide all aspects of a leader's career, including preparation, licensure, mentoring, professional development and evaluation?
- Does your state have a mentoring program, linked to mentoring standards, to support new principals and superintendents?
- Is your mentoring program integrated into leadership preparation programs? Is it a requirement for preparation program approval?
- Is your mentoring program linked to licensure and certification requirements?
- Does your mentoring program provide quality training for mentors to help ensure programmatic success?

port, more than half the states and many districts have recently introduced mentoring programs to support new principals and administrators during their first few years on the job.

What is the state legislative role in strengthening mentoring and induction for school leaders? States can ensure that high-quality mentoring is an essential component of advanced licensure systems and on-the-job training, and can provide funding for quality programs.

Four states passed legislation and appropriated funds in 2010 to support and strengthen mentoring for principals and superintendents. Six states passed legislation in 2009, two did so in 2008, and three did so in 2007. The following states passed legislation to:

- **Iowa:** clarify eligibility guidelines so beginning principals and superintendents were the primary recipients.

- **Illinois:** require all institutions of higher education and not-for-profit entities to meet new standards that focus on instruction and student learning. The standards must be used for mentoring in order for them to receive state principal preparation program approval.
- **New Mexico:** require the statewide School Leadership Institute to provide mentoring to new principals and superintendents in public schools.
- **Wisconsin:** provide supplemental mentoring for principals in the state's lowest-performing schools who have an emergency license or permit.

Iowa appropriated funds:

- **Iowa:** \$195,157 for FY 2010-11 to the State Department of Education for administration of the Beginning Administrator Mentoring and Induction Program.



Professional Development

Leadership training should not end once leaders are on the job. Continuous high-quality professional development and support strengthens a school leader's capacity to improve instruction and creates a school culture of shared leadership, collaboration and high expectations for all students. Research suggests that effective professional development should be ongoing, embedded in practice, linked to school reform initiatives, problem-based, and tied to the individual's strengths and weaknesses. It also should be linked to rigorous leadership standards. High-quality professional development should be continuously available to strengthen leaders' capacities to improve curriculum and instruction and create a highly effective organization. Special attention should be given to building strong leadership teams, including teachers, to support continuous improvement and address school-specific challenges, particularly in low-performing schools.

Professional development for advanced or renewed licensure can be important to advancing the knowledge and skills of principals in leading school improvement. Tiered licensure systems typically require professional development in order for candidates to move from an initial to a professional certification. Roughly half the states have minimum professional development requirements for administrator license renewal. Assessments can also be a part of an ongoing professional development process to gather data to track how well principals are doing and pinpoint shortcomings that could be remedied.

What is the state legislative role in strengthening professional development for school leaders? States can ensure that leaders at all levels—teacher leaders, assistant principals, principals and superintendents—receive continuous, high-quality, standards-based professional development, especially

What Legislators Need to Know

- Does your state have rigorous, well-defined standards for what school leaders should know and be able to do? If so, do they guide all aspects of a leader's career, including preparation, licensure, mentoring, professional development and evaluation?
- What professional development requirements exist in your state for school leaders?
- Do you have some means to assess the quality of professional development offered? Are professional development providers held accountable for the quality of their offerings?
- Is professional development integrated into leadership preparation programs? Is it required for preparation program approval?
- Are professional development opportunities tied to licensure and evaluation? If so, what is required for relicensure? How many credit hours are required? Is the professional development aligned to school improvement?
- How is professional development funded? Is any support for professional development provided from federal, state, district or private funds?

in low-performing schools, and provide funding for these programs. Professional development can be an integral component of leadership preparation programs and can be linked to licensure requirements and evaluation.

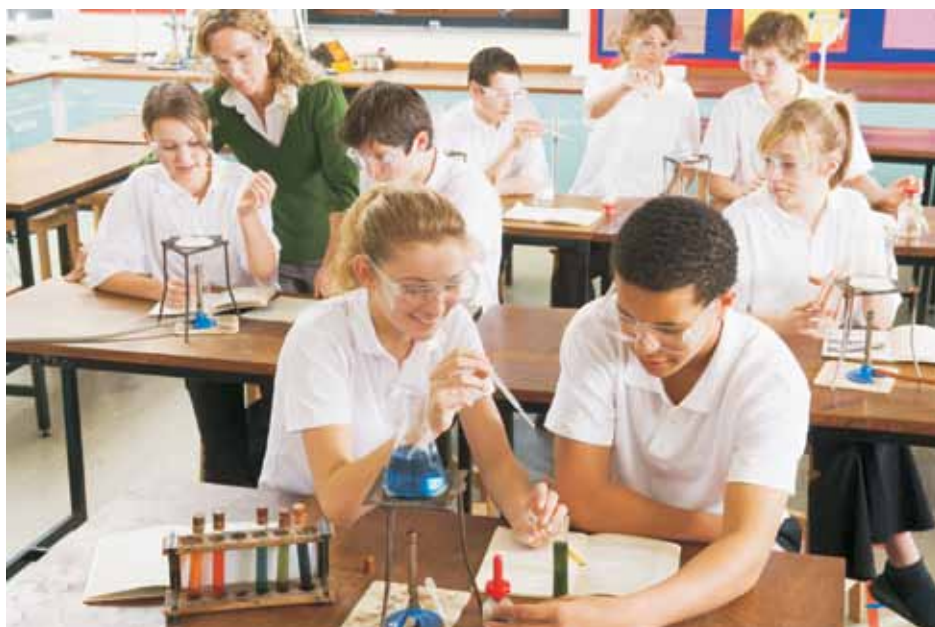
Eight states passed legislation and appropriated funds in 2010 (and late 2009) to provide and expand professional development opportunities for principals and superintendents. Six states passed legislation in 2009, seven did so in 2008, and five did so in 2007. The following states passed legislation to:

- **Arizona:** require teacher and principal evaluation instruments to include best practices for professional development.
- **Illinois:** require all institutions of higher education and not-for-profit entities to meet new standards that focus on instruction and student learning. the standards must be used for professional development in order for them to receive state principal preparation program approval.
- **Michigan** (late 2009): require that teacher and principal evaluations be used to make decisions about professional development.

- **New Mexico:** require the statewide School Leadership Institute to provide intensive support for principals at schools in need of improvement and professional development for aspiring superintendents.
- **New York:** require evaluations to be a significant factor in principal professional development, including coaching, induction support and differentiated professional development.
- **Oregon:** establish the Career Preparation and Development Task Force to develop a proposal for a seamless system of professional development for teachers and administrators that begins with career preparation and continues through employment.
- **Wisconsin:** require 60 hours annually of professional development for principals in the state's lowest-performing schools.

Florida appropriated funds:

- **Florida:** \$197,309 for the Florida Association of District School Superintendents Training and \$40,514 for the principal of the year.



Authority

As school leaders strive to meet increasingly demanding state and federal accountability, they are seeking sufficient autonomy over budgets, curriculum and staffing; access to timely and useful data; and meaningful professional development and evaluation systems. In exchange, principals must be held accountable for their results. This can include assessing improved student achievement; graduation rates; increased attendance; reduced truancy; and teacher improvement, satisfaction and retention.

Collaboration between states and districts promotes more supportive conditions for school leaders. New research from the RAND Corporation suggests that, where state and district policies are closely aligned, principals report greater authority over hiring teachers, determining school schedules, and defining student achievement goals. They also are able to devote more time on average to improving instruction.

What is the state legislative role in strengthening professional development for school leaders? States can ensure that principals have sufficient autonomy, access to timely and useful data, and adequate resources to lead school improvement. States can also collaborate with school districts to align state and district policies to better support leader work-

ing conditions, including providing increased authority, in exchange for greater accountability.

