

SAELP POLICY & PRACTICE COMPENDIUM - PART TWO:

EXAMPLES OF CURRENT POLICIES & PRACTICES IN EDUCATIONAL LEADERSHIP WITHIN SPECIFIC STATES

Kentucky

II. The Candidate Pool

II.1) Recruitment

**** Information not currently available. State Representative will provide updated information as it becomes available.**

II.2) Procedures & Authority for Hiring

Principals in Kentucky are hired locally by the district school council. From a list of applicants submitted by the local superintendent, the district school council selects each new principal from among those persons recommended by the local superintendent. Personnel decisions made at the school level are binding on the superintendent completing the hiring process. If necessary, the superintendent will

provide names of additional applicants when qualified positions are available. Qualified individuals must receive the required recommendation from the local superintendent, as well as possess the appropriate certification. School council's are not obligated to select a principal by any certain date. Superintendents may appoint, if necessary, interim administrators to fill principal vacancies until the school council can select a person to fill the principal's position.

Source(s): Kentucky Revised Statutes - 160.345(2)(h).

III. Education & Professional Learning

III.1) Pre-Service Education

Kentucky's Statewide Pre-serve Education Program Summary - In recent years, the Kentucky Department of Education has worked (under legislative mandate) to establish, direct, and maintain a statewide program of professional development to improve instruction and leadership in public schools. Pre-service education for principals and superintendents is an important part of Kentucky's overall focus on professional development. The state has established programs and facilities that are specifically designed to prepare and assess entry-level principals and superintendents.

Superintendents Training Program and Assessment Center - In 1992, under order from the state legislature, the Kentucky Department of Education (DOE) established regional *Superintendents' Training Program & Assessment Centers*. These centers are modeled on the *American Association of*

School Administrators' assessment process. At these centers, superintendents receive training in each of the following subject areas:

- (1) Core concepts of management;
- (2) School-based decision making;
- (3) Kentucky school law;
- (4) Kentucky school finance;
- (5) School curriculum and assessment.

At the conclusion of training, every participant must complete a written comprehensive exam (*Kentucky Superintendent Comprehensive Exam*) based on the content of the training. Every new superintendent candidate must complete the assessment center process within one (1) year of assuming his or her duties as superintendent.

Any person seeking to become a principal in the state of Kentucky must first complete a formal evaluation and application process. This process involves submitting a written application (with a formal recommendation) to the state Principal Assessment Director, successfully completing the *National Association of Secondary School Principals'* (NASSP) examination, and meeting any additional relevant eligibility and selection requirements. The NASSP exam consists of performance-based simulated exercises that can be observed, recorded, and analyzed. Each district and vocational region may recommend no more than three (3) candidates for each principal position. Applicants who do not successfully complete these requirements may be reassessed after one (1) year.

For more detailed information on Kentucky's pre-service school leader preparation programs, please refer to the source documents listed below.

Source(s): Kentucky Revised Statutes Annotated - §§ 156.111 & 158.070; Kentucky Administrative Regulations - 704 KAR 3:401; 704 KAR 3:406.

III.2) *Continuous Professional Learning*

Kentucky's Statewide Continuous Professional Learning Program(s) - In recent years, the Kentucky Department of Education has worked (under legislative mandate) to establish, direct, and maintain a statewide program of professional development to improve instruction and leadership in public schools. To this end, a variety of programs focusing on statewide leadership and continuous professional growth and training have been developed. More specifically, the Department has created programs (at locations and times that are convenient to all local school personnel), focusing on training in the following areas: the goals for Kentucky schools as stated in other legislation; engaging educators in effective learning processes that foster collegiality and collaboration; providing support for staff to incorporate newly acquired skills and information into their work - through practicing the skills, and gathering information and data about the results of their work. The department is authorized to use its regional service training centers,⁴ in addition to collaborating with post-secondary institutions, education cooperatives and consortia, and professional education organizations, to provide local district personnel access to high quality, on-going professional development and leadership programming.

⁴ Regional Service Training Centers: Starting in 1992, the Kentucky Department of Education established Regional Service Training Centers that focus on providing on-going professional development to school district employees. Regional service training staff include specially trained technical assistance teams that facilitate the work of school districts and consortia.

Statewide, each local school district superintendent must appoint a certified school employee to fulfill the role and responsibilities of a “professional development coordinator.” The professional development coordinator is required to participate in a Kentucky Department of Education annual training program. The focus of this training includes such issues as: the demonstration of various approaches to needs assessment and planning; strategies for implementing long-term, school-based professional development; strategies for strengthening teachers’ roles in the planning, development, and evaluation of the professional development; and demonstrations of model professional development programs. Each local professional development coordinator is responsible for distributing relevant professional development materials to schools and personnel. Upon request, the professional development coordinator will also provide technical assistance to school councils or school personnel - that may include planning and evaluation assistance or coordination activities.

The following programs represent a sample of the variety of statewide leadership training opportunities available in Kentucky:

Kentucky Effective Instructional Leader Improvement Program - (mandatory) Authorized by the “Kentucky Effective Instructional Leader Act,” Kentucky’s leader improvement program offers continuous, intensive training designed specifically for school leaders. All instructional leaders statewide are required to participate in order to maintain their certification. Other leaders are encouraged to be involved. Individuals participating in this program must participate, at a minimum, in forty-two (42) hours per cycle. The leadership improvement program includes such activities as certified employee evaluations, scholastic audits, and a variety of individual leadership training programs.

All leaders requiring certification must:

- develop individual professional growth plans that address leadership competencies appropriate for their role or position, and reflect the needs expressed as a result of their performance evaluation;

- participate in an intensive and continuing program designed to develop effective leadership skills;
- gain knowledge to improve effectiveness in dealing with change, setting a shared vision, managing the improvement of school systems, and leading and empowering colleagues to higher levels of achievement;
- apply increased knowledge to maximize the opportunities for students to learn; and
- track their progress.

All programs created under the auspices of the Kentucky “Effective Instructional Leadership Act” must be designed to support the Interstate School Leaders Licensure Consortium (ISLLC) standards.

Superintendent Training Program and Assessment Centers - (mandatory) The Kentucky Department of Education’s superintendent training centers are modeled on the American Association of School Administrators and National Association of Secondary School Principals assessment processes, and have a similar validation processes. The centers are regional, and provide training to principals and superintendents in the following areas: core concepts of management; school-based decision making; Kentucky school law; Kentucky school finance; and school curriculum and assessment. At the conclusion of each training session, participants must complete a written comprehensive examination based on the content of the training. In addition to other required training and credentials, as of July 1, 1994 - all school superintendents in Kentucky must complete the assessment center process successfully. (For more detailed information on Kentucky’s superintendent assessment centers, please refer to Section II of the compendium, entitled *Pre-Service Education & Preparation*).

Kentucky Leadership Academy - (optional) The Kentucky Leadership Academy (KLA) was developed to increase the knowledge and skills of instructional leaders through structured study, practice and coaching. On-going coaching is a feature offered to KLA members, because follow-up activity often yields the most effective results from professional development. The mission of the KLA is to build leadership capacity to improve student performance through a focus on effective, research-based

strategies. KLA is sponsored by the Kentucky DOE and the Kentucky Association of School Administrators. The KLA registration fee (covered by districts/schools) is \$1050 per year for each member. This yearly fee includes up to three visits per year to members by a KLA coach. Funds that may be used for KLA registration and travel expenses include professional development allocations, Commonwealth School Improvement Funds, and grants that support professional development for the improvement of teaching and learning.

Principals of Excellence Network - (optional) Beginning in June, 2000, up to forty (40) of Kentucky's outstanding principals will have the opportunity to participate in the initial *Principals of Excellence Network* (PEN). This network will allow some of Kentucky's most effective and successful principals to share initiatives and leadership strategies that produce results. PEN members will investigate and develop practices and procedures for building and sustaining a learning community focused on continuous improvement.

The inaugural PEN applicants will be selected through a nomination and application process focused on demonstrated success with student achievement. Participants who accept enrollment in the network for two years must have a minimum of 3 years experience as a principal; demonstrate results-based leadership, as evidenced by meeting or achieving student achievement goals for two accountability cycles; demonstrate collaboration with teachers and other staff to improve the schools' educational program and increase student achievement; establish school goals, monitor progress, and evaluate results using student achievement data; and display a willingness to share their successes with others.

Local School & District Annual Professional Development Planning - Every local school and district in Kentucky is responsible for developing a process for professional development. This process must lead to a plan that describes training activities which the school and school district will provide for its certified staff. Local school and district professional development plans are embedded into the school and district

improvement plans to support student achievement. The following six (6) standards must be met by every professional development plan:

- (1) There is a clear statement of the school or district mission;
- (2) There is evidence of representation of all persons affected by the professional development program;
- (3) Application of needs assessment analysis is evident;
- (4) Professional development objectives are focused on the school or district mission and derived the needs assessment;
- (5) The professional development program and implementation strategies are designed to support school or district goals and objectives; and
- (6) A process exists to evaluate professional development experiences and improve professional development initiatives.

All professional development activities should relate to development of classroom teachers and the leadership responsibilities of administrators. Professional development activities relating to these plans may be used to satisfy the requirements for certification or renewal of licensure; however, credit may not be awarded for professional development activities that provide remuneration beyond travel, lodging, tuition, and food. The following activities are NOT appropriate for professional development experiences: organizational business meetings; compiling class rosters; scheduling; textbook adoption; writing lesson plans; housekeeping duties; faculty meetings; extracurricular activities; PTA/PTO meetings; sporting events; field trips; and parent-teacher conferences.

For more detailed information on Kentucky's statewide leadership and professional development training, please refer to the source documents listed below.

Source(s): Kentucky Revised Statutes Annotated §§ 156.017; 156.095; 156.101; 156.111; 158.6455; 158.070; Kentucky Administrative Code §§ 703 KAR 4:030; 704 KAR 3:325; 704 KAR 3:345; 704 KAR 3:401; 704 KAR 3:406.

