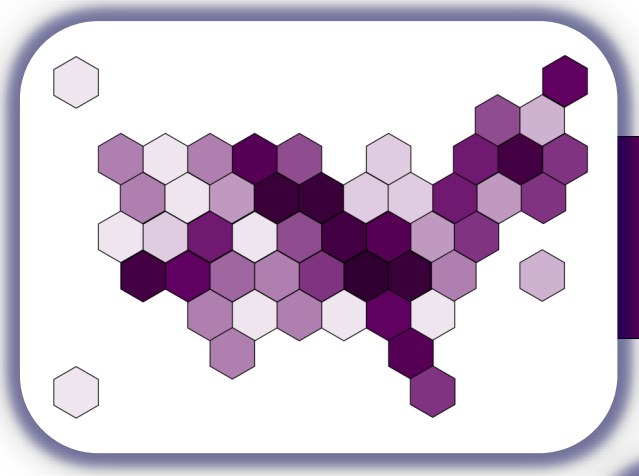
A Policymaker's Guide

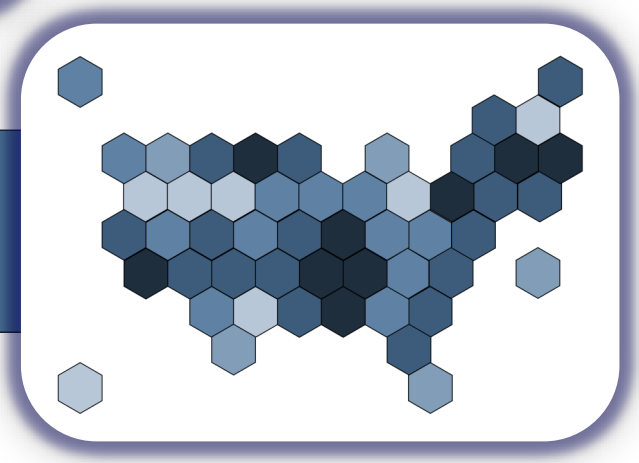
Research-Based Policy for Principal Preparation Program Approval and Licensure

Co-authored by Erin Anderson and Amy L. Reynolds



Principal Preparation Program Approval

Principal Candidate Licensure



A Report from The University Council for Educational Administration

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A report developed by the University Council for Educational Administration
Co-authored by Erin Anderson and Amy L. Reynolds

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UCEA

The University Council for Educational Administration (UCEA) is an international consortium of doctoral-granting universities with programs in educational leadership and administration and are marked by a distinguishing commitment and capacity to lead the field of educational leadership and administration. UCEA has a single standard of excellence for membership: superior institutional commitment and capacity to provide leadership for the advancement of educational leadership preparation, scholarship, and practice consistent with UCEA's established mission. UCEA's mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools. UCEA fulfills this purpose collaboratively by (a) promoting, sponsoring, and disseminating research on the essential problems of practice; (b) improving the preparation and professional development of school leaders and professors; and (c) influencing policy and practice through establishing and fostering collaborative networks. To learn more about UCEA, please visit our website at www.ucea.org

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FOREWORD

This is a policy report whose time has come. For more than 60 years, UCEA has worked with universities and other stakeholders to improve the quality of educational leadership preparation. The issue of leadership preparation quality, however, has seldom been a central concern of educational policymakers. This is no longer the case. Increasing numbers of states and professional associations have placed leadership preparation on their policy agendas.

To inform this work, UCEA developed a set of research-based policy rubrics for leadership preparation and licensure and then used those rubrics to analyze the principal preparation and licensure policies of each state in the Unites States and the District of Columbia. By identifying high leverage policies that are linked to better preparation and practice, the authors of the report provide a valuable resource for policymakers as they assess the current policy environment for preparing principals in their state.

States have an important role to play in supporting the preparation of educational leaders. States have the authority to regulate both preparation programs for school leaders and the licensing requirements for individuals seeking to become school leaders. However, as demonstrated in this report, states have invested more energy adopting policies regarding individual candidate certification/licensure than on preparation programs. It is worth considering why states have not taken a more significant role.

In the late 1980s, the National Commission for Excellence in Educational Leadership shined a spotlight on the growing number of educational leadership programs with questionable capacity and quality. Twenty years later, Baker, Orr and Young (2007) highlighted the fact that both program development and degree production had significantly outpaced the demand for practicing school and district leaders. Although a growing number of programs have adopted research-based preparation program features and engaged in continuous improvement cycles, there are far too many programs producing far too many leadership candidates that have not.

Prioritizing the school leadership pipeline requires that states develop knowledge of effective leadership preparation, put in place high leverage policies that support such preparation, and support the evaluation and continuous improvement of preparation programs. This report contributes significantly to these endeavors by distinguishing a set of high-leverage policies that are supported by research and/or practitioner experience as having improved the preparedness of educational leaders.

There were several fundamental purposes underlying UCEA's decision to pursue this project, each in keeping with the Consortium's goal of advancing research on preparation, and promoting its application to policy, preparation and practice. First, UCEA recognized the need for research-based tools in this area. Second, for the past 15 years, the Consortium has invested in the development of a research base focused on quality leadership preparation, the development of national standards for leadership preparation, and the development of a set of complementary tools and processes for developing evaluation evidence and supporting continuous improvement in leadership preparation programs, such as the INSPIRE leadership preparation evaluation suite.

It is a tremendous advantage for policymakers and educational leadership scholars to have a research-based policy report that offers both a benchmark and a guide to how state policy can support quality educational leadership preparation. We are pleased that UCEA is positioned to offer this resource to those involved in crafting policy that will support a strong educational leadership pipeline.

Michelle D. Young
Executive Director

EXECUTIVE SUMMARY

Leaders are essential to the success of schools. Principals provide the conditions for teaching and learning that result in improved school and student outcomes. In order for school leaders to be prepared for the difficult and dynamic role of school principal, they must be trained in the necessary skills and practices that help to drive forward a strong school community and ensure student learning.

The effectiveness of principal preparation is in part dictated by state policies for principal preparation program approval and candidate licensure. For this reason, we encourage policymakers to consider the policies this guide explores for establishing high quality principal preparation legislation in their own states.

This University Council for Educational Administration (UCEA) guide is meant to provide policymakers and researchers with a rich resource for exploring high leverage, research-based policies for principal preparation and licensure and ensure they are present in each state's policy. This UCEA guide examines current policy from primary sources across all 50 states and the District of Columbia for principal preparation and candidate licensure.

The research questions guiding this UCEA research project are:

- Which of the research-based components of a high-quality, principal preparation program are included in current state policy?
- Which of the research-based standards for principal candidate licensure are included in current state policy?

First, we offer a brief introduction establishing the need for this report and describing the steps taken to develop and implement the two-part rubric we used to examine state policy. This guide provides a rationale for the inclusion of five policy areas and associated criteria for principal program approval:

(a) explicit selection process,

(b) program standards,

(c) clinically rich internship,

(d) university-district partnerships, and

(e) program oversight,

and three policy areas and associated criteria for candidate licensure:

(f) experience requirements,

(g) assessment requirements, and

(h) licensure renewal.

We also provide a rationale for distinguishing between high leverage policies linked to better preparation and practice through research and regulatory policies found to be of practical importance through other means. In addition to summarizing the key research supporting the policy areas included in the two-part rubric, we also provide excerpts of exemplary policy for each policy area.

The next section provides individual profiles for all 50 states and the District of Columbia. These state profiles can be used as tools for policymakers and professors of educational leadership to assess the current policy environment for preparing principals in their state while seeing how a given state compares to others.

In addition to providing an overview of the preparation programs within a given state, including the number of degree-granting

institutions and the number of degrees awarded in 2012-13, each profile contains the rubric results for the given state alongside an at-a-glance summary of all states.

The profiles include graphs illustrating how the state compares to the average, maximum, and minimum proportion of criteria met, positioning the state within the national policy context. Finally, each state profile presents the high leverage policies for which the state does and does not have well-developed policy, providing suggestions of policy examples that could be adapted to improve the policy environment for principal preparation and licensure.

The final section of this guide presents two 50-state summary tables for the rubric criteria. The first table organizes states by the number of high leverage policy areas for which each state has developed policy. Within the sorting by high leverage policy areas, the states are organized by the total count of policies addressed, including both high leverage and monitoring policies. The second table is organized alphabetically. These tables allow the reader to reference easily the overall results for each state.

Our policy analysis found that state policies for principal preparation and licensure, while well developed in some states, have not been sufficiently addressed in a number of the states. Overall, states are more likely to legislate the requirements for licensure than for principal preparation approval, despite the fact that more of the features required for approval of principal preparation programs have greater support in the research base. Similarly, regulatory policies are generally more likely to be legislated than high leverage policies. Here is an overview of the most important findings.