Six states passed legislation in 2010 to provide principals and schools with more authority over budgets, hiring, and curriculum. One state passed legislation in 2009, two did so in 2008, and one did so in 2007. The following states passed legislation to:

- **Colorado:** require that a teacher be assigned to a school only with the mutual consent of the principal and input from at least two teachers employed at the school.
- **Connecticut:** permit innovation schools to improve school performance and student achievement by giving schools autonomy and flexibility over their curriculum, professional development, budget, schedule and calendar; school district policies and procedures; and staff policies and procedures, including waivers from or modifications to union contracts.
- **Iowa:** establish innovation zone schools that are afforded greater flexibility in regard to state statutes and rules.
- **Maine:** allow the commissioner to waive state requirements upon request by a school board to establish an innovative, autonomous public school.
- **Massachusetts:** 1) give superintendents greater authority in turning around low-performing schools, including flexibility in regard to authority over curriculum, budgets, schedules and personnel; and 2) allow creation of innovation schools to improve school performance and student achievement through increased autonomy and flexibility.
- **Oklahoma:** allow establishment of empowered schools, zones or districts to improve student and school performance through increased autonomy and flexibility.

What Legislators Need to Know

- Is there alignment between state and district policies to support school leaders?
- Do school principals have authority over budgets, curriculum and staffing?
- Does your state or district require that teachers be assigned to a school with mutual consent of the hiring principal?
- Do they have meaningful professional development?
- Do they have access to timely and useful data?
- Are they evaluated using timely and reliable measures?

Evaluation

States continue to strengthen their efforts to evaluate school leaders and are using assessments to improve preparation programs, licensure and certification, mentoring, and ongoing professional development and support. Valid, reliable quality leadership assessments can help align leadership policies, steer preparation program design and delivery, and provide accountability data. Consequently, leadership evaluation should not be viewed as single-purpose, but rather as a continuous process for gathering data to improve the quality of leadership, teaching and learning.

Robust data systems allow states to connect teachers and principals to student data and use that data as a factor in evaluations. Evaluation criteria, aligned with rigorous standards, should clearly differentiate between effective and ineffective principals. States can consider using multiple indicators to evaluate principals, including performance-based measures and measures of annual individual student growth and other student data. Various measures can include improved high school graduation, college readiness, matriculation and attendance rates. In addition, states can use other measures to evaluate principals, such as teacher effectiveness, retention and transfer rates and working conditions surveys. A well-designed evaluation system:

- Provides continuous feedback to school leaders and tracks individual progress toward mastering the knowledge, skills and behaviors needed to improve student learning and school performance;
- Advances career development and helps individuals meet the requirements for professional-level licensure;
- Identifies professional development and supports customized to the needs of individual leaders and schools;

- Provides feedback to licensing institutions on graduates' performance to help them improve their preparation programs; and
- Provides information for state and federal accountability.

What is the state legislative role in strengthening evaluation for school leaders? States can decide whether and how frequently to require evaluation of school leaders. They also can decide whether to require evaluation for successful completion of preparation programs, entry-level and advanced licensure, mentoring programs and professional development, all aligned to statewide leadership standards. Evaluation data also can be used for educator development and accountability.

Fourteen states passed legislation in 2010 (and late 2009) to evaluate school leaders. Five states passed legislation in 2009, two did so in 2008, and three did so in 2007. The following states passed legislation to:

- **Arizona:** require annual principal performance evaluations, with student academic progress accounting for at least 33 percent to 50 percent of the evaluation by school year 2012-13. The evaluation instrument must in-

What Legislators Need to Know

- Does your state have rigorous, well-defined standards for what school leaders should know and be able to do? If so, do they guide all aspects of a leader's career, including preparation, licensure, mentoring, professional development and evaluation?
- Does your state have valid and reliable measures to evaluate school leaders? If so, how often are evaluations performed and what measures are used to evaluate effectiveness?
- Is evaluation data used to inform preparation program effectiveness and approval, licensure and professional development?
- Is evaluation data used as a factor in determining promotion, retention and compensation?

- clude best practices for professional development and evaluator training.
- **Colorado:** require by 2013-14 that principals receive annual evaluations, with at least 50 percent of a principal's evaluation determined by student academic growth. In addition, the evaluation will determine the demonstrated effectiveness of the teachers in the principal's school.
 - **Connecticut:** require development of a model teacher and principal evaluation program that includes multiple measures of student academic growth by July 2013.
 - **Illinois:** 1) require school districts to establish teacher and principal evaluations that include student performance data as a significant factor by September 2012 for all principals; 2) require evaluators to participate in training; and 3) require all institutions of higher education and not-for-profit entities to meet new standards that focus on instruction and student learning. The standards must be used for evaluation in order to receive state principal preparation program approval.
 - **Kentucky:** clarify evaluation requirements for school superintendents.
 - **Louisiana:** require annual formal evaluations by local school boards for all teachers and administrators, with 50 percent of evaluations based on student academic growth using value-added assessments by school year 2012-13.
 - **Maine:** eliminate the prohibition on using student assessment data in the evaluation of teachers and principals; requires districts that choose to use student assessments as part of evaluations to use one of the models developed by the State Department of Education; extends the models for evaluation to principals; and requires that the models include numerous measures.
 - **Maryland:** require the State Board of Education to establish model performance evaluation criteria for annual teacher and principal evaluations, with student growth data as a significant factor.
 - **Michigan** (late 2009): require the annual evaluation of teachers and administrators to be based, in part, on significant student growth.
- Evaluations will be used to make decisions about principal effectiveness, promotion, retention, tenure, development and professional development.
- **New York:** require annual professional performance reviews of teachers and principals based on performance, including measures of student achievement by school year 2012-13. Evaluations will be used to make decisions about employment and professional development.
 - **Oklahoma:** require annual evaluations of teachers and principals, with 35 percent of the evaluations to be based on student academic growth by 2013-14. Evaluations will be used to make decisions determining retention or reassignment of teachers and leaders. Requires training for individuals conducting evaluations.
 - **Tennessee:** create a 15-member Teacher Evaluation Advisory Committee to develop and recommend to the State Board of Education guidelines and criteria for the annual evaluation of all teachers and principals to be effective by July 1, 2011. Fifty percent of teacher and principal evaluations will be based on student achievement data, of which 35 percent will use student growth data of the Tennessee Value-Added Assessment System (TVAAS) or comparable student growth data if no TVAAS data is available. The remaining 15 percent will be drawn from other measures of student achievement. Evaluations will be used to make employment decisions.
 - **Washington:** require school districts to establish performance criteria and an evaluation process for teachers and principals, using revised evaluation criteria and a four-level rating system by school year 2013-14. When student growth data is available, it must be based on numerous measures if referenced in the evaluation.
 - **Wisconsin:** require annual vigorous and equitable performance evaluations for teachers and principals in the state's lowest-performing schools using multiple measures and including improvement in pupil academic achievement as a significant factor.

Compensation and Incentives

Across the country, states are experiencing a shortage of effective school leaders in the nation's hardest-to-staff schools. New research from the universities of Minnesota and Toronto finds rapid turnover of principals in schools: a new one every three or four years, on average. This changeover in leadership has a distinctly damaging effect on school culture and a measurable negative effect on student achievement. Contributing factors include challenging working conditions, large concentrations of impoverished or minority students, lower per-pupil expenditures, inadequate benefits and compensation, cumbersome policy and regulatory barriers, and increasingly demanding job responsibilities that hold leaders accountable for the success of all students. To attract and retain exemplary school leaders, particularly those serving in the lowest-performing schools, states are reexamining how they compensate leaders.

In 2010, the U.S. Department of Education awarded \$442 million to school districts in 27 states to develop and implement performance-based teacher and principal compensation systems

in high-need schools. The Teacher Incentive Fund competitive grant program seeks to strengthen the education profession by rewarding excellence, attracting teachers and principals to high-need and hard-to-staff schools, and providing all teachers and principals with adequate feedback and support to succeed.

What is the state legislative role in providing compensation and incentives for school leaders? States can provide compensation and incentives to recruit and retain qualified leaders, particularly in low-performing schools. States also can improve the working conditions of teachers and leaders to attract and retain effective educators.