IV. Licensure, Certification, & Program Accreditation

IV.1) Licensure & Certification for Principals & Superintendents

Licensure and certification procedures for school leaders in the state of Kentucky are very closely linked with the Pre-Service and Continuous Professional Learning aspects of its statewide program for instructional leaders. As discussed above, all instructional leaders statewide are expected to participate in the continuous, intensive professional training opportunities available throughout the state. Instructional leaders who fail to do so will lose their certification to practice. Kentucky defines “instructional leader” as - “an employee of the public schools of the Commonwealth holding a valid certificate as principal, assistant principal, supervisor of instruction, guidance counselor, or director of special education.” For more information on Kentucky’s method of ensuring of that individuals holding certification participate in on-going professional learning, see the “Continuous Professional Learning” section outlined above in III.2. For more information on Kentucky’s statewide process to ensure that individuals wishing to become instructional leaders receive adequate training before receiving their certification, please refer to the “Pre-Service Education” section outlines above in III.1.

The state of Kentucky is also a member of the “Interstate Agreement on Qualification of Educational Personnel.” Under this policy, it is recognized that teachers and other education personnel often move from state to state, and variations in requirements for qualifying education personnel discourage these personnel from taking steps necessary to teach. As a consequence, a significant number of professionally prepared and experienced educators are lost to public schools. This Agreement is intended to facilitate the employment of such individuals, without reference to their original state of employment. For more information on this compact, please refer to the source documents listed below.

Source(s): Kentucky Revised Statutes Annotated - § 161.124.

IV.2) Accreditation for School Leader Preparation Programs

Instructional leader training in the state of Kentucky takes place in a network of state authorized training and preparation centers, like the *Kentucky Leadership Academy* and the *Regional Service Training Centers* outlined above. For more information on these programs please refer to the “Continuous Professional Learning” section of this compendium, contained above in III.2.

V. Conditions of Professional Practice

V.1) Incentives

Kentucky’s only current incentives system is part of the state’s “school accountability” program designed

to identify and reward successful schools. Under this program, a reward is distributed to successful schools based on the number of full-time, part-time, and itinerant staff employed on the school on the last working day of the reward year. The reward may be used only for school purposes, as determined by the school council or the principal. The Kentucky Department of Education may also exempt such high performing schools from specific requirements, including certain reports, paperwork, requirements, and administrative regulations. For more information on Kentucky's school rewards program under Kentucky's statewide school improvements program, please refer to the source documents listed below.

Source(s): Kentucky Revised Statutes Annotated - Chapter 158, § 6455 (1998).

V.2) *Performance Review*

Kentucky Performance Review Policy - School leader evaluations (and evaluations of all certified employees) are an essential part of Kentucky's statewide *Instructional Leader Improvement Program*. Recognizing the fundamental role of school leaders in effective school performance, Kentucky conducts evaluations in the spirit of enabling all certified school employees to enhance their performance. Evaluations are mandatory for all employees, including District Superintendents.

Each local school district is responsible for developing an evaluation plan and procedures, and gaining approval from the Kentucky DOE. The Kentucky Department of Education (DOE) developed guidelines for local school districts to follow in developing and implementing an evaluation system for all certified employees. These guidelines specify that local school district evaluation plans and procedures must include the following elements:

- 1) An “evaluation committee” consisting of equal numbers of teachers and administrators. This committee will develop the actual evaluation procedures and any necessary forms. The evaluation should be designed to foster professional growth and to support individual personnel decisions;

- 2) The procedures should include both formative evaluation and summative evaluation, and:
 - the immediate supervisor of each certified school employee will serve as the primary evaluator (additional trained employees may be used to observe and provide information to the evaluator);
 - the monitoring of certified employee performance must be conducted openly and with the full knowledge of the teacher or administrator;
 - the evaluation must include a professional growth plan aligned with specific goals and objectives that are reviewed annually;
 - the evaluation must include a formative conference between the evaluator and the person evaluated within one work week following each observation;
 - evaluations and multiple observations must be conducted annually for each non-tenured certified employee;
 - multiple observations must be conducted with a tenured, certified employee whose observation results are unsatisfactory;
 - summative evaluations will be given to administrators;
 - the evaluations of all certified employees below the level of superintendent must be written and become part each individuals’ personnel file;
 - evaluations should include documentation of information to be used in determining the performance of the evaluatee.

- 3) Evaluation forms should include a list of performance criteria, and characteristics of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured and recorded should be listed. Additionally, standards of performance must be established for each

criterion. These performance criteria should include the following:

- performs professional duties and responsibilities as outlined in job description, including regular attendance and punctuality;
- demonstrates effective classroom or staff management skills;
- uses research-based instructional strategies and processes effectively;
- demonstrates effective interpersonal, communication, and collaboration skills among peers, subordinates, students, and parents;
- demonstrates knowledge of subject matter or administrative techniques;
- plans, implements, and evaluates instructional or administrative activities;
- teaches in a manner that is consistent with missions to which the school, school council, district board of education, and the Kentucky Board of Education are committed.

Each primary evaluator must be trained, tested, and certified. Training will be provided by the Kentucky Department of Education for all new administrators who are designated evaluators. Each local district must also designate a contact person who is responsible for monitoring evaluation training and implementing of the evaluation plan.

For more detailed information on Kentucky school leader evaluations, please refer to the source documents listed below.

Source(s): 704 KAR 3:345; Kentucky Revised Statutes Annotated §§ 156.101.

VI. Authority for Practice & Governance Structures

VI.1.a) Roles & Responsibilities for Superintendents

**** Information not currently available. State Representative will provide updated information as it becomes available.**

VI.1.b) *Roles & Responsibilities for Principals*

**** Information not currently available. State Representative will provide updated information as it becomes available.**

VI.2) *Governance Structures Established in State Code*

Kentucky Statewide Governance Structures Established in State Code -

School-Based Decision Making (SBDM) - In its effort to implement a statewide network supporting effective instructional leadership, Kentucky developed and implemented the SBDM model of governance. SBDM represents the state's effort to shift power, autonomy, and authority to the local level in a way that the state department can continue to play a crucial oversight and accountability function. Each local board of education is responsible for ensuring that a policy for implementing SBDM, and seeing to it that each school establish a school council. There are currently 1,238 schools in Kentucky managed by school councils. As of July, 1, 1996, all public schools in the state were required to have an SBDM plan in place, unless they had been granted an exemption. Schools desiring to implement a different model may submit an application to the state department. Sixty-two schools currently have "alternate models" in place.

School Council Responsibilities - School councils help ensure that appropriate instructional leaders,

school staff, and community members are involved in important policy decisions that take place within Kentucky public schools. School councils must consist of: two parents, three teachers, and the principal or administrator. Membership may be increased, but only in a “proportionate” manner. The parent representatives on the council may not be district employees, employees’ relatives, or local board members (to their spouses). Schools with at least 8% minority student enrollment must have at least one minority member.

School council are specifically responsible for setting school policy consistent with district board policy that provides an environment to enhance student achievement and help schools meet the state broader education goals. The focus of such policy should be student achievement. Under SBDM, the principal or head teacher is considered the primary instructional leader of a school, and with the assistance of school staff will administer the policies established jointly by the school council and the local board.

School council meeting must be open to the public, and the frequency of such meetings is to be decided by council members. School council determine which textbooks, support materials, and student support services will be provided in each school. Subject to available resources, each local school board allocates appropriations to each school that are adequate to meet the school’s needs related to instructional materials and school-based student support services, as determined by the school council.

SBDM allows Principals to make hiring selections based on a list of applicants to be supplied by the local superintendent. School councils must adopt policies to be implemented by the principal in each of the following areas:

1. Determination of curriculum, including needs assessment and curriculum development;
2. Assignment of all instructional and non-instructional staff time;
3. Assignment of students to classes and programs within the school;
4. Determination of the schedule of the school day and week, subject to the beginning and ending times

of the school day and school calendar year as established by the local board;

5. Determination of use of school space during the school day;
6. Planning and resolution of issues regarding instructional practices;
7. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of student, parent, teacher, counselor, and principal;
8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision; and
9. Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal.

School Board Responsibilities - The policy adopted by local schools boards implementing SBDM must also address the following school board responsibilities:

- 1) School budget and administration, including discretionary funds, activity and other school funds, funds for maintenance, supplies, and equipment, and procedures for authorizing reimbursement for training and other expenses;
- 2) Assessment of individual student progress, including testing and reporting of student progress to student, parents, the school district, the community, and the state;
- 3) School improvement plans, including the form and function of strategic planning and its relationship to district planning, as well as the school safety plan and requests for funding from the Center for School Safety;
- 4) Professional development plans;
- 5) Parent, citizen, and community participation including the relationship of the council with other groups;
- 6) Cooperation and collaboration within the district, with other districts, and with other public and private agencies;

- 7) Requirements for waiver of district policies;
- 8) Requirements for record keeping by the school council; and
- 9) A process for appealing a decision made by the school council.

Kentucky Association of School Councils - The Kentucky Association of School Councils (KASC) helps school councils make decisions that ensure student achievement at higher levels by educating, supporting, and providing services to parents, teachers, and principals of member schools. KASC was created in 1992, to help the state transition to SBDM.

For more information on Kentucky's governance structures established in state policy, please refer to the source documents listed below.

Source(s): Kentucky Association of School Councils Homepage - <http://www.murraystate.edu/sbdm/kasc.htm>; Kentucky Department of Education Homepage section on SBDM - <http://www.kde.state.ky.us/olsi/leaders/sbdm/default.asp>; Kentucky Revised Statutes - 160.345

Mississippi

II. The Candidate Pool

II.1) Attracting

Mississippi School Administrator Sabbatical Program - As part of a statewide effort to offset the

effects of a school administrator shortage, in 1998 Mississippi passed the “Mississippi Critical Teacher Shortage Act.” Although this legislation focuses on attracting qualified teachers to geographically defined “critical shortage areas,” it also established the *Mississippi School Administrator Sabbatical Program*. This program offers recruitment incentives to eligible teachers interested in becoming school administrators, by allowing such individuals to continue receiving their full salary while they are enrolled full-time in an approved educational leadership program. Under this program, participants may only enroll in those administration programs that have been approved by the State Department of Education preceding the date of an applicant’s admission.