- The high leverage policies present in the greatest number of states are experience requirements and program oversight.
- The high leverage policy present in the least number of states is an explicit plan for selection.
- The regulatory policy present in the greatest number of states is the existence of program standards, with all 50 states and the District of Columbia adopting or adapting the Interstate School Leaders Licensure Consortium (ISLLC) standards or aligned state-created standards.
- Overall, fewer states have legislation meeting the criteria for the five high leverage policy areas. The table below summarizes these proportions.

Number of High Leverage Policy Areas Met (total of 5)	Number of States	Percent of States
5	2	4%
4	5	10%
3	10	20%
2	12	24%
1	11	22%
0	11	22%

The depth and breadth of information in this guide regarding state policy environments across the 50 states and the District of Columbia provide a strong basis for examining and developing state policy levers for high quality leadership preparation. We hope this guide serves as a valuable tool for both policymakers and educational leadership scholars who seek to better understand and influence principal preparation and licensure policy.

GLOSSARY OF TERMS

- **Alternative pathways to principal licensure** - Alternative certification pathways provide two nontraditional routes for licensure. The first pathway includes policies that allow for candidates to apply for licensure without undertaking a traditional route, such as a principal preparation program. The second type of pathway allows for states to develop alternative preparation programs, sponsored by groups such as universities, educational nonprofits, or districts.
- **Assessment requirements** - These requirements are intended to address learning through a standardized exam aligned with standards, such as the School Leaders Licensure Assessment (SLLA), the Praxis II Educational Leadership: Administration and Supervision exam, or a state-designed standardized exam. In some cases, assessment is done through a portfolio review.
- **Clinically rich internship** - A clinically rich internship is defined as deliberately structured to integrate the field experience with preparation program curriculum, focused on problem-based learning by engaging in core leadership practices, and supervised by an expert mentor. In addition, the field-based experience should expose candidates to diverse settings and allow for sufficient time in the field.
- **Experience Requirements** - These requirements include both prior experience working in a K-12 educational setting as well as evidence of master's degree in educational leadership or closely related field and/or completion of an accredited/approved preparation program.
- **High leverage policy** - A high leverage policy is defined as a policy that has support in the research base and/or practitioner experience for having improved the preparedness and effectiveness of practicing principals.
- **Licensure renewal** - States often require the renewal of an administrator license to ensure that principals continue their growth and development while on the job.
- **Program oversight** - The system for determining the quality of principal preparation programs through documentation and site visits by trained oversight teams in order to provide feedback for program improvement (See CAEP, TEAC, and NCATE in the Glossary of Acronyms).
- **Program standards** - Standards serve as a guideline for developing research-based curricula and should align with the practices necessary for being a successful leader.
- **Regulatory policy** - A regulatory policy is one of practical importance that is more often used for monitoring purposes or to maintain a commonly agreed upon standard of quality.
- **Selection processes** - The initial recruitment and selection of candidates represent the beginning of the principal pipeline. Selection criteria need to include a focus on experience and demonstrated skills, particularly in the areas of instruction and leadership, and not just the traditional criterion used to determine admission.
- **University-district partnership** - A formal partnership between universities and a district or districts to collaborate on recruitment and selection; to work together on the professional development of candidates; and to meet the immediate, real-world needs of districts and schools.

GLOSSARY OF ACRONYMS

- **CAEP** - Council for Accreditation of Educator Preparation (CAEP) determines the quality of educator preparation programs, including traditional institutions of higher education and alternative pathways, through an accreditation system.
- **IPEDS** - The Integrated Postsecondary Education Data System it is the postsecondary education data collection program for the U.S. Department of Education as part of the Institute for Education Sciences for the National Center for Education Statistics.
- **ISLLC standards** - The Interstate School Leaders Licensure Consortium (ISLLC) standards were developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) in 1996 and revised in 2008 and 2015. These standards are intended to provide guidance to policymakers to help improve preparation programs and licensure.
- **NCATE and TEAC** - The National Council for Accreditation of Teacher Education (NCATE) and The Teacher Education Accreditation Council (TEAC) also served as accrediting bodies for educator preparation programs until the consolidation of the two organizations into CAEP in 2013.
- **SLLA** - The School Leaders Licensure Assessment (SLLA) is the assessment developed by the Education Testing Service (ETS) to measure candidate's knowledge of leadership practice, based on the ISLLC standards.
- **UCEA** - The University Council for Educational Administration (UCEA) is an international consortium of universities that offer doctoral programs in educational leadership and administration and are marked by a distinguishing commitment and capacity to lead the field of educational leadership and administration.
- **Various acronyms for professional development units/credits for licensure renewal**
  - **PD** - professional development
  - **CEU** - continuing education units
  - **PDU** - professional development units
  - **PDP** - professional development points

INTRODUCTION

Over the last decade, policymakers have focused on developing policies meant to increase school effectiveness (Figlio & Loeb, 2011; U.S Department of Education, 2014). Many new policies intend to hold teachers and principals accountable for student learning. States are passing legislation (e.g., statutes, rules, and regulations) that requires the implementation of new principal accountability systems that link student outcomes to leadership practices.

Scholars are questioning the accuracy and reliability of these accountability measures (Fuller & Hollingworth, 2014; Grissom, Kalogrides, & Loeb, 2015) and raising concerns about whether increased evaluation leads to better student outcomes (Dee & Jacob, 2011; Figlio & Loeb, 2011; Hanushek & Raymond, 2004). However, this accountability trend does not seem to be declining (Fuller & Hollingworth, 2014; Kane & Staiger, 2002). Although the desire to improve schooling for all students and to strengthen student test scores is well-intentioned, many other areas of the education system would benefit from greater attention.

Increasing principal accountability legislation does signal a belief that the principal plays a significant role in a school's success. While the recognition of a principal's importance is welcomed and necessary, state policies still pay little consideration to the ways in which candidates are recruited, selected, prepared, and licensed for these important roles (Finnigan, 2010; Mintrop, 2012). By attempting to regulate outcomes for principals without attention to the full scope of the principal preparation pipeline, policy will fail to ensure improved conditions for teaching and learning. It is our position that high quality preparation results in high quality principals.

Despite a strong and growing research base showing the importance of the principal in school effectiveness (Grissom, Kalogrides, et al., 2015; Hallinger & Heck,1996a, 1996b; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Leithwood & Jantzi, 1999; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Witziers, Bosker, & Kruger, 2003), the role of the principal is had not been a priority for policymakers (Manna, 2015), and policies to support high quality principal preparation are inconsistent and underdeveloped across a majority of states (Anderson & Reynolds, 2015). In response to a gap in the knowledge base, we embarked on a policy analysis of the 50 states and the District of Columbia on behalf of the University Council for Educational Administration (UCEA). This guide intends to provide policymakers and researchers with a better understanding of which high-leverage, research-based policies for principal preparation and licensure are present in current policy in each state.

UCEA is a nonprofit consortium of universities committed to promoting, sponsoring, and disseminating research on leadership practices as well as improving preparation of education leaders (see Figure 1 for a map of member institutions). A primary concern of UCEA is to ensure high quality leadership preparation. The UCEA mission states that it aims to do this by improving the preparation of educational leaders and positively influencing policy. This guide was created to support that mission by providing a research-based tool for researchers and policymakers to compare the policies in their own states to those across the United States and to see examples of policy aligned with research.

A primary concern of UCEA is to ensure high quality leadership preparation. The UCEA mission states that it aims to do this by improving the preparation of educational leaders and positively influencing policy.