Nine states passed legislation during 2010 (and late 2009) to help recruit and retain effective school leaders through implementing compensation and incentive policies and removing barriers. Six states passed legislation in 2009, five did so in 2008, and three did so in 2007. The following states passed legislation to:

What Legislators Need to Know

- Does your state offer incentives (monetary, loan forgiveness, autonomy/authority, etc.) for effective leaders to take positions in low-performing schools?
- Does your state have valid and reliable measures to evaluate school leaders? If so, is evaluation data used as a factor in determining promotion, retention and compensation?
- What is the current salary structure in your state? Is the salary commensurate with the demands of the position? Is the salary structure the same district to district?
 - Is the system performance-based? Are student achievement gains a factor?
 - Are salary incentives an option in hard-to-staff schools?
 - Are salary incentives offered to educators who take on additional responsibilities and leadership roles?
 - Are non-salary-related incentives available?
- Does your state conduct working condition studies to identify factors that best promote effective teaching and learning?

- **Arizona:** require that 20 percent of a school district superintendent's annual salary be based on performance pay.
- **Connecticut:** allow administrators with tenure from another district or state who are employed in a priority school district to attain tenure in half the required time.
- **Georgia:** allow certain exceptions to a 2009 law that compensates educators for their leadership degree only if they are serving in a leadership position.
- **Maryland:** require the State Board of Education to establish a program to support locally negotiated incentives (financial incentives, leadership changes or other incentives) for highly effective classroom teachers and principals to work in hard-to-staff schools.
- **Michigan** (late 2009): require that compensation for teachers and school administrators be based on job performance and job accomplishments as a significant factor.
- **New York:** require teacher and principal evaluations be used to make decisions about supplemental compensation.
- **Oklahoma:** 1) allow school districts to implement an incentive pay plan that rewards teachers and leaders who are increasing student and school achievement and 2) allow districts to develop and implement incentive pay systems for teachers and leaders who work in low-performing and hard-to-staff schools or districts.
- **Tennessee:** alter principal performance contracts and specify that evaluations must be based on student achievement data.
- **Wisconsin:** prohibit tenure for principals and assistant principals.



Data Systems

Longitudinal data systems are a basic requirement for improving teaching and learning and ensuring effective accountability. Data systems can provide timely, valid and relevant data to help make decisions that are critical to both policymakers and educators. Data can be used to foster school improvement strategies, allocate resources, identify and share best practices, and hold schools and districts accountable for student learning.

According to the 2010 Data Quality Campaign annual survey, states, with the infusion of federal stimulus money, have made unprecedented progress toward building the infrastructure needed to collect statewide longitudinal data, but have not taken action to ensure data are used to improve student achievement. The campaign also suggests that states are just beginning to take the necessary steps to use longitudinal data for continuous improvement. To date, 42 states assign a unique educator ID to principals. This data element is essential to improving educator preparation programs, crafting performance-based licensure systems, creating targeted professional development opportunities, and developing robust evaluation and compensation policies.

Accessing, using and analyzing data are critical to improving teaching and learning. A growing number of states require collection of teacher and principal data in their statewide longitudinal data systems to inform decision making. States are beginning to track career paths of school leaders from preparation to employment to study the effectiveness of preparation, mentoring and professional development programs. States also are accessing and analyzing data to track the supply and demand and project retirements and turnover. Some also are linking principal data to student, teacher, school and district performance to evaluate the effectiveness of school leaders.

Building a robust longitudinal data system is not enough, however. Teachers and leaders need to be trained to access, analyze, interpret and use data. A focus on professional development centered on the appropriate interpretation and use of data is critical to helping teachers and principals use data to improve instructional practice. A state's ability to link educator and student data facilitates educator capacity around successful data use. Effective data use can be linked to training, professional developments and licensure and certification to en-

What Legislators Need to Know

- Does your state have a statewide longitudinal data system that tracks supply and demand for principals, projected retirements, and leadership preparation program enrollment and completion rates?
- Does your state assign a unique educator ID to teachers and principals?
- Can your state link teacher and principal data with student data?
- Does your state collect and analyze the effect principals have on student achievement with preparation programs to improve program effectiveness?
- Is the mastery of data use tied to preparation, licensure and evaluation? Is it required for principal preparation program approval?

sure that today's leaders can successfully use data to improve teaching and learning.

What is the state legislative role in accessing, using and analyzing data to strengthen school leadership?

States can require that their longitudinal data systems collect a wide range of teacher and principal data to improve preparation, licensure, mentoring, and professional development programs, with the ultimate goal of improving academic success for all students. In addition, a leader's ability to use data effectively can be a requirement for preparation program accreditation, licensure, professional development and evaluation.

Seven states passed legislation in 2010 to create and enhance a statewide framework for accessing, using and analyzing data to strengthen school leadership. Four states passed legislation in 2009. The following states passed legislation to:

- **Colorado:** require an annual report on the effectiveness of educator preparation programs using data obtained through the educator identifier system.
- **Connecticut:** expand its public school information system to, among other things, track and report to local and regional school boards data on teachers, principals, students, schools and school districts.
- **Illinois:** require a system to annually collect and publish data by district and school on teacher and administrator performance evaluation results. The system must ensure that no educator can be personally identified by publicly reported data.
- **Maine:** eliminate the prohibition on using student assessment data in the evaluation of teachers and principals; require districts that choose to use student assessments as part of evaluations to use one of the models developed by the State Department of Education; extend the models for evaluation to principals; and require that the models include numerous measures.
- **Minnesota:** govern data sharing for program approval and improvement for teacher and administrator preparation programs.
- **New Mexico:** codify the requirements for a prekindergarten through postsecondary (P-20) education accountability data system in order to collect, integrate and report longitudinal student-level and educator data required to implement federal or state education performance accountability measures; conduct research and evaluation of federal, state and local education programs; and audit program compliance with federal and state requirements. It includes as data components the use of common student and educator identifiers.
- **Washington:** require annual review of educator workforce data to make projections of certificate needs and identify how preparation program recruitment and enrollment plans reflect need.



Education Governance Systems

As policymakers examine ways to recruit, prepare, support and retain effective school leaders, they also are examining education governance structures to determine how to most effectively improve teaching and learning. In many states, local school boards and superintendents make most decisions for the students within their system. Due to a shift in education funding from the local to the state level during the past several decades and to increasingly higher academic expectations, states are holding schools and school districts more accountable for their students' progress.

What is the state legislative role in creating strong governance systems to strengthen school leadership? States can foster governance structures that support school-based management; clarify leaders' roles among school boards, superintendents, principals and teacher leaders to share leadership responsibilities; provide necessary training for school board members; and restructure current governance systems to promote efficiencies and high academic achievement.

Five states passed legislation in 2010 relating to education governance structures. Two states

passed legislation in 2009, five did so in 2008, and seven did so in 2007. The following states passed legislation to:

- **Connecticut:** require school boards with low-achieving schools to establish school governance councils. The councils, made up of parents, teachers, community leaders, students and the principal, are empowered to advise the principal in developing budgets, policy, and programmatic and operational changes.
- **Georgia:** require the State Board of Education to adopt a training program for members of local school boards.
- **Louisiana:** increase the number of hours of training and instruction required annually for local school board members.
- **New York:** require all first-term board members, elected or appointed, to attend training sessions within one year of taking office to acquaint themselves with the powers, functions and duties of boards of education and other administrative authorities affecting public education.
- **Rhode Island:** require members of school committees to undertake six hours in the professional development educational program developed by Rhode Island College.

What Legislators Need to Know

- Are governance roles and responsibilities clearly defined with the appropriate level of authority for each level? How are the lines of communication and coordination drawn?
- Does your current governance structure effectively support student learning and public education?
- Do you provide adequate training for members of school boards and school committees?
- Is the accountability structure within your state aligned from the classroom to the state level? Is there a clear understanding among policymakers and educators as to the expected goals and results for student achievement?