Teachers interested in participating in this program must obtain a recommendation from their local school board, and apply to the Department of Education (DOE). Reimbursements through this program may only be made to school districts that are “in need of administrators,” as determined by the State Board of Education. Teachers participating in this program on a full-time basis will not only continue to receive their full salaries, they also receive full annual experience increments, full credit in the Public Employees Retirement System, and remain completely eligible under the Public School Employees Health Insurance Plan. As a condition for participation in the program, teachers must agree to employment as administrators in the sponsoring district for not less than five (5) years following completion of their administrator training licensure requirements.

For further details, please refer to the source documents listed below.

Source(s): Mississippi State Code § 37-9-77. School Administrator Sabbatical Program; Office of Leadership Development & Enhancement - <http://www.mde.k12.ms.us/photo5.htm>

II.2) *Procedures & Authority for Hiring -*

Mississippi Procedures & Authority for Hiring -

Selection of Principals & Assistant Superintendents: No later than February 15 of each year, the superintendent of each school district must recommend to the school board the assistant superintendents and principals to be employed for each of the schools in the district (except in the case of those assistant superintendents and principals who have been previously employed and who have a contract valid for the ensuing scholastic year). Unless good reason to the contrary exists, the school board will approve and authorize the employment of the assistant superintendents and principals so recommended. If, for any reason, the school board declines to approve an assistant superintendent or principal, the superintendent or the board's designee will make additional recommendations for the place or places to be filled.

When the assistant superintendents and principals of the schools have been recommended and approved, the district superintendent will enter into proper contracts with them. At a subsequent meeting he shall report same to the school board and such shall be entered in the minutes.

Selection of District Superintendents - (1) Each school district must have a superintendent of schools, selected in the manner provided by law. No person is eligible to the office of superintendent of schools unless he or she holds the required administrator's certificate issued by the DOE and has at least four years of classroom or administrative experience.

(2) No person is eligible to hold the office of administrative superintendent unless he or she has the same qualifications as prescribed for superintendents in subsection (1) of this section.

Source(s): Mississippi Code of 1972; Sections 37-9-13 through 15.

III. Education & Professional Learning

III.1) Pre-Service Education -

Principals & Superintendents - (Mandatory Training) All first time administrators in Mississippi schools are required to participate in Orientation for School Leaders (OSL). The goal of OSL training is to prepare administrators for practical, effective leadership. This training provides orientation on a variety of current state mandates, including accreditation standards, local school board policy, school administrator licensure procedures, instructional management, and interpretation/use of student assessment data. OSL also provides administrators with opportunities to practice essential on-the-job skills, introducing them to their roles as agents of change, human resource managers, and instructional leaders. Mastery of the OSL training requires that each participant demonstrate specific, practical application of concepts and practices introduced throughout the training module. The OSL Module consists of ten (10) training days, five (5) training days per year, for two (2) years. Intervals are provided between training sessions to allow for on-the-job application of new administrative skills. Successful completion of the OSL module must be met before an administrator is eligible to receive the Career-Level Administrator License.

Principals - (Optional Training) New principals in their first year of service may participate in the Beginning Principal Support Pilot Program. In the state of Mississippi, a “beginning Principal” is defined as a principal who: possesses an administrator’s license issued by the Commission on Teacher and Administrator Education, Certification, and Licensure and Development; is employed as a principal by a public school district; and has served fewer than ninety (90) consecutive days, or one hundred-eighty (180) days total, as a licensed principal in any public school. The purpose of this program is to provide

on-going support to eligible beginning principals, with continued and sustained support from a formally assigned mentor principal throughout the first full year of principal service. This program is not mandatory, and districts wishing to participate must submit a formal application to the SEMI before May 1 of each school year.

The duties of each mentor principal are determined by local school districts, subject to the following:

- (a) No principal may be designated as a mentor principal unless he or she is willing to perform that role;
- (b) Each mentor principal must successfully complete a training workshop provided by the SEMI; and
- (c) Participating school districts are fully authorized to compensate principal mentors, grant release time for principal mentors and employ and compensate substitute administrators for additional duties performed under the beginning principal mentorship program. Additional duties are considered duties that are performed in addition to regular school day responsibilities.

School Board Members - (Mandatory Training) Every school board member in the state of Mississippi must complete a basic course of training and education specifically designed for board members. The purpose of this requirement is to help board members carry out their duties more effectively, and be exposed to new ideas in school leadership. This course of training is approved by the State DOE, and is developed and implemented by the SEMI Board. Upon completion of the basic course of training, the SEMI files a certificate of completion with the appropriate local school board office. In the event that a board member fails to complete his or her training within six (6) months of selection, such board member will no longer be considered qualified to serve, and will be removed from office.

Source(s): Mississippi Code Annotated §§ 37-3-4, 37-7-306, 37-9-213, 37-9-251;
<http://www.mde.k12.ms.us/photo5.htm>

III.2) *Continuous Professional Learning*

Mississippi defines professional development as “a growth-promoting learning process that empowers teachers, administrators, staff, and other school personnel to improve the educational organization.” In 1998, the state enacted legislation requiring each school district to plan and implement a comprehensive professional development program. All school district personnel are contractually required to participate in their district’s professional development program, and participation in required professional development training is required for license renewal (*see next section for more details*). Each district’s professional development plan must be developed around two sets of requirements, the State “Principles of Excellence in Professional Development,” and the following legislative requirements:

- The professional development plan must be prepared by a district committee appointed by the local superintendent and composed of teachers, administrators, school board members, and lay people;
- The district superintendent must approve the plan;
- A portion of the plan must be devoted to the training of beginning teachers;
- A portion of the professional development training for teachers and administrators must be dedicated to the application and utilization of various disciplinary techniques;
- Any school district accredited at Level 1 or Level 2 (“low-performing” designation under the statewide Standards & Accountability System) must include, as part of its corrective action plan, provisions to address professional development in accordance with State Board of Education requirements;

- All school districts, except those accredited at Level 4 or Level 5 (“high-performing” designation under the statewide Standards & Accountability System) must maintain professional development plans on file within the district.

School Executive Management Institute (SEMI) - (mandatory training) Every practicing school administrator who holds a Standard Career-Level Administrator License and has completed entry-level training must complete standard training courses offered through the State Department of Education’s SEMI. Created in 1984, the purposes and duties of the SEMI include: conducting empirical studies and analyses of school management needs of local school districts; making recommendations to the State Board of Education regarding standards and programs of training that aid in developing administrative and management skills of school administrators; conducting such programs related to these purposes as are necessary. The SEMI develops professional development modules on relevant issues and makes them available to career level administrators. These modules are on such issues as “reading, assessment and intervention strategies exploration,” “technology from an administrator’s perspective,” “school financial management,” “improving instruction through assessment,” “effective school and classroom management,” and “school improvement planning.”

Mississippi Leadership Academy for Principals - (optional training) developed in response to the State Board of Education’s emphasis on leadership and principals, the academy offers career-level principals an opportunity to engage in collaborative learning experiences directly linked to school improvement efforts. Participants engage in a series of activities designed to produce and enhance leadership effectiveness. Among the topics addressed are: effective communication, improving organizational skills, and increasing knowledge of an effectively run school.

Superintendents’ Network - This program, developed in partnership with the Mississippi Association of School Superintendents, is designed to provide newly elected or appointed superintendents with practical

training and technical assistance. Scheduled over 12 months, each monthly session offers timely, job-embedded information to assist superintendents as they assume the role of chief educational leader in their respective districts. The format for each session includes an overview of the services provided by various offices in the DOE followed by topics critical to the successful operation of a school district.

Source(s): Mississippi State Code Annotated §§ 37-3-4; 37-9-251; 37-17-8;
<http://www.mde.k12.ms.us/lead/olde/pdm.htm>

IV. Licensure, Credentials, & Program Accreditation

IV.1) Licensure & Certification for Principals & Superintendents

Mississippi Certification for Teachers & Administrators - The state of Mississippi established a “Commission on Teacher and Administrator Education, Certification, Licensure, & Development.” The purpose and duty of the commission is to make recommendations to the State Board of Education regarding standards for the certification and licensure and continuing professional development of all teachers and administrators in the public schools of Mississippi. The commission is composed of fifteen (15) members, including classroom teachers, school administrators, higher education representative, school board members, and lay persons. Appointments are made by the State Board of Education after consultation with the State Superintendent.

The State Board of Education is authorized to establish rules governing the licensure process for school administrators. There are four (4) categories of administrator license in the state, and exceptioning can only be made through the State Board. The four categories are:

- (a) *Administrator License – Non-Practicing*: Educators holding administrative endorsement but have no administrative experience or are not serving in an administrative position;
- (b) *Administrator License – Entry-Level*: Educators holding administrative endorsement and who have met the department’s qualifications to be eligible for employment in a Mississippi school district. The entry-level license is issued for a five-year period and is non-renewable;
- (c) *Standard Administrator License – Career Level*: Administrators who have met all the requirements of the department for the standard administrator license;
- (d) *Administrator License – Alternate Route*: The board is authorized to establish an alternate route for licensing administrative personnel. This route is available to persons holding a masters of business administration degree, a masters of public degree, or a masters of public planning and policy degree from an accredited college or university. Such individuals must also have at least five (5) years of administrative or supervisory experience. Successful completion of the alternate certification route qualifies the individual for a standard license.

Beginning with the 1997-98 school year, all individuals seeking school administrator licenses in Mississippi must first successfully complete the State Board’s training program and assessment process. The state has a reciprocity policy, whereby standard licenses may be granted to individuals who possess valid standard licenses from other states and have a minimum of two (2) years of full-time teaching or administrator experience.

For more information on Mississippi’s administrator licensure process, please refer to the source documents listed below.

Source(s): Mississippi State Code Annotated - § 37-3-2.

IV.2) Accreditation for School Leader Preparation Programs

Mississippi School Administrator Program Accreditation Requirements - As part of its statewide focus on public school leadership, the Mississippi DOE established the *Commission on Teacher and Administrator Education, Certification, Licensure, and Development*. One of the commission's duties is to set standards and criteria for all educator preparation programs in the state, and to recommend (to the State Board of Education) approval or disapproval of each educator preparation program annually. The six universities and colleges in Mississippi that currently have state approval to train future school leaders developed their programs around the *Interstate School Leaders Licensure Consortium's Standards for School Leaders*. These programs are located at the following institutions: Delta State University, Jackson State University, Mississippi College, Mississippi State University, University of Mississippi, and University of Southern Mississippi.