UCEA Institutions By State

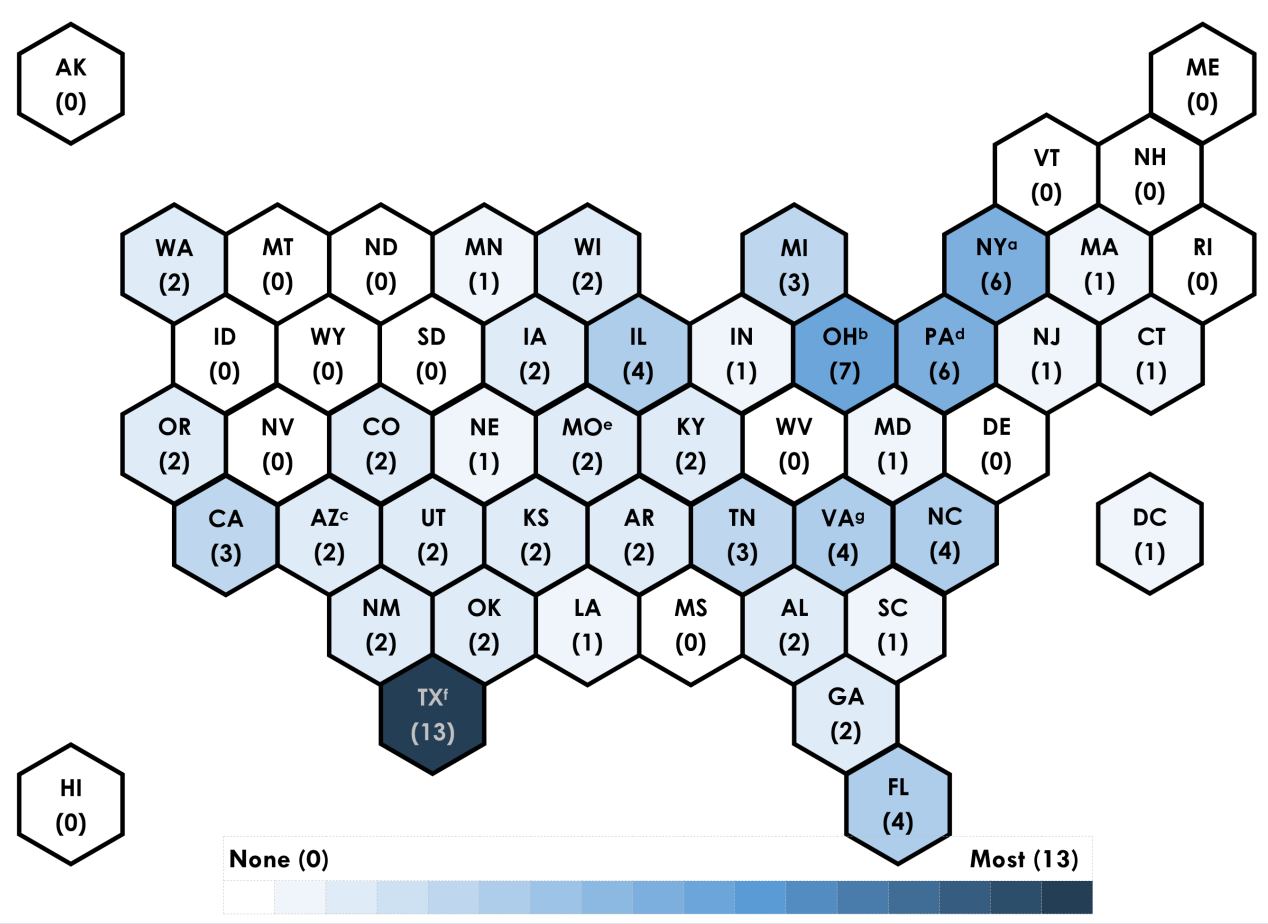

Figure 1. This map illustrates the locations by state and density of UCEA member institutions by state as of the summer of 2015. This does not take into account UCEA member institutions outside the United States. UCEA was founded at (a) Teachers College Columbia in 1954, and has since had headquarters offices at (b) The Ohio State University (1959-1984), (c) Arizona State University (1984-1991), (d) Pennsylvania State University (1991-1996), (e) University of Missouri-Columbia (1996-2006), (f) University of Texas at Austin (2006-2011), and (g) the University of Virginia (2011-present).

How this Guide Can Be Useful to Policymakers

A growing body of evidence suggests certain leadership practices and dispositions result in improved outcomes for students, which can presumably be learned in effective principal preparation programs (Leithwood et al., 2006; Leithwood & Jantzi, 1999). It follows then, that principals need to be well prepared in order to effectively guide instruction and focus on continuous school improvement. Thus, policymakers should not only be interested in the policies directly affecting principals but also should be concerned with policy levers available to improve principal preparation programs and candidate licensure as a means to improve school leadership. In order to do so, policymakers require more robust, research-supported, formative tools to assist in assessing current policy and identifying potential areas for strengthening it to support leadership. UCEA hopes this guide fulfills this need for many policymakers.

Note: This guide ONLY includes current policy that is published in state code, rules and regulations, and State Board of Education websites. Unwritten policy is not reflected in these data.

The Critical Role of Principal Leadership

In order for schools to achieve high levels of success, there must be an effective principal in the formal leadership position. There is a significant, indirect link between the principal and student learning (Grissom, Kalogrides, et al., 2015; Leithwood et al., 2006; Leithwood & Jantzi, 1999) through the principal's impact on school and classroom conditions (e.g., Hallinger & Heck, 1996a, 1996b; Witziers et al., 2003). Figure 2 below illustrates this relationship.

Principals are essential to the success of schools. Principals must not only be good managers (Grissom & Loeb, 2011) but also must be able to lead instruction, build a strong professional learning community, develop a healthy and safe school environment, ensure an inclusive school culture that meets the needs of all students, and communicate with and support families and communities (Bryk, Sebring, Allensworth, Easton, & Luppescu, 2010; Leithwood, 2013; Louis et al., 2010; Portin, Schneider, DeArmond, & Gundlach, 2003; Robinson, Lloyd, & Rowe, 2008; Seashore Louis, Dretzke, & Wahlstrom, 2010; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013; Sebastian & Allensworth, 2012; Wahlstrom & Louis, 2008). In order for principals to be effective, they must be trained and prepared for this difficult and multi-faceted position. There are specific preparation practices associated with improved school outcomes (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; Leithwood, Jantzi, Coffin, & Wilson, 1996; Orr, 2011; Orphanos & Orr, 2013; Orr & Orphanos, 2011). Some of the most important effective principal preparation program practices include the following:

- Develop a candidate recruitment and selection strategy that ensures the development of diverse leaders who have been successful educators and have shown potential as leaders (Browne-Ferrigno & Muth, 2009; Darling-Hammond et al., 2007; Jackson & Kelley, 2002; McCarthy, 2002; Murphy, Moorman, & McCarthy, 2008; Orr & Barber, 2007).
- Provide a clinically rich internship experience that is sustained, in-depth, and authentic; synthesizes and applies program knowledge; and develops essential leadership skills (Cordeiro, Krueger, Parks, Restine, & Wilton, 1993; Cordeiro & Sloan, 1996; Darling-Hammond et al., 2007; Jackson & Kelley, 2002; Davis, Darling-Hammond, Meyerson, & LaPointe, 2005; Hackmann, Russell, & Elliot, 1999; Leithwood & Jantzi, 1999; Leithwood et al., 1996; Militello, Gajda, & Bowers, 2009; Orr, 2011; Perez, Uline, Johnson, James-Ward, & Basom, 2011).
- Develop university-district partnerships to collaborate on recruitment and selection, to work together on the professional development of candidates, and to meet the immediate, real-world needs of districts and schools (Darling-Hammond et al., 2007; Davis et al., 2005; Jackson & Kelley, 2002; Orr & Barber, 2007).

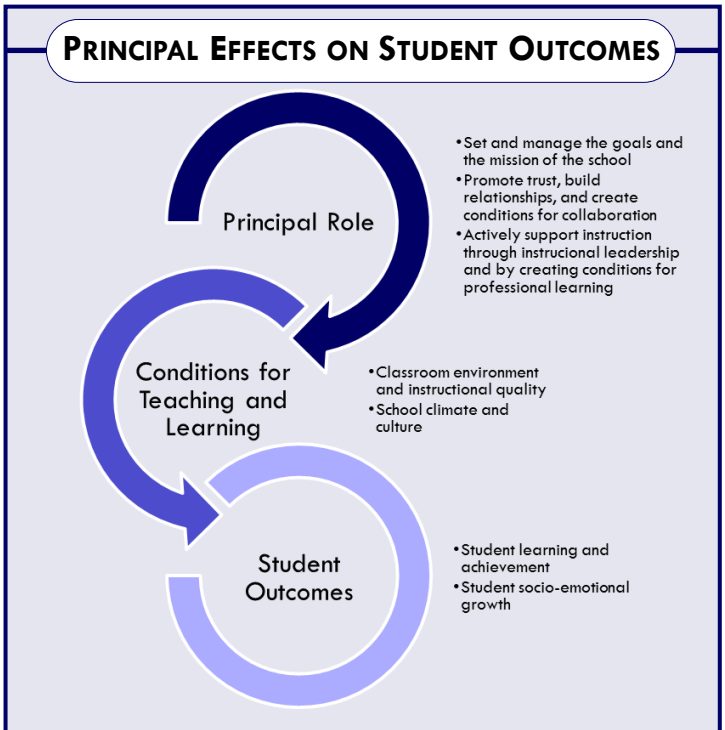

Figure 2. This figure illustrates the significant and indirect relationship between the role of the principal and student outcomes.

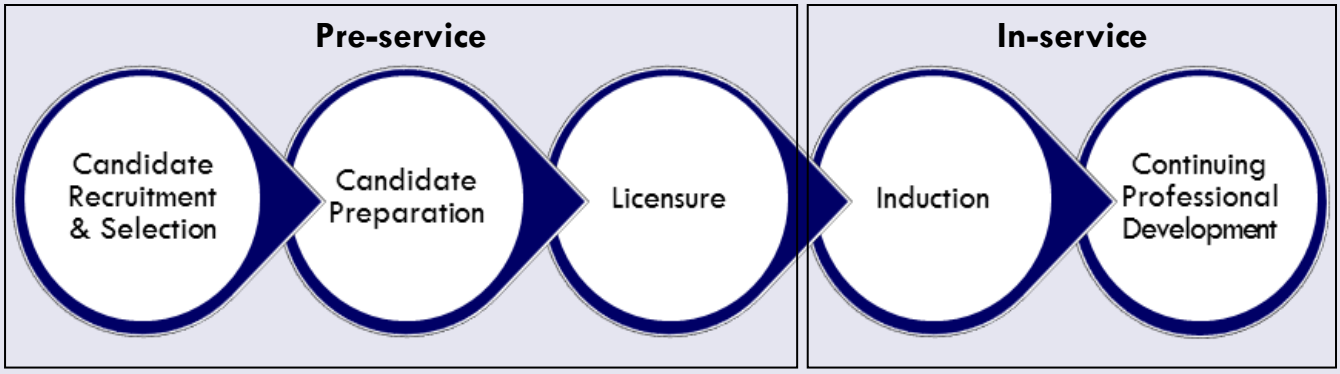

Figure 3. This figure illustrates the principal pipeline, including pre-service and in-service stages. This report focuses on the pre-service components of the principal preparation pipeline.