Appendix A. Bill Summaries

Arizona

Directs the State Board of Education (SBE) to allow a variety of alternative teacher and administrator preparation programs with variations in program sequencing and design to apply for program approval. Specifies that the SBE adopt rules that allow program format variety and prohibits requiring a prescribed answer or design from a provider in order to obtain approval. Requires provider evaluation to be based on the program's ability to prepare and recruit teachers and administrators who have a variety of experience and talents. Requires the SBE to permit public schools, public and provide postsecondary institutions and professional organizations to apply for program approval. Directs the SBE to create less restrictive application procedures and certification criteria than those required for traditional preparation programs. Specifies the criteria alternative preparation program graduates must meet as:

- Holding a bachelor's degree from an accredited postsecondary education institution;
- Demonstrating professional knowledge and subject knowledge proficiency;
- Obtaining a fingerprint clearance card;
- Completing Structured English Immersion and research-based systematic phonics instruction training; and
- Demonstrating required proficiency in the U.S. and Arizona constitutions.

H.B. 2521

Requires school district governing boards to ensure that the contract for a school district superintendent is structured in a way that classifies 20 percent of the superintendent's total annual compensation and benefits as performance pay. Specifies that the provisions of this act cannot be construed to require school districts to increase total compensation for superintendents. Stipulates that,

unless the governing board votes to implement an alternative procedure at a public meeting, the performance pay portion of the superintendent's total annual compensation must be determined as follows:

- 25 percent of the performance pay must be determined based on the percentage of academic gain, determined by the Arizona Department of Education, of pupils who are enrolled in the school district compared to the academic gain achieved by the highest ranking of the 50 largest school districts in Arizona;
- 25 percent of the performance pay must be determined by the percentage of parents of pupils who are enrolled at the school district who assign a letter grade of "A" to the school on a parental satisfaction survey;
- 25 percent of performance pay must be determined by the percentage of teachers who are employed at the school district who assign a letter grade of "A" to the school on a teacher satisfaction survey; and
- 25 percent of the performance pay must be determined by other criteria selected by the governing board.

S.B. 1040

By Dec. 15, 2011, requires the State Board of Education to establish and maintain a model framework for a teacher and principal evaluation instrument that uses quantitative data on student academic progress for at least 33 percent to 50 percent of the evaluation outcome. The instrument must include best practices for professional development and evaluator training. Requires school districts and charter schools to use an instrument that meets the data requirements established by the SBE to annually evaluate individual teachers and principals beginning in school year 2012-13.

Colorado

S.B. 36

By July 1, 2011, requires the State Department of Education to prepare an annual report on the effectiveness of educator preparation programs (both teachers and principals) using data obtained through the educator identifier system. The department will use data from educators in their first three years of placement. The report will analyze the correlation between different educator preparation programs, including alternative programs, and student academic growth, educator placement, and educator mobility and retention. The information, which will be available to the public online, will be shared with the educator preparation programs to help make curriculum and program improvements. Stipulates that this provision will be implemented only if the State Department of Education receives sufficient gifts, grants or donations for implementation. Colorado applied for but was not awarded a federal Race to the Top grant that, as outlined in the legislation, could have been used to fund implementation.

S.B. 191

Evaluation. Creates a statewide system to evaluate the effectiveness of teachers and principals. By March 1, 2011, requires the governor-appointed 15-member Council for Educator Effectiveness to make formal recommendations to the State Board of Education (SBOE) on how to define and measure teacher and principal effectiveness. Requires that principals receive annual evaluations, with at least at least 50 percent of a principal's evaluation determined by student academic growth. In addition, the evaluation will determine the demonstrated effectiveness of the teachers in the principal's school. The law also requires multiple measures of student growth for evaluations and consideration of diverse student needs, including special education status, student mobility and at-risk students. Requires the State Department of Education to create and make available to school districts a resource bank of assessments, processes, policies and tools to develop an evaluation system. Allows a designee of a licensed principal to

conduct performance evaluations. The SBOE will promulgate rules by Sept. 1, 2011. The rules will go before the legislature in January 2012 for final approval. The state will pilot the new evaluation system during the 2012-13 school year. The evaluation system will be implemented statewide in school year 2013-14.

Mutual Consent. Requires a statewide end to forced placement. A teacher may be assigned to a school only with the mutual consent of the hiring principal and with input from at least two teachers employed at the school.

Connecticut

S.B. 438

Teacher and Principal Evaluations. By July 1, 2013, requires the State Board of Education (SBE), in consultation with the Performance Evaluation Advisory Council, to develop guidelines for a model teacher and principal evaluation program that guides use of numerous indicators of student academic growth. Guidelines must include: 1) ways to measure student academic growth; 2) consideration of "control" factors tracked by the expanded public school data system that could influence teacher performance, such as student characteristics, attendance and mobility; and 3) minimum requirements for evaluation instruments and procedures.

Alternative Route to Certification for School Administrators. Requires the State Department of Education (SDE) to review and approve proposals for school administrator Alternative Route Certification (ARC). Administrators' ARC programs must be provided by: 1) public or private higher education institutions; 2) local and regional boards of education; 3) regional educational service centers; or 4) private, nonprofit teacher administrator training organizations approved by the SDE. Requires the Department of Higher Education (DHE) to develop admission criteria in consultation with the SDE. Establishes minimum admission criteria by requiring the SDE to approve only programs that require applicants to have at least: 1)

bachelor's degree from an credited institution; 2) 40 months of teaching experience in Connecticut or another state, at least 10 of which must be in a public school position requiring certification; and 3) recommendation of their immediate supervisor or district administrator, based on performance. Requires a one-year residency.

Requires the SBE to issue an initial certificate with an administration and supervision endorsement, valid for three years, to anyone who 1) successfully completes the administrators' ARC program; and 2) (a) passes, or meets the requirements for an out-of-state administrator exemption from, Connecticut's reading, writing and math competency exam; and (b) passes the required subject matter exam. Requires anyone who receives an initial administrator certificate after completing an administrator ARC program to obtain a master's degree within five years of receiving initial certification. Failure to do so would make the individual ineligible for a professional educator certificate.

Waiver of Superintendent Certification. Gives the education commissioner additional authority to waive the requirement that a school superintendent hold a superintendent certificate issued by the SBE, if a waiver is required by the superintendent's employing board of education. Also allows the commissioner to waive certification at the employing board's request for an individual who has at least three years of successful experience in a public school in another state in the 10 years prior to the waiver application date. The experience must be as a certified administrator with a superintendent certificate issued by another state.

Tenure. Allows teachers and administrators who had tenure in another school district in-state or out-of-state and who take a job in a priority school district to attain tenure in the new district in half the usual time—after working 10 months rather than 20 months in the priority school district.

School Governance Councils. Requires school boards with low-achieving schools to establish

school governance councils made up of parents, teachers, community leaders, students and the principal. The councils are empowered to, among other things, advise the principal on the school budget before it is submitted to the superintendent; interview candidates to fill principal vacancies; help the principal make programmatic and operational changes to improve the school's achievement; advise the principal on any major policy matters affecting the school, except matters of collective bargaining; and vote to reconstitute a low-achieving school using the four models outlined in the amended version of the Elementary and Secondary Education Act of 1965.

Data System. By July 1, 2013, the State Department of Education must expand the public school information system to track and report to local and regional school boards data on performance growth by students, teachers, principals, schools and school districts. Teacher and principal data must include: 1) credentials, such as master's degrees, preparation programs completed, and certification level and endorsements; 2) assessment, such as whether a teacher is considered highly qualified under No Child Left Behind or meets any other designations established by federal law or regulations to measure the equitable distribution of instructional staff; 3) the presence of substitute teachers in the teacher's classroom; 4) class size; 5) absenteeism rates; and 6) presence of a teacher's aide. Assigns unique identifiers to teachers and principals to track and gather data.