The following principles governing all administrator programs in the state were adopted by the Mississippi State Board of Education in July, 1995:

Grounding Principles: The preparation program . . .

- has a well-defined philosophical base that informs all aspects of the program.
- is based on the standards of the profession — emphasizing professional values, beliefs, and ethics.
- demonstrates program integrity and fidelity to defining values and viewpoints.
- has the commitment and support of the university and college and the practitioner community.
- promotes recognition of and commitment to service for children and youth.
- includes diverse perspectives.

General Design Principles: The preparation program . . .

- is anchored in learning and teaching.

- is grounded in the world of practice — problem-based, clinically-focused, field-based.
- is student-centered, emphasizing personalized learning and promoting individual development.
- emphasizes active learning.
- highlights collaborative learning and opportunities for student to learn from colleagues in the program, and school administrators in the field.
- is a collaborative effort between the college/university and K-12 school districts.
- includes rigorous entry standards.
- integrates state-of-the-art technology throughout.
- emphasizes integrated, thematic instruction.
- has a sequential, developmental curriculum.
- connects knowledge, beliefs, and skills to effective leadership behavior.
- highlights on-going, performance-based assessments of students, including periodic check-points, exit examinations, and follow-ups.
- maintains accountability through ongoing internal and external program assessments and program revisions.

For more detailed information on Mississippi's school leader preparation program accreditation requirements, please refer to the source documents below.

Source(s): Mississippi State Code Annotated § 37-3-2; *Mississippi School Administrator Program* - Mississippi Department of Education Office of Leadership Development and Enhancement; <http://www.mde.k12.ms.us/lead/olde/>

V. Conditions of Professional Practice

V.1) Incentives

**** Information not currently available. State Representative will provide updated information as it becomes available.**

V.2) Performance Review

School Executive Management Institute (SEMI) - Every practicing school administrator who holds a Standard Career-Level Administrator License and has completed entry-level training must complete standard training courses offered through the State Department of Education's SEMI. Created in 1984, the purposes and duties of the SEMI include: conducting empirical studies and analyses of school management needs of local school districts; making recommendations to the State Board of Education regarding standards and programs of training that aid in developing administrative and management skills of school administrators; conducting such programs related to these purposes as are necessary. The SEMI develops professional development modules on relevant issues and makes them available to career level administrators. These modules are on such issues as "reading, assessment and intervention strategies exploration," "technology from and administrator's perspective," "school financial management," "improving instruction through assessment," "effective school and classroom management," and "school improvement planning."

Source(s): Mississippi State Code § 37-3-4; *Structure & Guidelines - School Administrators*, Mississippi Department of Education Office of Leadership Development & Enhancement, 1999-2000.

VI. Authority for Practice & Governance Structures

VI.1.a) Roles & Responsibilities for Superintendents

State Superintendent - The State Superintendent of Public Education must perform the duties assigned to him by the State Board of Education, and he also has the following duties:

- (a) To serve as secretary for the State Board of Education;
- (b) To be the chief administrative officer of the State Department of Education;
- (c) To recommend to the State Board of Education for its consideration rules and regulations for the supervision of the public free schools and agricultural high schools of the state and for the efficient organization and conduct of the same;
- (d) To collect data and make it available to the State Board for determining the proper distribution of the state common school funds;
- (e) To keep a complete record of all official acts of the state superintendent and the acts of the State Board of Education;
- (f) To prepare, have printed and furnish all officers charged with the administration of the laws pertaining to the public schools, such blank forms and books as may be necessary to the proper discharge of their duties, said printing to be paid for out of funds provided by the Legislature;
- (g) To have printed in pamphlet form the laws pertaining to the public schools and publish therein forms for conducting school business, the rules and regulations for the government of schools that the State

Superintendent or the Board of Education may recommend, and such other matters as may be deemed worthy of public interest pertaining to the public schools, said printing to be paid for out of funds provided by the Legislature;

(h) To meet all superintendents annually at such time and place as the State Superintendent shall appoint for the purpose of accumulating facts relative to schools, to review the educational progress made in the various sections of the state, to compare views, discuss problems, hear discussions and suggestions relative to examinations and qualifications of teachers, methods of instruction, textbooks, summer schools for teachers, visitation of schools, consolidation of schools, health work in the schools, vocational education and other matters pertaining to the public school system;

(i) To advise all superintendents upon all matters involving the welfare of the schools, and at the request of any superintendent to give an opinion upon a written statement of facts on all questions and controversies arising out of the interpretation and construction of the school laws, in regard to rights, powers and duties of school officers and superintendents, and to keep a record of all such decisions. Before giving any opinion, the superintendent may submit the statement of facts to the Attorney General, and it shall be the duty of the Attorney General forthwith to examine such statement and suggest the proper decision to be made upon such fact;

(j) To require annually, and as often as the State Superintendent may deem proper, of all superintendents, detailed reports on the educational business of the various districts;

(k) On or before January 10 in each year to prepare under the direction of the State Board of Education and have printed the annual report of the board to the Legislature showing:

- (1) The receipts and disbursements of all school funds handled by the board;
- (2) The number of school districts, school teachers employed, school administrators employed, pupils taught and the attendance record of pupils therein;
- (3) County and district levies for each school district and agricultural high school;
- (4) The condition of vocational education, a list of schools to which federal and state aid has been given, and a detailed statement of the expenditures of federal funds and the state funds that may

be provided, and the ranking of subjects taught as compared with the state's needs;

(5) Such general matters, information and recommendations as relate, in the board's opinion, to the educational interests of the state;

- (l) To determine the number of educable children in the several school districts under rules and regulations prescribed by the State Board of Education;
- (m) To perform such other duties as may be prescribed by the State Board of Education.

The state superintendent of public education is also responsible for all planning functions for the department, including collection, analysis and interpretation of all data, information, test results, evaluations and other indicators that are used to formulate policy. The superintendent also identifies areas of concern and need that will serve as a basis for short-range and long-range planning. Such planning includes assembling data, conducting appropriate studies and surveys and sponsoring research and development activities designed to provide information about educational needs and the effect of alternative educational practices.

For more information on the state Superintendent's roles and responsibilities, please refer to the source documents listed below.

District Superintendents - District superintendents are responsible for administering the schools within their district, and implementing the decisions of the school board. In addition to all other powers, authority and duties imposed or granted by law, district superintendents have the following powers, authority and duties:

- (a) To enter into contracts in the manner provided by law with each assistant superintendent, principal and teacher of the public schools under his supervision, after such assistant superintendent, principal and teachers have been selected and approved in the manner provided by law.

- (b) To enforce in the public schools of the school district the courses of study provided by law or the rules and regulations of the State Board of Education, and to comply with the law with reference to the use and distribution of free textbooks.
- (c) To administer oaths to persons testifying before him relative to disputes relating to the schools submitted to him for determination, and to take testimony in such cases as provided by law.
- (d) To examine the monthly and annual reports submitted to him by principals and teachers for the purpose of determining and verifying the accuracy thereof.
- (e) To preserve all reports of superintendents, principals, teachers and other school officers, and to deliver to his successor or clerk of the board of supervisors all money, property, books, effects and papers.
- (f) To prepare and keep in his office a map or maps showing the territory embraced in his school district, to furnish the county assessor with a copy of such map or maps, and to revise and correct same from time to time as changes in or alterations of school districts may necessitate.
- (g) To keep an accurate record of the names of all of the members of the school board showing the districts for which each was elected or appointed, the post office address of each, and the date of the expiration of his term of office. All official correspondence shall be addressed to the school board and notice to such members shall be regarded as notice to the residents of the district and it shall be the duty of the members to notify such residents.
- (h) To deliver in proper time to the assistant superintendents, principals, teachers and board members such forms, records and other supplies which will be needed during the school year as provided by law or any applicable rules and regulations, and to give to such individuals such information with regard to their duties as may be required.
- (i) To make to the school board reports for each scholastic month in such form as the school board may require.
- (j) To distribute promptly all reports, letters, forms, circulars and instructions which he may receive for the use of school officials.

- (k) To keep on file and preserve in his office all appropriate information concerning the affairs of the school district.
- (l) To visit the schools of his school district in his discretion, and to require the assistant superintendents, principals and teachers thereof to perform their duties as prescribed by law.
- (m) To observe such instructions and regulations as the school board and other public officials may prescribe, and to make special reports to these officers whenever required.
- (n) To keep his office open for the transaction of business upon the days and during the hours to be designated by the school board.
- (o) To make such reports as are required by the State Board of Education.
- (p) To make an enumeration of educable children in his school district as prescribed by law.
- (q) To keep in his office and carefully preserve the public school record provided, to enter therein the proceedings of the school board and his decision upon cases and his other official acts, to record therein the data required from the monthly and term reports of principals and teachers, and from the summaries of records thus kept.
- (r) To delegate student disciplinary matters to appropriate school personnel.
- (s) To make assignments of all certificated employees as provided in Sections 37-9-15 and 37-9-17 and to make reassignments of such employees from time to time to any area in which said employee has a valid certificate issued by the State Department of Education; provided, however, that upon request from the employee so transferred, such assignments shall be subject to review by the school board.
- (t) To employ substitutes for certificated employees, regardless of whether or not such substitute holds the proper certification, subject to such reasonable rules and regulations as may be adopted by the State Board of Education.
- (u) To comply in a timely manner with the compulsory education reporting requirements.
- (v) To perform such other duties as may be required of him by law.
- (w) To notify, in writing, the parent, guardian or custodian, the youth court and local law enforcement of any expulsion of a student for criminal activity.

(x) To notify the youth court and local law enforcement agencies, by affidavit, of the occurrence of any crime committed by a student or students upon school property or during any school-related activity, regardless of location and the identity of the student or students committing the crime.

(y) To employ and dismiss noninstructional and noncertificated employees as provided by law.

District superintendents serve as the accounting officer and treasurer with respect to any and all district school funds for his or her school district. It is also the superintendent's duty to keep and preserve the minutes of the proceedings of the school board. The superintendent of schools shall maintain as a record in his office a book or a computer printout in which he shall enter all demands, claims and accounts paid from any funds of the school district. All demands, claims and accounts filed shall be preserved by the superintendent of schools as a public record for a period of five (5) years. All claims found by the school board to be illegal shall be rejected or disallowed. All claims which are found to be legal and proper shall be allowed and ratified as paid by the superintendent of schools.