- Ensure a continuous improvement process by designing innovative pedagogy and curriculum to prepare leaders and by responding to local, state, and national standards and expectations (Barnett, 2005; Darling-Hammond et al., 2007; Glasman, Cibulka, & Ashby, 2002; Jackson & Kelley, 2002; Murphy, 2005).

High quality preparation results in better trained principals who can lead more successful schools. Leadership preparation is part of an ongoing process of developing successful principals.

Overview of Principal Pipeline

The developmental process that leaders engage in is often referred to as the principal pipeline. This pipeline is intended to increase leadership capacity by aligning recruitment and selection, preparation, licensure, induction, and continuing professional development of principals. This pipeline includes both pre-service and in-service preparation (Hitt, Tucker, & Young, 2012). Figure 3 above illustrates the pre-service and in-service phases of the principal pipeline.

This guide's primary areas of interest for this guide are policies related to the pre-service components of a strong leadership pipeline, specifically (a) candidate preparation programs (which, in this report, include some discussion of recruitment and selection) and (b) candidate licensure. Licensure is distinct from candidate preparation. Whether or not a candidate has completed a preparation program, licensure is awarded separately through the state. The state sets the criteria for earning principal licensure, which may or may not include completing an approved principal preparation program. Licensure guidelines typically include a combination of previous educational experience, academic requirements, and a knowledge assessment.

Design of the Research-Based Policy Rubrics

In 2013, we began this study by determining the criteria to examine principal preparation and licensure policy by state, organizing them into a two-part rubric. The first part of the rubric captures research-based policy for principal preparation program approval and the second for candidate licensure. An expert panel comprised of Drs. Michelle Young, Pamela Tucker, Hanne Mawhinney, Margaret Terry Orr, Sheneka Williams, and Ed Fuller worked with us to develop the complementary sets of criteria to examine state policy.

Data sources included the published statutes, rules and regulations, and associated State Board of Education and State Department of Education documents. This analysis focuses on policy that is "on the books" instead of self-reported by state agencies, which may reflect wishful thinking or

knowledge inconsistencies across state legislative staff. The intent is to capture what is in written policy, as opposed to future policy objectives. Since policy is constantly changing, updates to the database were made during the spring of 2015.

The policy criteria in both rubrics were refined for clarity and content through a pilot study of nine states (CA, FL, KY, MA, MS, ND, NY, OR, and VA), purposively selected by the expert panel to represent diverse policy contexts. After the initial development of criteria and pilot study, we determined the final criteria to include in the rubrics. For more information on the development of the rubrics and a complete discussion of the research supporting the inclusion of rubric criteria, see Anderson and Reynolds (2015). You may also find more on the methodology used to develop this guide in the Methodological Appendix at the end of this publication. To view the rubrics in their entirety, see the state profiles on pages 46-147 of this guide.

Overview of the Two-Part Rubric

The expert panel, through their understanding of research and practices, determined which policy areas should be included in the two-part rubric. The first part of the rubric covers principal preparation program approval, which includes the following policy areas: (a) selection processes, (b) program standards, (c) program structures, and (d) program oversight. The second part of the rubric covers principal licensure polices, including (a) experience requirements, (b) assessment practices, and (c) licensure renewal. Figure 4 provides an overview of the two-part rubric.

State policies for preparation program approval should include policy language on the selection and recruitment of candidates, program alignment with state or national leadership standards, a clinically rich internship, a formal university-district partnership (when appropriate), and a process for program oversight. Additionally, policies for principal licensure should address previous experience, including both years of teaching experience and education, the need for and type of assessment for licensure, and the process for licensure renewal. Finally, we were interested in whether state policy addressed alternative pathways to licensure, as this is a growing pathway to the principalship that, if left unregulated, could harm the quality of the principal candidate pool.

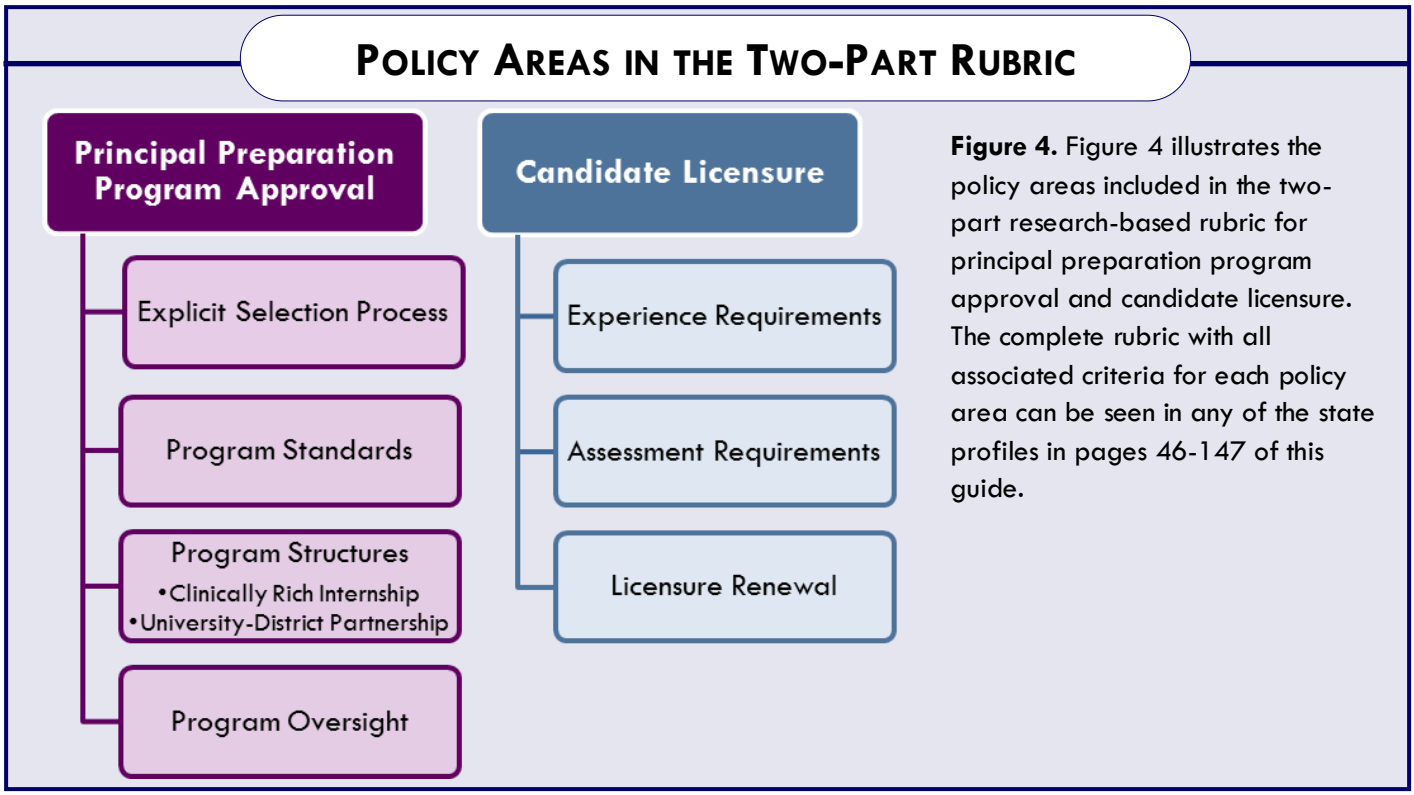

Figure 4. Figure 4 illustrates the policy areas included in the two-part research-based rubric for principal preparation program approval and candidate licensure. The complete rubric with all associated criteria for each policy area can be seen in any of the state profiles in pages 46-147 of this guide.

After the original analysis discussed in Anderson and Reynolds (2015), further deliberation led to the conclusion that all of the policy areas and criteria should not be treated equally in weight for creating a state policy environment that regulates preparation practices and certification requirements to benefit high quality preparation. To distinguish between the criteria that are supported by the research base and those criteria that have practical importance as regulatory policies, we identified five policy areas as high leverage. Table 1 summarizes which policy areas are designated as high leverage.