Innovation Schools. Permits a board of a priority school district to convert an existing school or establish a new school as an innovation school through agreements with the teacher and administrator unions to improve school performance and student achievement. An "innovation school" operates under an innovation plan that articulates areas of autonomy and flexibility in curriculum, budget, school schedule and calendar, school district policies and procedures, professional development, and staff policies and procedures, including waivers from or modifications to union contracts.

Innovation schools are required to operate under innovation plans. The superintendent must annually evaluate innovation schools in his or her district and submit the evaluation to the board of education and the education commissioner.

Delaware

S.B. 149

Creates license denial and revocation standards for non-public school teachers, specialists, administrators and public education employees that are consistent, to the extent possible, with the license denial and revocation standards applicable to public school teachers, specialists and administrators.

Florida

H.B. 5001

Appropriates from the General Fund \$171,618 for the Florida Association of District School Superintendents Training and \$35,239 for the principal of the year. Appropriates from the Federal Grants Trust Fund and State Fiscal Stabilization Fund, \$25,691 for the Florida Association of District School Superintendents Training and \$5,275 for the principal of the year.

Georgia

H.B. 906

Requires the State Board of Education to adopt a training program for members of local school boards by July 1, 2011. Within three months of adoption, local boards of education must adopt a training program that includes, at a minimum, training and program requirements established by the State Board of Education.

H.B. 923

Revises a provision under the Quality Basic Education Act relating to when an educator who has earned a leadership degree but is not in a leadership position may still be placed on the state salary schedule based on the leadership degree. This applies to the following:

- An educator who possessed a leadership degree prior to July 1, 2010; and
- An educator who possessed:

- A master's level leadership degree prior to July 1, 2012;
- An education specialist level leadership degree prior to July 1, 2013; or
- A doctoral level leadership degree prior to July 1, 2014, as long as he/she was enrolled in such leadership preparation program on or before April 1, 2009.

Hawaii

S.B. 2120

Requires the Department of Education to establish alternative routes to certification for school principals and vice-principals. Repeals the Department of Education's authority to waive, on a case-by-case basis, certain teacher certification and school-level experience requirements for vice-principal candidates.

Iowa

H.B. 2461

Directs the State Board of Education to set standards and procedures for approval of training programs for those who seek authorization for employment as school business officials responsible for the financial operations of school districts. Provides that anyone hired on or after July 1, 2012, as a school business official who has no such prior experience in Iowa must hold the school business official authorization issued by the board pursuant to the bill or obtain the authorization within two years of the start date of employment in such position. Anyone employed as a school business official before July 1, 2012, who meets the board's requirements, other than the training program requirements, must be issued at no charge an initial authorization by the board, but must meet the board's renewal requirements by the time specified by the board.

S.B. 2033

Authorizes the State Board of Education to approve innovation zone schools, which are provided greater flexibility in regard to state statutes and rules. These public schools led by principals must participate in an innovation zone consortium of

two or more school districts and an area education agency in which one or more of the school districts is located. The innovation zone consortium may receive technical assistance from an accredited higher education institution. To seek approval, an innovation zone consortium must submit an application that demonstrates the support of at least 50 percent of teachers and parents at each proposed innovation zone school. Limits to 10 the number of innovation zone applications approved by the State Board of Education.

S.B. 2376

Administrator Mentoring and Induction. Appropriates \$195,157 for FY 2010-11 to the Beginning Administrator Mentoring and Induction Program. In the event funds appropriated for the mentoring and induction program are insufficient to pay mentors and school districts, the State Department of Education will prorate the amount distributed to school districts based upon the amount appropriate. Priority for full funding will be given to principal mentors. Remaining funds will first be used to fund superintendent mentors, then program and application costs. Redefines “beginning administrator” as an individual serving under an administrator license, issued by the Board of Educational Examiners, who is assuming a position as a school district principal or superintendent for the first time. Amends code to require school boards to implement (in addition to developing) a beginning administrator mentoring and induction plan.

Licensure and Certification. Amends code to replace standard administrator license with professional administrator license.

Illinois

H.B. 859

Appropriates \$1 million for administrative costs to award grants associated with the Education Leadership Institute.

S.B. 226

Preparation Program Redesign. By July 1, 2014, requires that all institutions of higher education and not-for-profit entities approved to offer principal preparation programs must meet the following requirements: 1) meet the new standards and requirements and any rules adopted by the State Board of Education; 2) prepare candidates to meet approved standards for principal skills, knowledge and responsibilities, which include a focus on instruction and student learning and which must be used for principal professional development, mentoring and evaluation; and 3) include specific requirements for (a) selection and assessment of candidates, (b) training in evaluation of staff, (c) an internship and (d) a partnership with one or more school districts or state-recognized, non-public schools where the chief administrator is required to have the certification necessary to be a principal in a public school and where the majority of the instructors are required to have the certification necessary to be instructors in a public school. Any principal preparation program offered by a not-for-profit entity also must be approved by the Board of Higher Education. No candidates may be admitted to an approved general administrative preparation program after Sept. 1, 2012. Institutions of higher education currently offering general administrative preparation programs may no longer entitle principals with a general administrative endorsement after June 30, 2014.

Licensure and Certification. Beginning on July 1, 2014, the general administrative endorsement will no longer be issued. Creates a principal endorsement for candidates who successfully complete a principal preparation program and have four years of full-time teaching and a master’s degree. Provides that those individuals holding the general administrative endorsement prior to July 1, 2014, will have their general administrative endorsements converted to a principal endorsement upon request to the State Board of Education if specified conditions are met. Removes provisions that require renewal requirements for administrators whose positions require certification to be based

upon evidence of continuing professional education that promotes certain goals. Sets forth new provisions concerning principal preparation programs.

S.B. 315

Requires school districts to establish teacher and principal evaluations that include student performance data as a “significant factor.” Authorizes the State Board of Education to adopt rules as deemed necessary to implement and accomplish the law, including: 1) relating to methods for measuring student growth; 2) defining the term “significant factor” for purposes of including consideration of student growth in performance ratings; 3) controlling for such factors as student characteristics; 4) establishing minimum requirements for district teacher and principal evaluation instruments and procedures; and 5) establishing a model evaluation plan for use by school districts in which student growth will comprise 50 percent of the performance rating. Rules are to be developed through a process involving collaboration with a Performance Evaluation Advisory Council, to be convened and staffed by the State Board of Education. The council will meet at least quarterly through June 30, 2017. Disclosure of public school teacher, principal and superintendent performance evaluations is prohibited.

Principal Evaluations. On and after Sept. 1, 2012, principal evaluation plans must: 1) rate the principal’s performance as “excellent,” “proficient,” “needs improvement” or “unsatisfactory;” and 2) ensure that each principal is evaluated at least once every school year. In addition, the evaluations must be in writing and must at least do all the following: 1) consider the principal’s specific duties, responsibilities, management and competence as a principal; 2) specify the principal’s strengths and weaknesses, with supporting reasons; 3) align with research-based standards established by administrative rule; and 4) provide for use of data and indicators on student growth as a significant factor in rating principals. Provides that principals are not prohibited from evaluating

any teachers within a school during their first year as a principal.

Training Evaluation. School boards must require evaluators to participate in an in-service training on the evaluation of certified personnel provided or approved by the State Board of Education (SBOE) before undertaking any evaluation and at least once during each certificate renewal cycle. An evaluator undertaking an evaluation after Sept. 1, 2012, must first successfully complete a pre-qualification program that must involve rigorous training and an independent observer’s determination that the evaluator’s ratings properly align to the requirements and have been provided or approved by the SBOE.