Source(s): Mississippi Revised State Code §§ 37-3-9; 37-3-1137-7-306.

VI.2.b) *Roles & Responsibilities for Principals*

**** Information not currently available. State Representative will provide updated information as it becomes available.**

VI.2) *Governance Structures Established in State Policy*

**** Information not currently available. State Representative will provide updated information as it becomes available.**

North Carolina

II. The Candidate Pool

II.1) Attracting

North Carolina Principal Fellows Program - The North Carolina *Principal Fellows Program* (PFP) is a competitive program that offers scholarship loans to select individuals eligible to become administrators in public schools. The PFP provides a two-year scholarship loan of twenty thousand dollars (\$20,000) per year, per recipient, to individuals eligible to become administrators by attending and completing an approved, full-time program in school administration. (Approved programs are those chosen by the Commission from among school administrator programs within the state).

PFPP is funded by the North Carolina General Assembly to assist interested individuals earn the master's degree in school administration. A cadre of individuals appointed by various state boards, offices, and agencies called the Principal Fellows Commission determines selection criteria for Principal Fellows and selects individuals to receive scholarship loans made under the program. The program is based on academic merit (financial need is not a consideration) and the maximum number of PFPP awards that can be made each year is one hundred eighty (180). The final number of awards made annually depends on the Board of Governor's findings with regard to supply and demand of administrators, and the state's need for school administrator candidates.

Recipients of PFPP scholarship loans complete academic requirements during the first year of the scholarship loan period, and a full-time internship during the second year of the program. In order to attract fellows as interns, local schools may use all or part of the funds allotted for the salary of an assistant principal for each intern; however, interns are not eligible to serve as assistant principals. PFPP scholarship loans and any interest accrued on such loans will be "forgiven," if the recipient serves four years as a school administrator in a North Carolina public school.

Principals' Executive Program (PEP) - The PEP is a state sponsored school leader training program that "offers a series of high quality, rigorous professional development program for school-based administrators and central office administrators." All of PEP's professional development programs are offered free of charge to participants, their schools, or school districts - except for the cost of a few

meals and travel to and from program sites. The PEP recently developed a new initiative (in conjunction with the *Principal Fellows Program* described above) called *Developing Future Leaders*. This initiative focuses exclusively on superintendents identifying teachers who have leadership qualities and encouraging them to pursue careers in school administration. Participants attend four two-day sessions during the school year. The program's curriculum is aligned with the North Carolina Standards Board for Public School Administration's ten performance domains for principals. All participants' expenses, including lodging, are paid for by PEP and its co-sponsors. For further details, please refer to the source documents listed below.

Source(s): General Statutes of North Carolina § 116-74.42. Principal Fellows Program established; administration; § 116.74.41. Principal Fellows Commission Established; membership; *The North Carolina Principal Fellows Program - P.O. Box 2688 Chapel Hill, NC 27515-2688*; http://www.ga.unc.edu/Principal_Fellows/ North Carolina Principals' Executive Program <http://www.ga.unc.edu/pep>

II.2) *Procedures & Authority for Hiring*

Superintendent Hiring Policy: North Carolina state policy gives local boards of education sole discretion to elect a superintendent of schools. However, local boards must operate within the general parameters established by the State Board of Education. At a minimum, each superintendent must have served as a principal in a North Carolina public school, or he or she must have equivalent experience. The following guidelines also apply statewide:

- (1) Each local board of education must elect a superintendent under written contract for a term of no longer than four (4) years. Each local board will file a copy of the contract with the State Board before the individual is eligible for office.
- (2) At any time during the first twelve (12) months of the contract, a local board may, with the written consent of the current superintendent, extend or renew the term of the superintendent's contract for a term of no longer than four years from the date of extension. If new board members have been elected or appointed and are to be sworn in, a board must not act to extend or renew the current superintendent's contract until after the new members have been sworn in.
- (3) When the following conditions have been met, a local board may terminate a superintendent's contract before the contract term of employment has expired:
- No state funds are used for this purpose;
 - Local funds appropriated for teachers, textbooks, or classroom materials, supplies, and equipment are not transferred or used for this purpose;
 - The local board makes public the funds that are to be transferred or used for this purpose;
 - The local board notifies the State Board of the funds that are to be transferred or used for this purpose;
 - No funds acquired through donation or fund-raising may be used for this purpose, except for funds raised specifically for this purpose or funds donated by private for-profit corporations.

The superintendent and principal are both agents of the board.

Principal & Supervisor Selection & Requirements: Principals and supervisors are elected by local boards of education upon recommendation of the superintendent. However, the State Board of Education has total control over the certification of all applicants for supervisory and professional positions in North Carolina public schools. All principals and supervisors employed in the public schools of the state or in schools receiving public funds shall be required to hold a certificate as a principal or supervisor in compliance with State Board of Education policy. A local board of education may (with written permission from the primary school administrator) extend, renew, or offer a new school administrator contract at any time after the first 12 months of the contract as long as the new contract does not extend for period of more than four (4) years. The term of employment must be stated in a written contract entered into between the local board of education and the school administrator.

For additional and/or more detailed information on the hiring and selection of superintendent and principal candidates in the state of North Carolina, please refer to the source documents listed below.

Source(s): General Statutes of North Carolina §§ 115C-271 - 115C-287.1

III. Education & Professional Learning

III.1) Pre-Service Education AND III.2) Continuous Professional Learning

North Carolina combines pre-service and continuous professional learning programs through the wide range of courses offered in the state's *Principals' Executive Program (PEP)*. The PEP is a state sponsored school leader training program that "offers a series of high quality, rigorous professional development program for school-based administrators and central office administrators." The professional development opportunities available through PEP are "envisioned as a continuum of professional services, ranging from programs aimed at prospective school administrators to programs aimed at highly seasoned and mature school leaders." All of PEP's professional development programs are offered free of charge to participants, their schools, or school districts - except for the cost of a few meals and travel to and from program sites.

The PEP presents two types of programs: residential and topical. Residential programs, which take an in depth approach to numerous topics, range from three to twenty days in length and require participants to remain in residency at a program site for a specified number of days, and/or return to the program site for sessions spanning a number of months. Topical programs are one to three day "stand-alone" sessions

devoted to specific topics. Residential programs are primarily state supported, and topical programs are self-supporting (registration fees range from \$50 to \$200 per person to offset costs). Participants in all PEP programs are eligible to receive documentation for North Carolina continuing education credits.

Residential programs currently available through PEP include:

- Central Office Leadership Program*: Helps central office administrators address leadership issues and facilitates their ability to become lifelong learners;
- Developing Future Leaders*: Encourages teachers who have leadership qualities to pursue careers as school administrators;
- High School Performance Program*: Helps elementary and middle school principals use data, align curriculum, and monitor instruction to increase student academic achievement;
- Humanities Seminar*: Offers veteran principals professional renewal via analysis of “big picture” issues;
- Leadership Program for Assistant Principals*: Helps assistant principals enhance existing managerial skills and develop individual leadership capacities;
- Leadership Programs for Career Principals*: Helps administrators with five or more years of professional experience address critical leadership issues;
- Leadership Programs for High School Principals*: Helps high school principals use accountability formats, data, and resources to increase student academic achievement;
- Leadership Programs for New Principals*: Helps new principals develop managerial skills

necessary to become effective school leaders;

- Principals as Technology Leaders*: Helps school administrators improve teaching and learning through effective applications of educational technology.

Topical programs currently available through PEP include:

- Instructional Symposium*: Challenges school leadership teams to examine a specific instructional issue and develop an action plan for implementation at their schools;
- Law Symposium*: Provides an annual review of school law issues with emphasis on current “hot button” topics;
- Law and Practice Update*: Provides school administrators with information about recent changes in school law;
- Orientation for New Principals & Assistant Principals*: Furnishes novice administrators with up-to-date information about student accountability issues, legislative action affecting schools, and professional resources for school improvement;
- Technology Seminars 1 & 2*: Helps novice technology users learn the basics of Microsoft Word and PowerPoint and apply what they learn to administrative tasks;
- Topical Seminars*: Provides in-depth study of single topics that may be of special interest to school leaders.

For more detailed information on each of these programs, please refer to the source documents listed below.

Source(s): <http://www.ga.unc.edu/pep/programs.html>

IV. Licensure, Credentials, & Program Accreditation

IV.1) Licensure & Certification for Principals & Superintendents

North Carolina Statewide Practitioner Licensure Requirements - In 1991, the North Carolina General Assembly ratified “an act to create an Educational Leadership Task Force to identify how to best select, train, evaluate, assess, and regulate the state’s educational leaders.” The term “educational leaders” included superintendents, central office program directors, principals, and assistant principals. This Task Force convened, and two years later (in 1993) produced a report of recommendations to the Joint Legislative Education Oversight Committee. North Carolina’s statewide practitioner certification requirements were developed from recommendations made in this report - as were most other components currently included in North Carolina’s Statewide Education Leadership initiative.

The Task Force recommended “the Board of Governor’s to establish an independent Professional Standards Board for School Administration and charge it with the responsibility for developing and implementing: (1) a North Carolina administrator examination, the successful completion of which would be required to secure a license to practice school administration in North Carolina, and (2) standards for Administrator Certification, with the State Board of Education continuing to award licensure.” Shortly thereafter, the *Standards Board for Public School Administration* was created (independent of the State

Board of Education) “to protect the public by setting high standards for the qualification, training, and experience of those who seek to represent themselves to the public as qualified public school administrators.”

The Standards Board controls certification for new administrators in North Carolina, and any individual seeking to be certified must first submit a written application to the Standards Board for approval.

Individuals seeking to become state certified administrators must also pass the *North Carolina Public School Administrator’s Exam*, administered by the Standards Board.

For more detailed information on North Carolina’s practitioner certification requirements, please refer to the source documents listed below.