A high leverage policy is defined as a policy that has support in the research base and/or practitioner experience for having improved the preparedness and effectiveness of practicing principals. A regulatory policy is one of practical importance that is more often used for monitoring purposes or to maintain a commonly agreed upon standard of quality.

The following sections of the guide discuss the background research and policy for each part of the rubric, principal preparation program approval and candidate licensure. In each of these sections, the policy areas are organized by those considered high leverage and those considered of practical importance.

Table 1. Rubric criteria and categories by policy criteria type

Policy Criteria	Policy Type
Principal Preparation Program Approval Rubric	
1. Explicit Selection Process 1.1. Includes a plan for targeted recruitment 1.2. Utilizes performance-based assessments	High Leverage
2. Program Standards 2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Regulatory
3. Clinically Rich Internship 3.1. Deliberately structured 3.2. Field work that is tightly integrated with curriculum 3.3. Engagement in core leadership responsibilities 3.4. Supervision by an expert mentor 3.5. Exposure to multiple sites and/or diverse populations 3.6. Requires 300+ hours of field-based experience	High Leverage
4. University-District Partnership 4.1. Commitment from district to provide a clinically rich internship experience 4.2. District-provider collaboration on selection 4.3. Alignment between district needs and program design	High Leverage
5. Program Oversight 5.1. Requires state review at specified intervals 5.2. Plan for initial program oversight includes documentation and/or site visits 5.3. Requires oversight team to have relevant experience and training 5.4. Includes feedback mechanism to improve practice	High Leverage
Candidate Licensure	
1. Experience Requirements 1.1. Requires 3+ years of teaching experience 1.2. Requires a master's degree in educational leadership or a closely related field 1.3. Completion of an accredited/approved preparation program	High Leverage
2. Assessment Requirements 2.1. Requires completion of assessments based on national or aligned state standards 2.2. Assessment includes (or is a) portfolio review	Regulatory
3. Licensure Renewal 3.1. Requires renewal with a distinction between license types 3.2. Requires continuing education activities	Regulatory

Preparation Program Approval

Policies for principal preparation program approval vary across the 50 states and the District of Columbia. While Tennessee has enacted the most policies meeting 15 of the 16 criteria for all five principal preparation program approval policy areas, Wyoming enacted the least policies meeting only one of the criteria. Figure 5 below illustrates this variation across the states. States that have enacted policies meeting a greater proportion of the policy criteria for principal preparation program approval are shaded a darker color, while those with less are lighter shades. The state profiles provide a more detailed, numerical summary of what is shown here.

Overview of Policies for Principal Preparation Program Approval By State

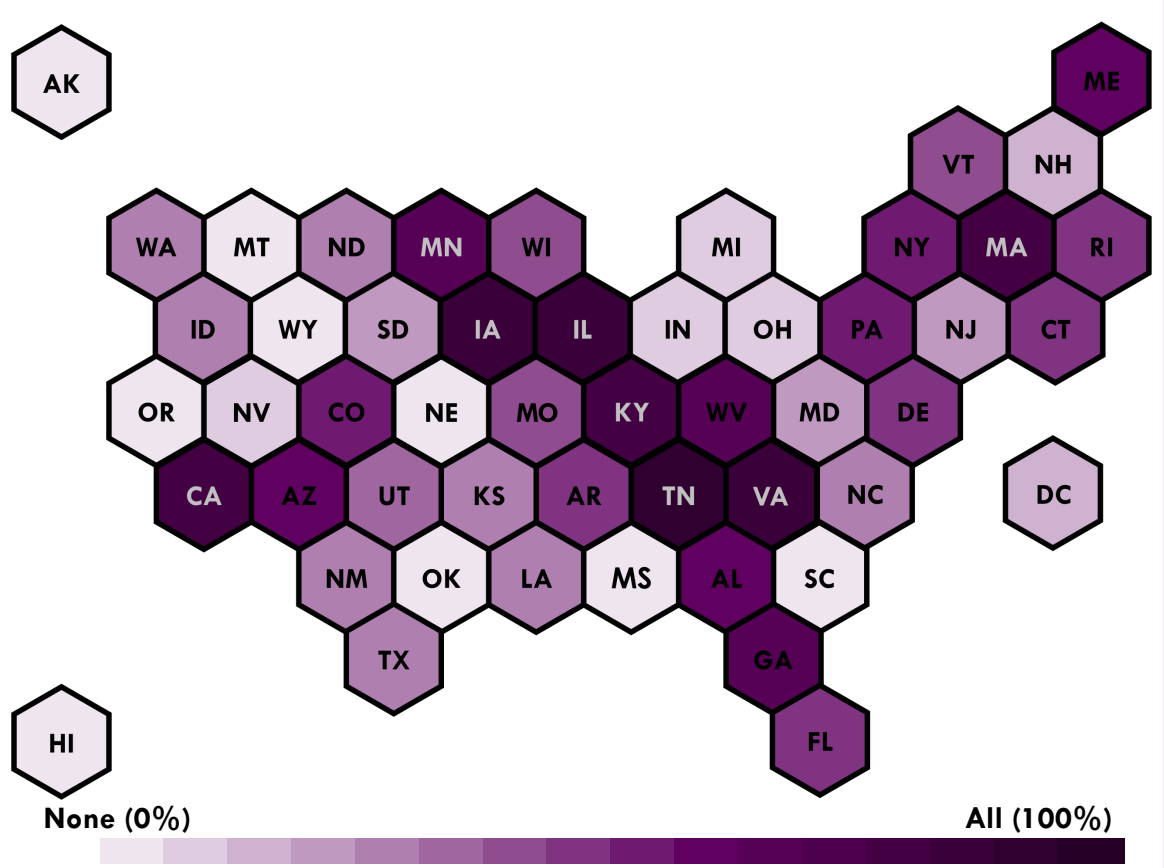

Figure 5. This figure illustrates the proportion of policies from the principal preparation program approval rubric for each state by shade. Darker shades correspond to higher proportions, while lighter shades correspond to lower proportions. For instance, Tennessee meets criteria for 15 of the 16 criteria, or 93.8%, while Alaska, Hawaii, Mississippi, Montana, Nebraska, New Mexico, Oklahoma, Oregon, South Carolina, and Wyoming meet criteria for one of the 16 criteria, or 6.25%. The map represents each state as an evenly sized hexagon rather than using a standard map to prevent visual bias towards larger states while also rendering small states visible. Compared to the map for candidate licensure (p. 34), a visual inspection reveals that there is more variation and fewer states with a high proportion of policy from the principal preparation program approval rubric. As we discuss next, this occurs despite the greater research-based evidence supporting this rubric.

High Leverage Policies for Principal Preparation Program Approval

There are five policy areas from both parts of the rubric that we consider to be high leverage. The first four policy areas are from the principal preparation approval section of the rubric and the final policy area is from the candidate licensure section of the rubric. For the principal preparation program approval rubric, the high leverage policy areas and the accompanying criteria are:

- **Explicit Selection Process**
  - Includes a plan for targeted recruitment
  - Utilizes performance- based assessments
- **Clinically Rich Internship**
  - Deliberately structured
  - Field work is tightly integrated with curriculum
  - Engagement in core leadership responsibilities
  - Supervision by an expert mentor
  - Exposure to multiple sites and/or diverse populations
  - Requirement of 300+ hours of field-based experience
- **University-District Partnerships**
  - Commitment from district to provide a clinically rich internship experience
  - District-provider collaboration on selection
  - Alignment between district needs and program design
- **Program Oversight**
  - State review at specified intervals
  - Plan for initial program oversight includes documentation and site visits
  - Oversight team with relevant experience and training
  - Feedback mechanism to improve practice

For each of these five high leverage policies, the following section discusses

- the research base and practitioner experience supporting the inclusion of the policy area and accompanying criteria in this analysis,
- an overview of findings within each high leverage policy area, and
- examples of well-developed policy for each high leverage policy area.

Following the discussion of high leverage policies is an overview of the regulatory policies of practical importance for principal preparation program approval.

Explicit Selection Process

There are two opportunities for selection within the principal pipeline: the selection of candidates for a principal preparation program and the selection of a principal for a building-level position. The initial recruitment and selection of candidates represent the beginning of the principal pipeline. Scholars are concerned that candidate self-selection and admission is still the predominant method for entry into a principal preparation program (McCarthy, 2002).

Selection criteria need to include a focus on experience and demonstrated skills, particularly in the areas of instruction and leadership, and not just the traditional criterion used to determine admission (i.e., Graduate Record Examination (GRE), undergraduate grade point average (GPA), graduate GPA, and letters of recommendation). While these measures provide evidence of previous academic attainment, they do not necessarily predict commitment to the profession, on-the-job performance, or leadership potential.