Data Collection, Evaluation Assessment and Support Systems. By Sept. 30, 2012, the SBOE, in collaboration with the Performance Evaluation Advisory Council, must develop or contract for development of and implement data collection, evaluation assessment and supports systems, including: 1) a system to annually collect and publish data by district and school on teacher and administrator performance evaluation results and that does not personally identify educators by publicly reported data; 2) teacher and principal model evaluation systems; 3) superintendent training program based on the model principal evaluation template; 4) one or more instruments to provide feedback to principals on the instructional environment within a school; 5) technical assistance system provider or approved by the SBOE that supports districts with the development and implementation of teacher and principal evaluation systems; 6) web-based systems and tools supporting implementation of the model templates and the evaluator prequalification and training programs; 7) a process for measuring and reporting correlations between local principal and teacher evaluations and student growth in tested grades and subjects and retention rates of teachers; and 8) a process for assessing whether school district evaluation systems developed under this act consider student growth as a significant factor in

rating a teacher's and principal's performance are valid and reliable, contribute to staff development and improve student achievement.

S.B. 616

Allows alternative certification programs to be provided by a variety of qualified providers, including institutions of higher education and other providers operating independently from institutions of higher education. All programs must be approved by the State Board of Education in accordance with rules and regulations.

Kentucky

Clarifies evaluation requirements for school superintendents. Requires superintendents to be evaluated according to policies and procedures developed by the local board of education and approved by the State Department of Education. Requires that the summative evaluation be discussed and adopted in an open meeting of the local board of education and reflected in the minutes. Specifies that, if the local policy requires a written evaluation, it will be made available to the public upon request. Requires that preliminary discussions relating to the evaluation of the superintendent by the board or between the board and the superintendent prior to the summative evaluation be conducted in closed session.

Louisiana

H.B. 251

Requires the state superintendent, at a minimum, to possess at the time of appointment, qualifications adopted by the Board of Elementary and Secondary Education (BESE) by rule for the position of superintendent of a local school board. Specifies that, except by a vote by at least two-thirds of the authorized board membership, BESE has no authority to waive for the state superintendent any qualification established by the board for the position of superintendent of a local school board. Authorizes BESE, by rule, to establish additional qualifications applicable to the state superintendent.

H.B. 488

Amends school code to require school board members to receive at least six hours (previously four hours) of training and instruction annually. Also provides that, in order to receive the designation of Distinguished School Board Member as provided in new law, a school board member must receive a minimum of 16 hours of training and instruction during his or her first year of board service.

H.B. 974

Includes successful employment as assistant principal for one year in a Louisiana public school system as an alternative to one year of successful employment as a principal in Louisiana, as necessary experience for a principal who holds out-of-state certification as a principal and has at least four years of successful experience in another state to be exempt from certain testing requirements relative to certification.

H.B. 1033

Revamps the process used by local school boards in conducting annual formal evaluations of all teachers and administrators in public elementary and secondary schools, including charter schools. Changes the current evaluation system, which is based primarily upon classroom evaluation, to a system where 50 percent of the teacher's/administrator's evaluation is based upon the growth in student academic achievement—a value-added model. Requires elements of evaluation and standards for effectiveness be defined by the Board of Elementary and Secondary Education (BESE) and requires local evaluation plans to contain, at a minimum, a job description, a professional growth plan, observation and conferencing, classroom visitation and measure of effectiveness. The measure of effectiveness element requires, by the beginning of the 2012-2013 school year, 50 percent of evaluations to be based on evidence of student achievement growth using a value-added assessment model as determined by BESE for grade levels and subjects for which value added data is available. Requires BESE to establish measures of

student growth for grade levels, subjects and personnel for which value-added data are not available. Requires the model to take into account certain student factors, including, but not limited to, special education, eligibility for free and reduced lunch, student attendance and student discipline. Requires the state superintendent of education to appoint and convene an Educator Evaluation Advisory Committee to make recommendations to BESE regarding development of a value-added assessment model; identification of measures of student growth for grades, subjects and personnel for which value-added data are not available; and adoption of standards of effectiveness. Public disclosure of employee performance evaluation information is prohibited.

Maine

S.B. 704

Eliminates the prohibition on the use of student assessment data in establishing of models for evaluation of the professional performance of teachers and principals. Requires districts that choose to use student assessments as part of evaluations to use one of the models developed by the Department of Education. Extends the models for evaluation to principals and requires that the models include several measures.

S.B. 706

Allows the commissioner to waive state requirements upon request by a school board to establish an innovative, autonomous public school. The school board may approve an instruction design, a calendar, a staff selection process and a method for assessing professional development. In addition, the school board will propose, receive and allocate funding for such schools. The school board may also request waivers as necessary to implement an instructional model and curriculum. Innovative, autonomous public schools must accept open enrollment and must demonstrate an accountability system that exceeds the state's accountability standards and assessment system.

Maryland

H.B. 1263

Evaluation. Requires the State Board of Education to establish general standards for performance evaluations for certified teachers and principals that include observations, clear standards, rigor, and claims and evidence of observed instruction. Each local board of education must, in turn, establish performance evaluation criteria for certified teachers and principals that are mutually agreed upon by the local board and the exclusive employee representative. The performance evaluation criteria must: 1) include data on student growth as a significant component of the evaluation and as one of multiple measures; 2) not be based solely on an existing or newly created single examination or assessment; 3) use an existing or newly created single examination or assessment as one of the multiple measures; and 4) allow no single criterion to account for more than 35 percent of the total performance evaluation criteria. If a local board and the exclusive employee representative fail to mutually agree upon the evaluation criteria, the model evaluation adopted by the State Board of Education will take effect.

Incentives. Requires the State Board of Education to establish a program to support locally negotiated incentives for highly effective classroom teachers and principals to work in public schools that are: 1) in improvement, corrective action or restructuring; 2) categorized by the local school system as a Title I school; and 3) in the highest 25 percent of schools in the state, based on a ranking of the percentage of students who receive free and reduced price meals. The program may include financial incentives, leadership changes or other incentives.

S.B. 140

Appropriates \$100,000 to the Academy of Leadership and \$1.494 million to the Department of Education's Division of Leadership Development.

Massachusetts

S.B. 2247

School Turnaround. Provides superintendents with greater authority in turning around low-performing schools. Allows the district superintendent of an underperforming school, with the approval of the commissioner, to create a turnaround plan. The commissioner may allow for an expedited turnaround plan for schools that have previously been designated as underperforming and where the district has a turnaround plan that has had a public comment period and approval of the local school committee. Requires the superintendent to convene a local stakeholder group of not more than 13 people to solicit recommendations on the content of such plan to maximize the rapid academic achievement of students at the school. Outlines several considerations to be included in the plan, and requires the plan to assess schools across multiple measures of school performance and student success. Gives the superintendent flexibility and authority over curriculum, budgets, schedules and personnel. Each turnaround plan will be authorized for not longer than three years and requires annual review.

Innovation Schools. Allows creation of innovation schools to improve school performance and student achievement through increased autonomy and flexibility. An innovation school may be established as a new school or as a conversion of an existing public school. Provides innovation schools with increased autonomy and flexibility over curriculum, budget, schedule, personnel, school district policies and professional development. An innovation school will be authorized by the local school committee and will operate according to an innovation plan. Requires annual evaluations of innovation zone schools.

Michigan

S.B. 981 (enacted late 2009)

Evaluation. Requires that school boards, working with teachers and school administrators, implement a rigorous, transparent and fair performance evaluation system that evaluates annually the job

performance of teachers and administrators. Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth. Evaluates job performance taking into account multiple rating categories with student growth as a significant factor. Job evaluations must be used to make decisions about the following: 1) the effectiveness of teachers and principals (ensuring ample opportunities for improvement); 2) promotion, retention and development, or professional development; 3) whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent and fair procedures; and 4) removing ineffective tenured and untenured teachers and administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent and fair procedures.

Compensation. Requires school districts to implement a method of compensation for teachers and school administrators based on job performance and accomplishments as significant factors. Assessment of job performance must incorporate a rigorous, transparent and fair evaluation system that evaluates a teacher's or administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria.

Licensure and Certification. Requires the State Board of Education to develop a school administrator's certificate to be issued to all school districts and intermediate school district superintendents, school principals, assistant principals and others who administer instructional programs. A school administrator's certificate is valid for five years. Requires the State Department of Education to recognize alternative pathways to earning a school administrator's certificate based on experience or alternative preparation, or both, if the alternative certification program is submitted by an established state professional organization and meets criteria set forth by the State Board of Education.