Source(s): General Statutes of North Carolina §§ 115c-290.1; 115c-290.4; 115c-290.5; 115c-290.6; 115c-290.7; 115c-290.8; 115c-290.9; *Leadership for Schools: The Preparation and Advancement of Educational Administrators - by the Educational Leadership Task Force.*

IV.2) *Accreditation for School Leader Preparation Programs*

North Carolina School Administrator Program Accreditation Requirements - As part of its Statewide Educators Leadership initiative, several years ago North Carolina reduced the number of school administrator preparation programs in the public system from twelve (12) to seven (7). This reduction was recommended by the Education Leadership Task Force (for a more detailed discussion of this task force, see the *Practitioner* certification section above) as a crucial step towards improving the quality of administrator preparation, and in order to bring the supply of students entering programs into balance with district requirements and needs. The Education Leadership Task Force charged the Board of Governors of The University of North Carolina System with developing and implementing a plan to eliminate all existing master of educational administration programs and to have the various public university system campuses in the state (that were seriously interested in school administrator training) compete for the substantially reduced number of newly designed master of school administration (MSA) programs that receive state authorization. The Board developed and implemented a competitive proposal process and criteria for assessing proposals to establish the new Master of School Administrator training programs within the constituent institutions of the *University of North Carolina*. In its selection process, the Board was sensitive to the racial, cultural, and geographic diversity of the state. Special priority was given to the historical background in the institutions and the ability of sites to serve the geographic regions of the state.

The seven North Carolina institutions selected to become state-approved administrator training facilities are: East Carolina University, Fayetteville State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, the University of North Carolina at Wilmington, and Western Carolina University. Subsequent actions by the NC General Assembly have restored school administrator training programs at Appalachian State University and North Carolina State University. These institutions participate in many of North Carolina's statewide administrator training programs - such as the *Principal Fellows Program* (For a detailed overview of the *Principal Fellows Program*, see the *Recruitment* section above).

For more detailed information on North Carolina's school leader program accreditation requirements, please refer to the source documents listed below.

Source(s): General Statutes of North Carolina § 116-74.21; *Leaders for Schools: The Preparation and Advancement of Educational Administrators - Report to the Joint Legislative Oversight Committee of the 1993 General Assembly of North Carolina, by the Education Leadership Task Force.*

V. Conditions of Professional Practice

V.1) *Incentives*

**** Information not currently available. State Representative will provide updated information as it becomes available.**

V.2) *Performance Review*

The state of North Carolina recently contracted with the *Principals' Executive Program* (outlined in Section III above) to develop a new statewide system for evaluating principals and assistant principals. Keeping in mind the fact that it didn't make sense to develop an evaluation process that superintendents and principals would find too onerous and time consuming, the design team organized their work around the following key assumptions and conditions:

- Principal evaluation in NC was, at best, haphazard. Practices across the state ranged from doing next to nothing, to highly complex systems that were locally adopted. The only consistency across the state was a considered lack of consistency.
- For the most part, North Carolina's principals hold high performance standards for themselves and their schools. Given the opportunity, principals would embrace the chance to showcase both their schools and their leadership.
- Best practices in evaluation systems included the component whereby the person being

evaluated holds substantial control over the information used in the process. A key strategy used to provide this sense of control lies in the use of self-assessments as the primary driver for performance growth activities.

- Another means to place substantial control over the process is to make the person being evaluated responsible for making sure the process works to his or her advantage. Helping to shape the performance goals, shaping the length of the evaluation cycle, collecting the evidence to support goal attainment, and initiating the contract for the evaluation conferences all contribute to the principal's sense of responsibility for the process;
- Principals are not interchangeable parts. There are many variations due to any number of conditions and circumstances. An authentic evaluation system provides and accommodates for these variations.
- Best practices in evaluation systems benchmark performance expectations against excellence and not adequacy. This evaluation process is predicated on what excellent principals do to consistently demonstrate their level of performance.
- No evaluation system, implicit or explicit can be effective if the *de facto* criteria are high test scores and low frequency of complaining telephone calls. Schooling encompasses so much more than these two factors, and an authentic evaluation system would have to be more representative of the full complexity of leading a school, regardless of size or circumstance.
- By and large, evaluation systems based on checklists had a spotty and generally ineffective history for influencing growth and development. The basis for this evaluation system lies in the

goals set forth collaboratively by the principal and his/her supervisor, and the conversations that are to ensue during the evaluation cycle. No checklists are presented or implied.

In order to ensure that the proposed performance domains were consistent with external sources of best practice, the development team aligned them with four or five external sets of standards and performance expectations. Key performance elements from each of the following were considered for inclusion of the North Carolina assessment process: the ISSLC Performance Standards; the ten performance domains adopted by the North Carolina Standards Board for Public School Administration; the 23 performance domains adopted and promulgated by the National Policy Board for Public School Administration; and a general review of the contemporary literature on the principalship. Domains covered in the North Carolina for the superintendent and principal assessment process include each of the following:

- Visionary Leadership
 - Curriculum Design & Development
 - Instruction Effectiveness
 - Assessment & Evaluation
 - Results Oriented

- Organizational Leadership
 - Climate
 - Empowerment
 - Communication
 - Continuous Improvement

- Moral & Ethical Leadership
 - Commitment to Others
 - Professional Ethics

- Respect for Diversity
- Responsibility
- Managerial Leadership
 - Law & Policy
 - Resource Management
 - Personnel Management
 - Information Management
 - Student Behavior Management

For more detailed information on the North Carolina school leader assessment process, please refer to the source documents listed below.

Source(s): “Principals’ Evaluation System,” document developed by the *Principals’ Executive Program*; <http://www.dpi.state.nc.us/pep/aboutpep.htm>

VI. Authority for Practice & Governance Structures

VI.1.a) Roles & Responsibilities for Superintendents

VI.2.b) *Roles & Responsibilities for Principals*

VI.2) *Governance Structures Established in State Policy*

The NC General Statutes provide for governance structures in the form of Local Boards of Education. The constitution of such boards, the election of board members, and the powers and duties generally of local boards of education are defined in the statutes (GS Article 5 [115C-35 - 50]).

Texas

II. The Candidate Pool

II.1) *Attracting* -

The Texas Education Code (TEC) includes provisions for teacher recruitment, but does not include programs designed to enlist new principals and superintendents.

Teacher Recruitment Program - The State Board for Educator Certification (SBEC) and the Texas Higher Education Coordinating Board (THECB) are responsible for developing and implementing programs to identify and recruit talented students, including high school and undergraduate students, mid-career and retired professionals, honorably discharged and retired military personnel, and members of underrepresented gender and ethnic groups, into the teaching profession. The Commissioner of Education, in cooperation with the Commissioner of Higher Education and the Executive Director of SBEC, annually identifies the need for teachers in specific subject areas and geographic regions and among underrepresented groups. Texas Education Agency (TEA) discretionary funds may be used for recruitment programs, and all three entities (SBEC, THECB and TEA) encourage the business community to cooperate with local schools to attract and retain capable teachers. They are also directed to cooperate with major education associations to develop a long-range program promoting teaching as a career.

Teach for Texas Grant Program - The purpose of the Teach for Texas grant program is to attract to the teaching profession persons who have expressed interest in teaching and to support the certification of those persons as classroom teachers. The grant provides loans up to \$5,000 a year to junior and senior college students who become certified to teach and commit to teaching five years in a field having a critical shortage of teachers or in communities having a critical shortage of teachers in Texas. This is a student loan program with cancellation provisions for teaching. If a recipient fails to complete the

certification program or fails to fulfill the teaching obligation, the grant automatically becomes a loan.

Texans for Texas Pilot Program - The purpose of the Texans for Texas Pilot Program is to attract to the teaching profession persons who have expressed interest in teaching and to support the preparation and certification of those persons as teachers. The program provides stipends to postbaccalaureate teacher certification candidates to aid those persons in becoming certified as teachers. Preference is given to participants who agree to teach full-time for not less than three years in a Texas public school which is experiencing a critical shortage of teachers or is teaching in a subject or field certified by the commissioner of education as experiencing a critical shortage of teachers.

Partnership for Texas Public Schools - The Texas Education Agency has formed the “Partnership for Texas Public Schools” with the Texas A & M University System and the University of Texas to encourage students in primary and secondary schools to go to college and assist them in the college transition. University efforts to recruit, prepare and retain quality teachers for Texas public schools, such as the Regents’ Initiative for Excellence in Education at Texas A& M University, are included in the scope of the partnership.

Source(s): TEC § 56.309 (pertaining to the Texas Higher Education Coordinating Board (THECB) <http://www.thecb.state.tx.us>; Texas Administrative Code (TAC), § § 227.30; 227.38 pertaining to the State Board for Educator Certification (SBEC) (<http://www.sbec.state.tx.us>) April 30, 2000 (<http://www.tamu.edu>) search: partnerships

II.2) *Procedures & Authority for Hiring* -

Texas Hiring Policy - Independent school district boards of trustees are responsible (under legislative mandate) for developing procedures governing the employment of principals and superintendents. The board of trustees of each independent school district is required to adopt a policy providing for the employment and duties of district personnel. The policy must give the superintendent sole authority to make recommendations to the board and must give each principal the authority to approve each teacher or staff appointment to the principal's campus. The board of trustees may accept or reject the superintendent's recommendations. Campus level committees," comprised of elected professional staff (at least two-thirds classroom teachers), parents, community members, and business representatives participate in a variety of decisions at the local level, including decisions in the areas of staffing patterns, planning, budgeting, curriculum, staff development, and school organization and may take part in the process to select campus administrators. The board of trustees for each independent school district may employ superintendents by contract, for a term not longer than five (5) years.

For more detailed information on campus level committees please refer to Section VI of this compendium - *Governance Structures & Authority for Practice*. For more detailed information on hiring procedures in Texas, please refer to the source documents listed below.

Source(s): Texas Education Code § §11.16; 11.201; 11.251-253; 21.031; 21.046; The Resource Guide for Integrated District and Campus Planning and Decision Making, June 2000;
<http://www.tea.state.tx.us>; <http://www.sbec.state.tx.us>

III. Education & Professional Learning

III.1) *Pre-Service Education* -

Professional Administrator Certification - The certification program for school administrators (all positions other than the superintendency) requires a total 45 semester hours of graduate credit. The program for the certificate for school superintendents requires a total 60 semester hours of graduate credit. The common core program for administrators and superintendents must include:

- (1) 15-18 semester hours of graduate credit in administrative theory and practice, curriculum theory and instructional supervision, school law and business management, and the administration of special and compensatory education.
- (2) 9-12 semester hours of advanced credit in academic areas of study such as sociology, anthropology, psychology, business administration, economics, or computer science.
- (3) 15-18 semester hours of graduate credit in administering special education, reading, and vocational-technical education.
- (4) 3-6 semester hours of graduate credit in an approved internship.