Selection and recruitment practices, especially when conducted in conjunction with a partner school district, are central to an effective preparation program (Darling-Hammond et al., 2007; Jackson & Kelley, 2002). The exemplary programs in the Darling-Hammond et al. (2007) and Jackson and Kelley (2002) studies worked with district partners to identify teachers who had shown ability for effective instruction through classroom experiences and/or had exhibited prior

leadership experience (Browne-Ferrigno, 2003). In addition, these districts identified teachers who reflected the community being served, ensuring a more diverse pool of future principal candidates. This recruitment process ensured a greater commitment to obtaining a position as a principal (Orr & Barber, 2007). Principals who entered programs with a rigorous selection process had greater pre- and post-program levels of commitment to and participation in the principalship.

With this research and practical experience as the basis for inclusion, selection is the first high leverage policy area explored in this report. The two criteria for which we sought evidence in policy were (1.1) includes a plan for targeted recruitment and (1.2) utilizes performance-based assessments. Targeted recruitment is required for candidate selection plan that includes a systematic process to identify and actively encourage potential candidates who would make for a more robust principal pipeline (i.e., highly successful educators, teachers of color). Performance-based assessments include providing evidence of success in the classroom or prior leadership skills and the use of interviewing techniques, such as providing real-world scenarios to address. Table 2 provides summary data of states by criterion.

While selection is considered one of the most important areas for high leverage policy, only Tennessee has a well developed set of policies for selection, including a plan for recruitment as well as a performance-based assessment. Five additional states also require a performance-based assessment but do not have specific, detailed plans in place for recruitment of new students. Figure 1 provides summary data of the proportion of criteria met by each state for this area.

For evidence of this high leverage policy area, the state policy has to mention one or both of the selection criteria in state policy documents. The majority of the states (90%) do not have well-developed policy for recruitment and selection of candidates.

Table 2. States by criterion within the explicit selection process policy area

Criterion	Total States	States
1.1: Includes a plan for targeted recruitment	1	TN
1.2: Utilizes performance-based assessments	6	AL, IL, IA, PA, TN, WV

Figure 6. Proportion of criteria each state met within the explicit selection process policy area

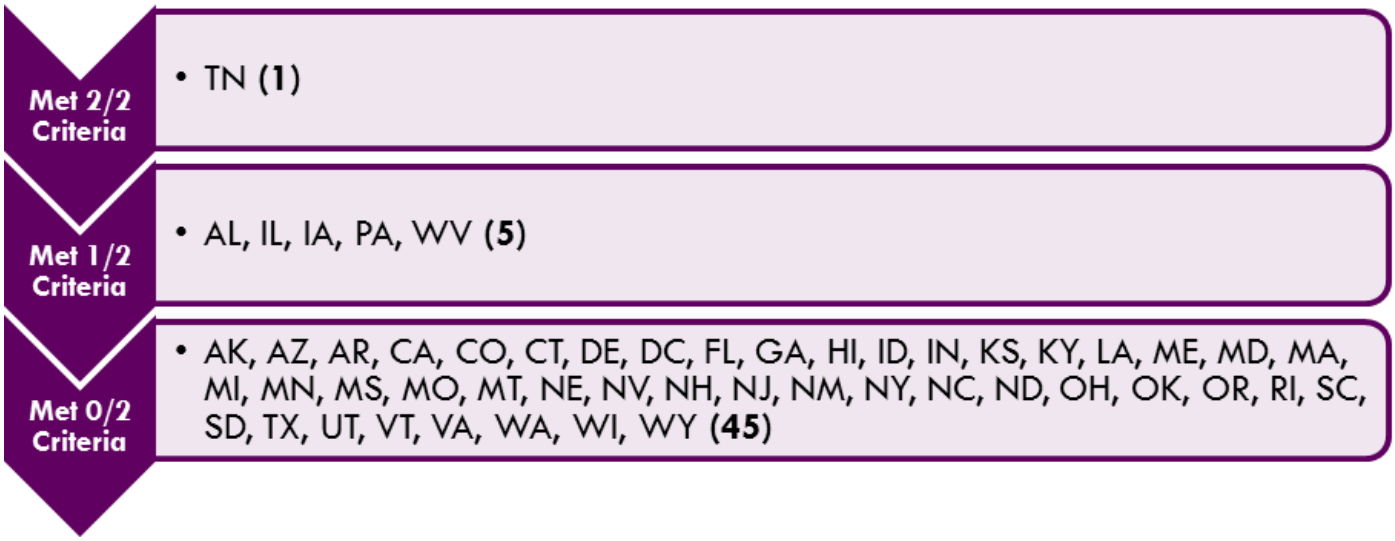

Figure 6 above organizes states by the proportion of criteria met for the explicit selection process area. Unlike the previous table, a state can only be listed once. For instance, Tennessee is included in the counts and lists of states for both 1.1 and 1.2; therefore, it is only seen once in the figure above since it has both, or 2 out of 2, criteria in this policy area.

Policy Example for Explicit Selection Process

State: Tennessee

Source: Tennessee State Board of Education, Learning Centered Leadership Policy 5.101

Candidate Selection Process: Identifying and selecting high performers for leadership training is a daunting task for program providers and LEAs to manage. Candidate selection must be rigorous. Recruitment and selection of program candidates should help address targeted district hiring needs related to candidate experience, demographics, and projected leadership openings. LEAs and their preparation program partners must describe and implement a selection process that includes: ***Required***: (a) How a set of criteria that conveys a clear description of the characteristics of applicants will be collaboratively developed; (b) How the components of the selection process will be determined: application procedures and timelines; screening and evaluation procedures, including interview protocols, 360-degree evaluations, performance portfolios or other documentation formats, in-basket exercises, writing samples, scoring rubrics, etc.; and the district's and participant's obligations to each other; (c) How information about selection criteria, application process, evaluation components, district/participant obligations, and required forms will be prepared and disseminate to all teachers and professional staff in the school districts, as well as any other groups of professionals who may be considered for the pool; (d) How screening and evaluation committees members from university/non-higher education program provider faculty, LEAs, and exemplary practitioners will be selected; (e) How consistent, ethical and fair selection practices will be established and monitored; and (f) How agreed-upon reliable procedures for analyzing candidate data from multiple measures will be assessed. ***Recommended***: (a) Conduct informational meetings with school faculties and other groups of potential applicants.; (b) Publish information about the selection of the leadership pool in the LEA's communication media, and keep all employees informed.

Criteria: Approved instructional leadership preparation programs will require that all candidate applicants hold a current teacher license, have a minimum of three (3) years of successful education working experience, and submit a confidential application portfolio that contains the following: ***Required***:

1. Copy of the most recent performance appraisal,
2. Current professional development plan,
3. Evidence of ability to improve student achievement and also demonstrated leadership in coaching other teachers to raise student achievement,
4. Evidence of knowledge about curriculum, instruction and assessment,
5. A personal statement of career goals and how the preparation program would assist the candidate in reaching stated goals,
6. Recommendations as specified in partnership agreement,
7. Evidence that describes qualities of collaboration, cooperation and relationship building,
8. Demonstration of effective oral and written communications skills, and
9. Successful completion of an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty that can determine if the candidate has: (a) Implemented innovative learning strategies in their classrooms; (b) Shown good communications, human relations, and organizational skills; (c) Used student data and work samples to make instructional decisions; and (d) Demonstrated high ethical standards.

Recommended: (a) Challenged students through rigorous, standards-based teaching; (b) Integrated technology into daily teaching; (c) Worked collaboratively on teaching/learning issues with teaching teams; (d) Analyzed research and applied it to practice; (e) Demonstrated leadership in the larger community; (f) Demonstrated the ability to articulate and implement a vision; (h) Shown commitment to continuous improvement; (i) Shown evidence of leadership and management potential, including evidence of most recent accomplishments in the area of instructional leadership; (j) Provide for joint screening by university/non-higher education program provider and school system leaders with assessment tools; (k) Conduct observations and videos of classroom and peer teaching.

Clinically Rich Internship

The internship is widely considered to be the most valuable part of a preparation program (Cordeiro & Sloan, 1996; Darling-Hammond et al., 2007; Leithwood & Jantzi, 1999; Hackmann et al., 1999; Militello et al., 2009; Orr, 2011; Perez et al., 2011). Internships integrate learning, provide on-the-job training, and prepare candidates for the challenges that leaders face (Militello et al., 2009; Murphy et al., 2008). Darling-Hammond et al. (2007) found that clinically rich internships improved principal practice.

In order to provide candidates with the essential skills for success, the internship needs to be clinically rich. A clinically rich internship is defined as deliberately structured to integrate the field experience with preparation program curricula (Darling-Hammond et al., 2007; Hackmann et al., 1999; Leithwood & Jantzi, 1999), focused on problem-based learning by engaging in core leadership practices (Darling-Hammond et al., 2007; Davis et al., 2005; Leithwood et al., 1996), and supervised by an expert mentor (Davis et al., 2005; Leithwood et al., 1996). In addition, the field-based experience should expose candidates to diverse settings (Hackmann et al., 1999) and allow for sufficient time in the field (Cordeiro et al., 1993; Jackson & Kelley, 2002).