Minnesota

H.B. 2899

Governs data sharing between the Department of Education and the Boards of Teaching and School Administrators for program approval and improvement for teacher and administrator preparation programs. Requires the Board of School Administrators and the Department of Education to enter into an agreement to share educational data at the E 12 level for the limited purpose of program approval and improvement of education administration programs. The program approval process must include targeted redesign of education administration preparation programs to address identified E 12 student areas of concern. The data sharing agreements must not include educational data, but may include summary data.

New Mexico

S.B. 85

Creates the School Leadership Institute to provide a comprehensive and cohesive framework for preparing, mentoring and providing professional development for principals and leaders in public schools. Administratively attaches the Institute to the Higher Education Department. Requires the institute to provide a comprehensive and cohesive framework for preparing, mentoring and providing professional development for principals and other leaders. Requires the institute to offer the following programs:

- Licensure preparation for aspiring principals;
- Mentoring for new principals and other public school leaders;
- Intensive support for principals at schools in need of improvement;
- Professional development for aspiring superintendents; and
- Mentoring for new superintendents.

Requires the institute to partner with state agencies, institutions of higher education and professional associations to identify and recruit candidates for the institute.

CS/H.B. 70

Codifies the requirements for a prekindergarten through postsecondary (P-20) education accountability data system in order to collect, integrate and report longitudinal student-level and educator data required to implement federal or state education performance accountability measures; conduct research and evaluation of federal, state and local education programs; and audit program compliance with federal and state requirements. Includes use of a common student and educator identifier as data components. The data system must, among other things, connect P-20 student records and public school educators to student data and provide other student-level and educator data necessary to assess the performance of the P-20 system.

New York

A.B. 11171

Develops and implements a comprehensive statewide evaluation system to annually measure teacher and principal effectiveness based on performance, including measures of student achievement. Evaluations will be a significant factor in employment decisions, including, but not limited to, promotion, retention, tenure determination, supplemental compensation, and teacher and principal professional development (including coaching, induction support and differentiated professional development). Provides for phase-in of the new system during the 2011-12 school year, first applying to teachers in common branch subjects or English language arts or mathematics, for whom the grades 3-8 state assessments are available for use in measuring student growth and principals. Provides that 40 percent of evaluations must be based on student academic measures, including 20 percent based on student growth on state assessments or other measures of student growth prescribed by the state, and 20 percent based on other rigorous and comparable measures of student achievement that are locally established. The remaining 60 percent must be based on other locally selected measures, developed through collective bargain-

ing. In 2012-13, the new evaluation standard will apply to teachers and principals statewide. If the State Board of Regents has not adopted a value-added growth model for the 2012-13 school year, evaluation criteria specified in the phase in will be applied. Commencing the first school year for which the State Board of Regents has adopted a value-added growth model, the percentage of the evaluation that must be based on state assessment measures of student growth increases from 20 percent to 25 percent. The following requirements also apply: 1) required training for those who conduct evaluations; 2) requirements established in statute for teacher and principal improvement plans for those receiving a rating of “developing” or “ineffective;” 3) required locally established appeals process; 4) required Department of Education consultations with an advisory committee before recommending that the board of regents approve use of a value-added growth model in evaluations and in developing regulations for the comprehensive evaluation system; 5) defined “pattern of ineffective teaching or performance” as two consecutive annual ratings of “ineffective” for purposes of disciplinary proceedings; and 6) required all collective bargaining agreements for teachers and principals entered into after July 2, 2010, be consistent with these new provisions.

S.B. 4658

Requires all first-term trustee or voting members of a board of education of a school district or board of a cooperative educational services, elected or appointed, to attend training sessions within one year of taking office to acquaint themselves with the powers, functions and duties of boards of education and other administrative authorities affecting public education.

Oklahoma

H.B. 2296

Modifies licensure requirements by requiring principals to have two years of successful teaching experience in a public or private school accredited by the State Board of Education or by another state. Requires superintendents to have two years

of successful administrative experience in public or private schools accredited by the State Board of Education or by another state.

S.B. 1617

Creates the Oklahoma School Principal Training Task Force to review current training requirements for principal certification and study ways to improve and incorporate more leadership training into the certification requirements. Study topics should include: 1) current school principal certification requirements; 2) proven leadership skills needed for a principal to be effective; and 3) training programs, methods or models used for developing leadership skills in school principals. Requires the 16-member task force, chaired by the chairs of the Senate Appropriations and Budget Subcommittee on Education and the House Appropriations and Budget Subcommittee on Education, to submit a report by Dec. 31, 2010, to the governor, the president pro tempore of the Senate and the speaker of the House of Representatives. The report was to include findings for any statutory or regulatory changes necessary to implement recommendations of the task force.

S.B. 2033

Evaluations. By Dec. 15, 2011, requires the State Board of Education (SBOE) to adopt a new statewide system of evaluation to be known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE). The system will include: 1) a five-tier rating system (superior, highly effective, effective, needs improvement and ineffective); 2) annual evaluations that provide feedback to improve student learning and results; 3) comprehensive remediation plans and instructional coaching for all teachers rated as needs improvement or ineffective; 4) qualitative and quantitative assessment components measured as follows:

- (a) 50 percent of the ratings of teachers and leaders will be based on quantitative components to be divided as follows: 35 percent based on student academic growth using multiple years of standardized tests, as available and 15 percent based on other academic measurements, and

- (b) 50 percent of the ratings of teachers and leaders will be based on rigorous and fair qualitative assessment components;
- 5) evidence-based qualitative assessment tools for teachers; and 6) evidence-based qualitative assessment tools for the leader qualitative portion of the TLE that will include observable and measurable characteristics of personnel and site management practices that are correlated to student performance success, including, but not limited to:
 - (a) organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers,
 - (b) instructional leadership,
 - (c) professional growth and responsibility,
 - (d) interpersonal skills,
 - (e) leadership skills, and
 - (f) stakeholder perceptions.

The Oklahoma Race to the Top Commission will provide oversight and advise the SBOE on development and implementation of the TLE. A principal who has received an “ineffective” rating for two consecutive years will not be reemployed by the school district, subject to due process. TLE ratings are to be used as the primary basis when a school district is determining retention or reassignment of teachers and leaders.

By school year 2013-14, school districts must adopt evaluation policies that are based on minimum criteria developed by the SBOE and that have been revised and based on the TLE. Provides that all certified personnel be evaluated by a principal, assistant principal or other trained certified individual designated by the school district board of education. All those designated by the school district board of education to conduct the personnel evaluations are required to participate in training conducted by the SDOE or by the school district, using guidelines and materials developed by the SDOE prior to conducting evaluations.

Incentive Pay. Beginning with school year 2012-13, a school district may implement an incentive

pay plan that rewards teachers and leaders (principals, assistant principals or any other school administrator who is responsible for supervising classroom teachers) who are increasing student and school achievement growth. School leader effectiveness will be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System. Individual school leader incentive pay awards will be based on a) achieving either a “superior” or “highly effective” rating under TLE; and b) grade level, subject area, or school level performance success. Incentive pay plans will be developed through a collaborative planning process involving teachers and school leaders, among others.

Allows districts to develop and implement incentive pay systems for teachers and leaders who work in low-performing schools or in hard-to-staff schools or districts. Before implementing any incentive pay plan, school districts will place the plan on the agenda for public comment at district board of education meetings. Incentive pay awards will be annual and not part of a continuing contract. Incentive pay awards will not exceed more than 50 percent of regular salary, exclusive of fringe benefits of extra duty pay.

S.B. 2330

Allows for establishment of empowered schools, zones or districts to improve student and school performance through increased autonomy and flexibility. Sets forth criteria for empowerment plans, which must be approved by the school district and the State Board of Education. Requires review and evaluation of empowerment plans and annual reports to the governor and Legislature.