Instructional leadership training may be substituted for up to six semester hours of credit.

Texas Education Code § 61.0514 requires the Higher Education Coordinating Board, with the cooperation and advice of the State Board for Educator Certification, to adopt educator preparation coursework guidelines that promote, to the greatest extent practicable, the integration of subject matter knowledge with classroom teaching strategies and techniques in order to maximize the effectiveness and efficiency of coursework required for certification.

Texas Administrative Code § 228.30 requires that the curriculum address the relevant knowledge and skills (the Texas Essential Knowledge and Skills, TEKS) adopted by the State Board of Education (SBOE). In addition, the preparation of all candidates for certification must include specific requirements for reading instruction. Educator preparation will include on-going and relevant field-based experiences in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of promising practices to improve student learning. The preparation program requires all candidates for certification to complete a minimum of 12 weeks of full-day teaching practicum.

TAC § 228.40. Entities delivering educator preparation shall determine the readiness of its candidates to take the appropriate certification assessment, including assessments of knowledge of content, professional development, and professional ethics and standards of conduct.

TAC § 228.1 requires collaboration between educator preparation programs and the Prekindergarten-Grade 12 public and private schools of Texas in the development, delivery, and evaluation of educator preparation programs.

Source(s): Texas Administrative Code (TAC) § 228.1; 228.30; 228.40; 230.04; Texas Education Code § 61.0514

III.2) *Continuous Professional Learning* -

Centers for Professional Development

Texas state law calls for the development of centers for professional development through institutions of higher education for the purpose of integrating technology and innovative teaching practices in the

preservice and staff development training of public school teachers and administrators. Centers for Educator Development (CEDs) have been developed for mathematics, science, reading and language arts, social studies, bilingual and English as a Second Language (ESL), languages other than English, technology applications, career and technology, and fine arts.

Texas law also requires that continuing education for principals be based on an individual assessment of the knowledge, skills, and proficiencies necessary to perform successfully as principals. Each certified principal shall participate in the assessment process and professional growth activities at least once every five years.

All educators in Texas must complete at least 150 clock hours of continuing professional education (CPE) during each five-year renewal period. Educators should complete a minimum of 20 clock hours of CPE each year of the renewal period.

Source(s): Texas Education Code § 21.047; 21.054, Texas Administrative Code § 232.830; 232.850

IV. Licensure, Credentials, & Program Accreditation

IV.1) Licensure & Certification for Principals & Superintendents

The State Board for Educator Certification (SBEC) regulates and oversees all aspects of educator certification and standards of conduct of public school educators.

Qualifications for Certification as Superintendent or Principal - The qualifications for certification as a principal are sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the education requirements. Supervised and approved - on-the-job experience in addition to required internships will also be accepted in lieu of classroom hours.

The qualification emphasize:

- instructional leadership;
- administration, supervision, and communication skills;
- curriculum and instruction management;
- performance evaluation;
- organization; and
- fiscal management.

Because the state considers effective principals essential to school improvement, the board must ensure that each principal candidate is of the very highest caliber, and that multi-level screening processes, validated comprehensive assessment programs, and flexible internships are in place.

The assessment process for school administrators in Texas is linked to certificate renewal - giving each principal a confidential, criterion-referenced report on his or her skill level in relation to the state

standards. For more information on the state's assessment process, please see item V.2 below.

TAC § 230.304 Professional Administrator's Certificate

The certificate for a school administrator or for a school administrator must be issued to a person who:

- (1) holds the provisional or standard teacher certificate;
- (2) holds a master's degree;
- (3) has had a minimum of two creditable years classroom teaching experience;
- (4) has completed an approved administrative internship; and
- (5) has completed an approved program design.

Superintendent Certificate -

A candidate for a superintendent certificate must successfully complete an assessment based upon characteristics of effective educational leaders. The candidate must hold, as a minimum, a Conditional Principal Certificate and a Master's degree. The superintendency shall include a field-based practicum whereby candidates must demonstrate proficiency in the following learner-centered standards:

- (1) **Values and Ethics of Leadership:** modeling and promoting the highest standards of conduct, ethical principles, and integrity; serving as an articulate spokesperson for the importance of education; participating in quality professional development activities; maintaining personal physical and emotional wellness; and demonstrating the courage to be a champion for children;

- (2) Leadership and District Culture: establishing and supporting a district culture that promotes learning, high expectations, and academic rigor; developing a shared vision that focuses on teaching and learning; involving all stakeholders in planning; allocating district resources to support district goals; celebrating the contributions of staff and community; demonstrating awareness of emerging issues; encouraging innovative thinking; and promoting multicultural awareness, gender sensitivity, and the appreciation of diversity.
- (3) Human Resources Leadership and Management: implementing a comprehensive professional development plan; applying adult learning principles to all professional development activities; delivering effective presentations; implementing effective recruitment, selection, induction, development, and promotion strategies; instituting comprehensive staff evaluation models; demonstrating knowledge of certification requirements and standards; using staff evaluation data for personnel policy development; diagnosing and improving organizational health;
- (4) Policy and Governance: applying the general characteristics of internal and external political systems to the educational organization; demonstrating knowledge of legal issues; defining superintendent and board roles, mutual expectations, and effective superintendent-board working relationship; determining the political, economic, and social aspects of the community; recommending district policies to improve student learning; utilizing legal systems to protect the rights of students and staff; applying laws, policies, and procedures fairly, wisely, and considerately; accessing state and national

political systems to provide input on critical educational issues;

(5) **Communications and Community Relations:** implementing an effective communications and public relations program; identifying major opinion leaders; establishing partnerships; systematically communicating with stakeholders; communicating effectively with all social, cultural, ethnic, and racial groups in the community; developing formal and informal techniques to obtain accurate perceptions of the district staff, parents, and community; using effective consensus building and conflict management skills; articulating the district's vision; utilizing proactive communication skills with the media; communicating an articulate position on educational issues; and demonstrating effective and forceful writing, speaking, and active listening skills;

(6) **Organizational Leadership and Management:** implementing appropriate group management techniques; using data for problem-solving and decision-making; resolving problems using appropriate decision-making skills; developing change processes for organizational effectiveness; implementing strategies that enable support systems to operate safely, efficiently, and effectively; applying legal concepts, regulations, and codes for school district operations; performing effective budget planning, management, account auditing, and monitoring; managing resources according to district vision and priorities; managing one's own time and the time of others to maximize the attainment of district goals; and using technology to enhance school district operations;

(7) **Curriculum Planning and Development:** understanding pedagogy, cognitive development, and

child and adolescent growth and development; implementing effective curriculum planning methods; ensuring instructional continuity and integrity across the district; developing collaborative processes for assessment and renewal of the curriculum; providing direction for improving curriculum; facilitating the use of technology; facilitating the use of creative, critical thinking, and problem solving tools; and facilitating the effective coordination of district and campus curricular and extracurricular programs;

(8) Instructional Leadership and Management: understanding motivational theories to create conditions that empower staff, students, families, and the community; facilitating the implementation of sound research-based theories and techniques of classroom management, student discipline, and school safety; facilitating the development of a learning organization that supports instructional improvement and incorporates best practice; facilitating the ongoing study of current best practice; managing student activity programs; instituting a comprehensive district program of assessment, interpretation of data, and reporting of results; understanding of special programs; deploying available instructional resources in the most effective and equitable manner; implementing change processes to improve student learning; and creating an environment in which all students can learn.

First-time superintendents (including the first time in the state) shall participate in a one-year mentorship which should include at least 36 clock hours of professional development. The superintendent should have contact with his or her mentor at least once a month

Source(s): TEC § 21.031 (a); 21.054(b); TAC § § 230.304; 232.830; 232.850; 242.5; 242.10; 242.15; 242.20; 242.25

IV.2) Accreditation for School Leader Preparation Programs

Texas state law provides guidelines for an Accountability System for Educator Preparation (ASEP). The State Board for Educator Certification (SBEC) is charged with establishing standards based on information that is disaggregated by sex and ethnicity and that includes:

- results of certification examinations; and
- performance based on the appraisal system for beginning teachers.

Accreditation is based on the passing rate of first-time test takers and the cumulative rate for passing appropriate certification assessments.

Source(s): TEC § 21.045; TAC § 229.1-5

V. Conditions of Professional Practice

V.1) Incentives

Texas Performance Incentives - The Texas Legislature adopted guidelines governing performance incentives for school administrators. However, funds have not been appropriated for principal performance incentives. Instead, the legislature approved funding for the Texas Successful Schools Awards System which recognizes and rewards schools that demonstrate progress or success in achieving the education goals of the state. The campus- level planning committee determines the use of funds, with priority given to academic enhancement. A 1998 report completed (under legislative mandate) by a panel of Texas education experts on “Incentive Grant Programs” found three specific issues that arose in relation to awarding grants to principals based on campus performance.

First, campuses on which the campus performance criteria were met but the principal’s position was vacant could not be recognized through a system that awards the principal. Second, anecdotal information was received about campuses on which the campus performance criteria were met but the principal’s performance was unacceptable based on local evaluations. In extreme cases the principal had been removed from that position at the end of the school year; nevertheless, based on the objective criteria used at the state level he or she would have been eligible to receive the award. Third, in acknowledging the significant role of the principal in campus improvement, the PPI program was seen as discounting the important role of teachers and other campus professionals. Any program that awards individuals or select groups based on campus-wide performance will be subject to this same criticism. Another criticism of selective awards is that they may foster competition between educators. A program that distributes awards to all professionals or all staff on the campus will avoid problem.

*Incentive Grant Programs - A Report to the 76th Texas Legislature
from the Texas Education Agency*

Although Performance Incentives remain in law, the legislature provides no funding for this program.

For more detailed information on Texas' performance incentives program, please refer to the source documents listed below.