For this analysis, the clinically rich internship policy area is defined by the following policy criteria: (3.1) deliberately structured, (3.2) field work is tightly integrated with curriculum, (3.3) engagement in core leadership responsibilities, (3.4) supervision by an expert mentor, (3.5) exposure to multiple sites and/or diverse populations, and (3.5) requires 300+ hours of field based-experience. Table 3 provides the breakdown of states by criteria.

Out of 50 states and D.C., 30 met one or more of the 6 criteria for the clinically rich internship, and 21 states did not meet any criteria for a clinically rich internship. Supervision by an expert veteran was the most commonly legislated aspect of the internship ($n = 25$). Twenty-one states provided some guidance about how to deliberately structure the internship. Two states, Ohio and New Mexico, simply stated that there must be an internship experience but did not legislate any additional requirements.

The duration of the clinical experience was the least common policy criterion met. Colorado requires the greatest number of hours, 800, while New Mexico requires the fewest number of hours, 180. Six additional states had a time requirement but it was less than 300 hours (AR, GA, NC, NE,

Table 3. States by criterion within the clinically rich internship policy area

Criterion	Total States	States
3.1: Deliberately structured	21	AL, AZ, AR, CA, CO, CT, GA, IL, IA, KY, ME, MA, MN, MO, NY, OH, PA, TN, TX, UT, VA
3.2: Field work is tightly integrated with curriculum	16	AL, AZ, CA, CO, CT, GA, IA, IL, KY, MA, ME, MN, MO, NY, TN, VA
3.3: Engagement in core leadership responsibilities	18	AL, AZ, CA, DE, FL, GA, IA, IL, KY, MA, ME, MN, MO, NJ, TN, UT, VA, WI
3.4: Supervision by an expert veteran	25	AL, AZ, AR, CA, CO, DE, FL, GA, IL, IA, KY, ME, MA, MN, MO, NY, NC, PA, RI, TN, UT, VT, VA, WV, WI
3.5: Exposure to multiple site and/or diverse populations	18	AL, AR, CA, CT, GA, IL, IA, KY, MA, MN, NY, RI, SD, TN, UT, VT, VA, WV
3.6: Requires 300+ hours of field based experience	14	CO, DE, IA, ME, MA, MN, MO, NJ, NY, PA, RI, UT, VA, VT

NM, WV).

Only four states met all six criteria for the clinically rich internship. In order for a state to show evidence of this high leverage policy area in this analysis, the state must have evidence of policy meeting three or more of the six criteria. While there is support for all of the criteria, and ideally states would legislate all six aspects of the internship, there was not a consistent pattern across states as to which elements of the internship were mentioned in policy. For this reason, we felt that legislating half of these equally important criteria would be sufficient to be considered as having high leverage policy for clinically rich internships. Figure 7 provides summary data of the proportion of criteria met by each state for this area.

Examples of well-developed policy for a clinically rich internship come from two states that mentioned all six criteria, Iowa and Massachusetts.

Figure 7. Proportion of criteria each state met within the clinically rich internship policy area

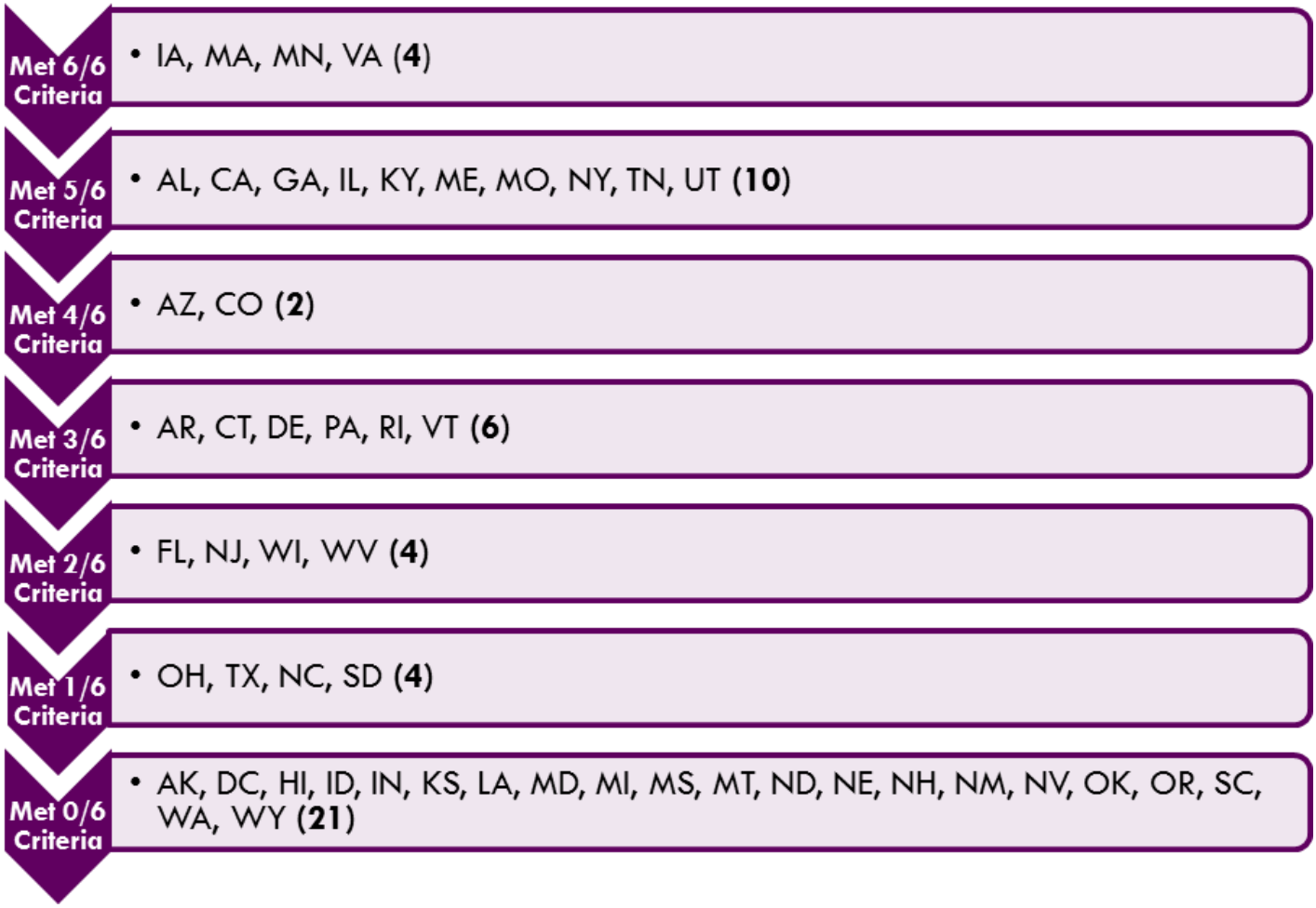

Figure 7 organizes states by the proportion of criteria met for the clinically rich internship policy area. Unlike Table 3, a state can only be listed once. For instance, Iowa is included in the counts and lists of states for all 6 criteria; therefore, it is only seen once in the this figure since it has all, or 6 out of 6, criteria in this policy area.

We include examples from these states because while both states met all six criteria, each state focuses on different criteria. Iowa provides more detail on the type of activities of leadership activities the intern must be exposed to, including planning for improvement and ethical leadership, while Massachusetts ensures the quality of the mentor or supervising practitioner by providing specific guidelines for appropriately qualified personnel and their role in training.

Policy Example for Clinically Rich Internship

State: Iowa

Source: [ARC 8053B, IAB 8/26/09, effective 9/30/09; ARC 1780C, IAB 12/10/14, effective 1/14/15]

281—79.16 (256) *Administrator preparation clinical practice standard*. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators in accordance with the following provisions.

79.16(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating administrators.

79.16(2) The PK-12 school and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both: 1) High-quality college/university supervisors, and 2) High-quality cooperating administrators.

79.16(3) Cooperating administrators and college/university supervisors share responsibility for evaluating the candidate's achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.

79.16(4) Clinical experiences include all of the following criteria:

(a) A minimum of 400 hours during the candidate's preparation program. (b) Take place with appropriately licensed cooperating administrators in state-approved schools or educational facilities. (c) Take place in multiple high-quality educational settings that include diverse populations and students of different age groups. (d). Include minimum expectations and responsibilities for cooperating administrators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members. (e) Include prescribed minimum expectations and responsibilities of the candidate for ethical performance of both leadership and management tasks. (f) The involvement of the administrator candidate in relevant responsibilities to include demonstration of the capacity to facilitate the use of assessment data in affecting student learning. (g) Involve the candidate in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
(h) Involve the candidate in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating administrators in the school.

79.16(5) The institution annually delivers one or more professional development opportunities for cooperating administrators to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.

79.16(6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates.

Policy Example for Clinically Rich Internship

State: Massachusetts

Source: M.G.L. c. 69, § 1B; c. 69, §§ 1J and 1K, as amended by St. 2010, c. 12, § 3; c. 71, § 38G.