Oregon

H.B. 3619a

Establishes the Career Preparation and Development Task Force to develop a proposal for a seamless system of professional development for teachers and administrators that begins with career preparation and continues through employment. The goal is to improve the effectiveness of teachers and administrators by building stronger con-

nections between education institutions and employers. To that end, the task force is to 1) review current practices for teachers' professional development, including career preparation; 2) identify the strengths of and the needs for practices and procedures used in preparation, recruitment and retention of teachers and administrators; and 3) identify the gaps between institutions of preparation and employers in the practices and procedures used to prepare, recruit and retain teachers and administrators. Specifies that task force membership is to be jointly appointed by the chancellor of the Oregon University System, executive director of the Teacher Standards and Practices Commission, and superintendent of public instruction. Requires the task force to submit a report to the interim education committees no later than Dec. 2, 2010.

Rhode Island

S.B. 2777

Requires members of school committees to undertake six hours of professional development in the educational program developed by Rhode Island College.

Tennessee

S.B. 7005a

Evaluation. Creates the 15-member Teacher Evaluation Advisory Committee (TEAC) to develop and recommend to the State Board of Education (SBOE) guidelines and criteria for annual evaluation of all teachers and principals, including a local grievance procedure. Annual evaluation of principals will be based in part on student achievement data. Evaluations will be a factor in employment decisions, including, but not limited to, promotion, retention, termination, compensation and tenure. Requires 50 percent of evaluation criteria to be based on student achievement data, 35 percent of which will be based on student growth data represented by the Tennessee Value Added Assessment System (TVAAS) or comparable student growth data if no TVAAS data is available, and 15 percent on other measures of achievement. Requires the SBOE to adopt policies by July 1,

2011, to implement the recommended guidelines and criteria.

Principal Performance Contracts. The contract must contain performance standards, including the requirement that the principal's annual evaluation be based on student achievement data, including student growth data. Other standards for evaluation can include, but are not limited to, student proficiency, graduation rates, ACT scores and student attendance.

Washington

S.B. 6696

Evaluations. Requires school districts to establish performance criteria and an evaluation process for all staff and establish a four-level rating system for evaluating classroom teachers and principals, with revised evaluation criteria by school year 2013-14. Specifies minimum criteria. The new rating system must describe performance on a continuum that indicates the extent the criteria have been met or exceeded. When student growth data is available for principals, it must be based on multiple measures if referenced in the evaluation.

Principals. The revised evaluation criteria must: 1) create a school culture that promotes ongoing improvement of learning and teaching for students and staff; 2) demonstrate commitment to closing the achievement gap; 3) provide for school safety; 4) lead development, implementation and evaluation of a data driven plan for increasing student achievement, including use of multiple student data elements; 5) assist instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals; 6) monitor, assist and evaluate effective instruction and assessment practices; 7) manage both staff and fiscal resources to support student achievement and legal responsibilities; and 8) partner with the school community to promote student learning.

Pilot and Implementation. The superintendent of public instruction, with stakeholders and experts, must create models for implementing the revised evaluation system criteria, student growth

measurement tools, professional development programs, and evaluator training. Beginning in the 2010-11 school year, the superintendent must select school districts that, among other things, have the agreement of the local associations representing teachers and principals to collaborate with the district to pilot the new teacher and principal evaluation systems. If funds are provided for beginning teacher support programs, school districts participating in the phase-in of the new evaluation system will receive first priority for funds during the phase-in period. The school districts participating in the pilot must submit student data to the office of the superintendent of public instruction, which must analyze the extent to which student data is used in the evaluations. The new evaluation systems must be implemented in all school districts beginning in 2013-14.

Principals hired after June 2010 can be transferred to a subordinate position in the district even if they have more than three years of employment as a principal, based on the superintendent's determination that the results of the principal's performance evaluation provide a valid reason for the transfer. No probationary period is required, but support and an attempt at remediation, as defined by the superintendent, are required. A final decision by the board to transfer the principal cannot be appealed. These provisions apply only in school districts with more than 35,000 students

Professional Educator Preparation. By Sept. 1, 2010, the Professional Educators Standards Board must review and revise its teacher and administrator preparation program approval standards and, beginning Sept. 30, 2010, accept proposals for new programs that could include community and technical colleges or non-higher education providers. All approved program providers must adhere to the same standards and comply with the same requirements.

Alternative Routes to Certification. Directs the Professional Educators Standards Board (PESB) to move the alternative route certification program from a separate competitive partnership grant program to a preparation program model that can be

expanded to additional approved providers. All public institutions of higher education with residency certificate programs that are not already offering an alternative route program must submit a proposal to the PESB to offer one or more of the alternative route programs.

Educator Work Force Data. Requires annual review of educator work force data to make projections of certificate needs and identify how preparation program recruitment and enrollment plans reflect need.

Wisconsin

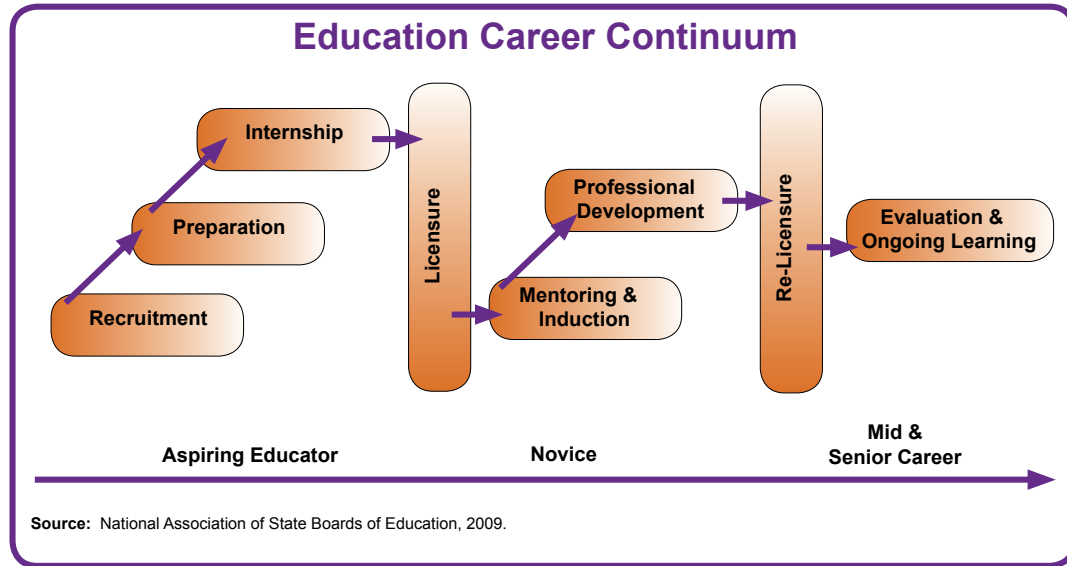
S.B. 437

Prohibits tenure for principals and assistant principals.

Authorizes the superintendent of public instruction to intervene with the school district under certain conditions. Requires the local school board to do the following if the superintendent determines that a particular public school was in the lowest-performing 5 percent of all public schools in the state in the previous school year and is located in a school district that has been in need of improvement for four consecutive years.

- Conduct annual vigorous and equitable performance evaluations for teachers and principals, using specific measures and including improvement in pupil academic achievement as a significant factor;
- Adopt a policy establishing criteria for evaluating the equitable distribution of teachers and principals throughout the school district;
- Establish teacher and principal improvement programs that include supplemental mentoring for those with emergency licenses or permits, opportunities to pursue other professional certification, including certification by the National Board for Professional Teaching Standards, and require at least 60 hours annually of professional development; and
- Adopt placement criteria for principals that include performance evaluations and measures of pupil academic achievement.

Appendix B. Leadership Career Continuum



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About The Wallace Foundation



The research and analysis in this report was funded by a generous grant from The Wallace Foundation.

The Wallace Foundation has dedicated the last decade to working with states and districts to cultivate better education leaders—especially principals—for our nation's schools.

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