Source(s): Texas Education Code §§ 39.091; 39.094

V.2) *Performance Review*

Performance reviews in Texas are currently conducted under a “Commissioner-Recommended Administrator Appraisal Process.” This process is designed to provide guidance to districts as they develop their own process for evaluating administrators. The domains and descriptors to evaluate each administrator in a school district may include the following:

(1) *Instructional Management* - The administrator promotes improvement of instruction through

activities such as monitoring student achievement and attendance; diagnosing student needs; helping teachers design learning experiences for students; encouraging the development and piloting of innovative instructional programs; and facilitating the planning and application of emerging technologies in the classroom;

(2) *School or Organization Morale* - The administrator fosters a positive school or organization morale through activities such as the assessing and planning improvement of each school, school district, and community environment; reinforcing excellence; promoting a positive, caring climate of learning; and using effective communication skills;

(3) *School or Organization Improvement* - The administrator promotes leadership in efforts to improve the school or collaborating in the development and articulation of a common vision of improvement; encouraging appropriate risk-taking; and ensuring continuous renewal of curriculum, policies, and methods;

(4) *Personnel Management* - The administrator manages personnel effectively through activities such as: delegating appropriately, recognizing exemplary performance of teachers and staff; encouraging personal and professional growth and leadership among the staff; complying with applicable personnel policies and rules; securing the necessary personnel resources to meet objectives; and evaluating the job performance of assigned personnel;

(5) *Management of Administrative, Fiscal, and Facilities Functions* - The administrator manages

administrative responsibility through obtaining broad-based input for fiscal or financial analysis; compiling reasonable budgets and cost estimates; ensuring that facilities are maintained and upgraded as necessary; and managing a broad range of school operations (for example - attendance, accounting, payroll, transportation);

(6) *Student Management* - The administrator promotes positive student conduct through activities such as helping students develop a sense of self-worth; developing and communicating guidelines for student conduct; ensuring rules are observed uniformly; encouraging participation of students and parents;

(7) *School or Community Relations* - The administrator promotes a positive tone for school and community relations through activities that foster collaborative educational efforts among members of the total school community; articulating the school mission and needs to the community; seeking support for school programs; and getting involved in community activities that foster rapport between the school district and the community;

(8) *Professional Growth and Development* - The administrator provides leadership in professional growth and development through activities such as: participating actively in professional associations; conducting himself or herself in an ethical and professional manner; disseminating ideas and information to other professionals; and seeking and using evaluative information for improvement of performance;

(9) *School Board Relations (for superintendents only)* - The superintendent promotes and supports a positive relationship with the school district board of trustees through activities such as: meeting the

board's needs for information; interacting with board members in an ethical, sensitive, and professional manner; demonstrating competence in written and verbal communications to the board; and recommending policies to the board to enhance teaching and learning.

In developing appraisal instruments, local school districts should use local job descriptions. Lastly, a student performance domain must be included in the appraisals of principals and superintendents. The principal and superintendent must promote improvement of the performance of students on the campus through activities such as comparing disaggregated student performance results to state accountability standards and to prior year performance.

These guidelines are established as minimum requirements. For more information on the statewide administrator appraisal process, please refer to the source documents listed below.

Source(s): Source(s): Texas Education Code §§ 21.354; 19 Texas Administrative Code § 150.1021.

VI. Authority for Practice & Governance Structures

VI.1.a) Roles & Responsibilities for Superintendents

Each local superintendent in the state of Texas is considered the educational leader and chief executive officer of the school district. The duties of each superintendent include the following:

- (1) Assuming administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the district and for the annual performance appraisal of the district's staff;
- (2) Assuming administrative authority and responsibility for the assignment and evaluation of all personnel of the district other than the superintendent;
- (3) Making recommendations regarding the selection of personnel of the district;
- (4) Initiating the termination or suspension of an employee or the non-renewal of an employee's term contract;
- (5) Managing the day-to-day operations of the district as its administrative manager;
- (6) Preparing and submitting to the board of trustees a proposed budget as provided by law;
- (7) Preparing recommendations for policies to be adopted by the board of trustees and overseeing the implementation of adopted policies;

- (8) Developing or causing to be developed appropriate administrative regulations to implement policies established by the board of trustees;
- (9) Providing leadership for the attainment of student performance in the district based indicators adopted by the State Board of Education or the district's board of trustees;
- (10) Organizing the district's central administration; and
- (11) performing any other duties assigned by action of the board of trustees.

Source(s): Texas Education Code § 11.201 (2000).

VI.2.b) *Roles & Responsibilities for Principals*

The principal of a school is instructional leader of the school and will be provided with adequate training and personnel assistance to assume that role. Each principal in the state must perform each of the following:

- (1) Approve all teacher and staff appointments for that principal's campus from a pool of applicants

selected by the district, based on criteria developed by the principal after informal consultation with the faculty;

- (2) Set specific education objectives for the principal's campus, through the statewide planning process;
- (3) Developing budgets for the principal's campus;
- (4) Assume the administrative responsibility and instructional leadership, under the supervision of the superintendent, for discipline at the campus;
- (5) Assign, evaluate, and promote personnel assigned to the campus;
- (6) Recommend to the superintendent the termination or suspension of an employee assigned to the campus or the non-renewal of the term contract of an employee assigned to the campus; and
- (7) Perform other duties assigned by the superintendent pursuant to the policy of the board of trustees.

Although principals in the state of Texas are given substantial authority, the superintendent or the person designated by the superintendent has final placement authority for a teacher transferred because of enrollment shifts or program changes in the district.

Source(s): Texas Education Code § 11.202.

VI.2) *Governance Structures Established in State Policy*

Texas' Governance Structure - In Texas, a district and campus level planning and decision making process has been developed and legislatively mandated at the state level, to the end of improving the performance of all students. This campus and district level decision making process is intentionally coordinated with Texas' statewide Standards and Accountability mechanism, to the ultimate end of helping schools attain the educational goals of equity and excellence in achievement for all students. Senate Bill 1, passed by the State Legislature in 1995, contained provisions that specified the district and campus level processes expected of all school districts. All districts must implement this process, and the Commissioner of Education is responsible for providing technical support to all districts with respect to implementing site-based decision making. In other words, the state is responsible for providing technical training and support to all districts and campuses, while each campus and district is responsible for actually creating such a decision making process that conforms with statewide legislative technical requirements. The State's technical support may be conducted through one or more sources, including regional education service centers. The state must provide technical support to school board trustees, superintendents, principals, teachers, parents, and other members of school committees. Texas allocates power and authority (legislatively) through site-based decision making in the following manner:

Board of Trustees for Independent School Districts - the board of trustees for each independent school district statewide must ensure that district and campus level planning and decision making processes (that will involve the professional staff of districts, parents, and community members in establishing and reviewing campus and district educational goals, plans, performance objectives, and major classroom instructional programs) exist. Local boards must establish a procedure under which meetings are held regularly by district and campus level planning and decision making committees that include staff, parents of students enrolled in the district, business representatives, and community members.

The board of trustees of each independent school district must also ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually. The board must annually approve district and campus performance objectives, and ensure that such plans: are mutually supportive to accomplish the identified objectives; and at a minimum, support the state's general educational goals and objectives.

The board must also adopt a procedure whereby professional staff within a district nominate and elect professional staff representatives to meet with the board. At least two-thirds of the elected professional staff must be classroom teachers. Boards also must require that parents, community members, and business representatives participate in district and campus level planning committees.

District Level Planning & Decision Making - Each school district must develop a “district improvement plan,” to guide district and campus staff in the improvement of student performance for all student groups. These plans must address multiple issues that impact leadership at the campus and district levels, including provisions for:

(A) a comprehensive needs assessment addressing district student performance on the performance on academic excellence indicators, and other appropriate measures of performance. The comprehensive needs assessment must be disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs;

(B) measurable district performance objectives for all appropriate academic excellence indicators for all student populations;

(C) strategies for improving student performance that include: instructional methods for student groups not meeting their full potential; methods for addressing the needs of students for special programs - such as suicide prevention, conflict resolution, violence prevention, and dyslexia treatment programs; dropout reduction; integration of technology; discipline management; staff development; career education for students; accelerated education;

(D) strategies for providing to middle, junior high, and high school students, those students’ teachers and counselors, and their parents, information about: higher education admissions and financial opportunities;

relevant state programs, the need for students to make informed curriculum choices; sources of information on higher education admissions and financial aid;

(E) resources needed to implement identified strategies;

(F) staff responsible for the accomplishments of each strategy;

(G) timelines for monitoring of the implementation of improvement strategies;

(H) formative criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

The superintendent should consult with the district level planning committees in planning, operations, supervision, and evaluation of district educational programs. In districts that only have one campus, district and campus level planning committees may be one committee, and the district and campus plans may be one plan.

At least every two years, each district must evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities, to ensure that they are effectively structured to impact student performance positively.

Campus Level Planning & Site-Based Decision Making - Each school district must maintain current

policies ensuring that effective site-based and planning occur at each campus. Each school year campus level planning committees, along with the campus principal, must develop, review, and revise the campus improvement plan - for the purpose of improving student performance for all student populations, including students in any special needs population.

Each campus improvement plan must:

- (A) assess the academic achievement for each student in the school using the state’s “academic excellence indicator system;”
- (B) set the campus performance objectives based on the “academic excellence indicator system,” disaggregated by ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education program;
- (C) identify how the campus goals will be met for each student; [setting strategies for improving student performance that include instructional methods, methods for addressing special student needs (e.g., suicide prevention, conflict resolution, violence prevention, and dyslexia treatment programs), dropout reduction, integration of technology in instructional and administrative programs, discipline management, staff development for all professional staff, career education for students, and accelerated education.
- (D) determine the resources needed to implement the plan;

- (E) identify staff needed to implement the plan;
- (F) set timelines for reaching the goals;
- (G) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
- (H) include goals and methods for violence prevention;
- (I) provide for a program to encourage parental participation at the campus level.

Principals should regularly consult with campus level planning committees in the planning, operation, supervision, and evaluation of the campus educational program.

For more detailed information on Texas' governance, please refer to the source documents listed below.

Source(s): Texas Statutes & Code §§ 11.251; 11.252; 11.253; 11.254; *The Resource Guide for Integrated District and Campus Planning and Decision-Making: A technical assistance document developed under the Commissioner of Education by the Texas Education Agency - June 2000.*