7.2 Definitions

Administrative Apprenticeship/Internship: A comprehensive field-based learning experience of at least 300 hours in the role and at the level of the license sought, guided by a trained mentor who holds a Professional license in the same role. It shall provide seminars, workshops, and other opportunities for candidates to address the Professional Standards for Administrators set forth in 603 CMR 7.10 and prepare candidates for a Performance Assessment for Initial License. Such experience should be regularly spaced over the course of an academic year and may be completed as a paid or unpaid apprenticeship or as an internship while the candidate is employed as an acting administrator.

(4) Requirements for Field-Based Experience for the Initial License. Field-based experiences are an integral component of any program for the preparation of educators. They must begin early in the preparation program (pre-practicum) and be integrated into the courses or seminars that address Professional Standards for Teachers or Professional Standards for Administrators.

Practicum/Practicum Equivalent Experiences

Practicum/practicum equivalent experiences must be

- completed within a Massachusetts public school, approved private special education school, Massachusetts Department of Early Education Care approved preschool, educational collaborative, or a school that requires Massachusetts educator licensure; and
- supervised jointly by the supervisor from the preparation program in which the candidate is enrolled and the qualified supervising practitioner. The supervising practitioner responsible for the larger portion of the practicum or practicum equivalent and the program supervisor will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the supervising practitioner and the program supervisor will be resolved by the decision of a third person chosen jointly by them.

All individuals in educator preparation programs shall assume full responsibility of the classroom for a minimum of 100 hours. For educators not based in a classroom (i.e. administrative roles or professional support personnel), full responsibility requires that candidates assume full control of all duties regularly fulfilled by supervising practitioner. The 100 hours of full responsibility does not have to be consecutive. The intent of this requirement is to mirror the experience of being a full-time educator. Sponsoring Organizations should keep this intent in mind when developing additional guidance around expectations for candidates' practicum experience.

Practicum/Practicum Equivalent requirements are as follows [603 CMR 7.04 (4)]: Principal/Assistant Principal- 500 hours

A Supervising Practitioner is an educator who has

- at least three full years of experience under an appropriate Initial or Professional license; and
- received a rating of proficient or higher on his/her most recent summative evaluation.

Sponsoring Organizations need to identify effective placements for their candidates. This can be accomplished through the development of close partnerships with local school districts. Maintaining direct communication with district administrators as a part of a mutually beneficial partnership will enable Sponsoring Organizations to more easily identify appropriate placements for their candidates. Sponsoring Organizations will need to ask school district administrators to supply the Sponsoring Organizations with a list (the "list" may contain only one name) of the names of teachers and administrators who the school district recommends and who are both interested and qualified (worked under the appropriate Initial or Professional license for at least three years and rated proficient or higher on most recent summative evaluation) to act in the role of a supervising practitioner.

University-District Partnerships

An emergent area in literature and practice supports the notion that formal partnerships between districts and universities will help improve both preparation and practice (Davis et al., 2005). Partnerships provide the district or districts with a greater number of candidates who are prepared to lead. Also, university-district partnerships ensure higher levels of commitment and greater rates of advancement into the principalship (Orr & Barber, 2007).

More successful programs also have partnerships in which the university and district collaborate on selection, internships, and joint development of curriculum (Darling-Hammond et al., 2007; Jackson & Kelley, 2002). One reason for a partnership is to enrich the internship experience and another is to ensure a deeper pool of qualified principal candidates. We recognize it can be a particular challenge for universities in rural communities to build these kinds of partnerships, due to the lack of concentration of schools and districts nearby the university.

Based on the research and the emerging success of select university-district partnerships in helping to improve the principal pipeline, three criteria were included in this analysis: (4.1) commitment from district to provide a clinically rich internship experience, (4.2) district-provider collaboration on selection, and (4.3) alignment between district needs and program design. These criteria have some overlap with the previous two policy areas, selection and the clinically rich internship, as they serve to allow for a more thoughtful approach to preparing principals who meet the needs of the districts being served. Table 4 provides the breakdown of states by criteria.

Of the total number of states, 16 states (32%) require a partnership between the university and one or more of the districts in which graduates are most commonly placed. Over half of those states (n = 9) require all three sub-standards. The

Table 4. States by criterion within university-district partnership policy area

Criterion	Total States	States
4.1: Commitment from district to provide a clinically rich internship experience	13	AL, AZ, CA, FL, IL, IA, KY, NY, NC, PA, TN, VA, WV
4.2: District-provider collaboration on selection	10	AL, CA, IL, KY, MA, NC, PA, TN, VA, WV
4.3: Alignment between district needs and program design	16	AL, AZ, CA, FL, GA, IL, IA, KY, MA, MD, NY, NC, PA, TN, VA, WV

Figure 8. Proportion of criteria each state met within the university-district partnership policy area

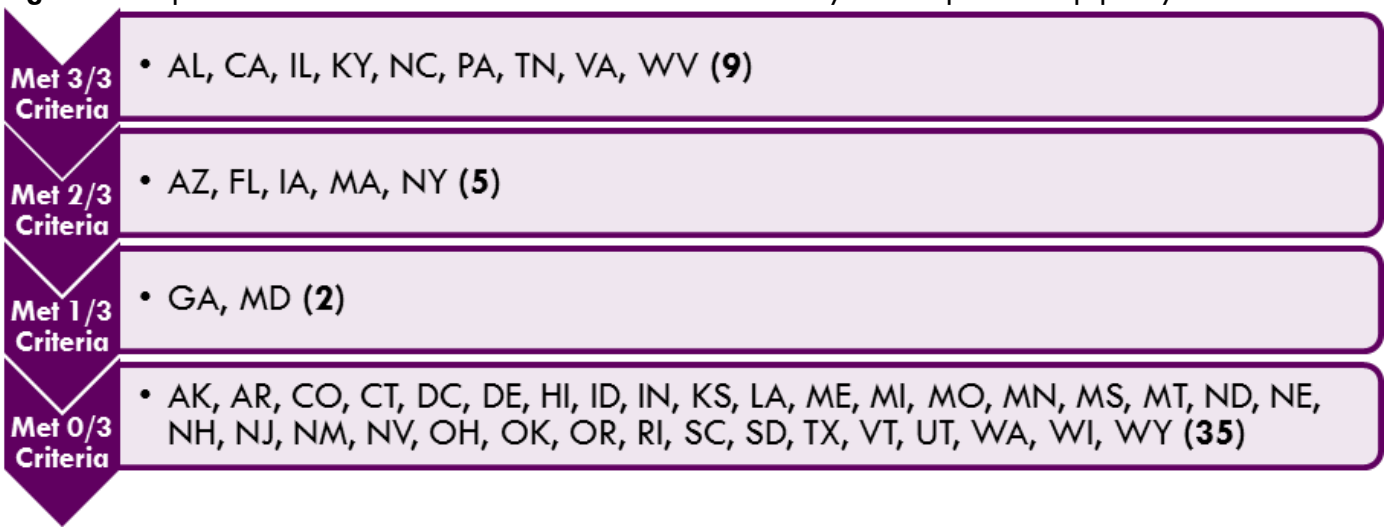

Figure 8 organizes states by the proportion of criteria met for the university-district policy area. Unlike the Table 4, a state can only be listed once. For instance, Alabama is included in the counts and lists of states for all 3 criteria; therefore, it is only seen once in the Figure 8 since it has all, or 3 out of 3, criteria in this policy area.

most common partnership policy had to do with ensuring the alignment between district needs and program design (n = 16). Figure 8 provides summary data of the proportion of criteria met by each state for this area.

In order to show evidence of a partnership, states must have evidence in policy for all three policy criteria. Below is an example of a well-developed policy from Kentucky.

While nine states had evidence of all three criteria for policy on university-district partnership, Kentucky had the most clear and well-developed documentation supporting this high leverage policy. For additional suggestions, review the application for preparation program approval for Illinois (http://www.isbe.state.il.us/prep-eval/pdf/prin_prep_app.pdf). Illinois provides a detailed memorandum of understanding for programs and districts, which includes all of the policy criteria.

POLICY EXAMPLE FOR UNIVERSITY-DISTRICT PARTNERSHIP

State: Kentucky

Source: 16 KAR 3:050. Professional certificate for instructional leadership - school principal, all grades.

Relates to: KRS 161.020, 161.027, 161.028, 161.030, Statutory Authority: KRS 161.027, 161.028, 161.030, Necessity, Function, and Conformity: KRS 161.020 (http://www.lrc.ky.gov/kar/016/003/050.htm)

Section 2. Conditions and Prerequisites. (1) The provisional or professional certificate for instructional leadership - school principal shall be issued to an applicant who has completed an approved program of preparation and requirements, including assessments.

3. Advanced knowledge of curriculum, instruction, and assessment; and

(d) An agreement from a school district pledging support that includes opportunities for the candidate to participate in a high quality practicum experience. The agreement shall include:

1. A description of how the district will provide opportunities for the candidate:

a. To observe school and district leadership; and

b. To participate in school and district leadership activities;

2. Confirmation that the candidate shall be permitted to utilize aggregated school and district information and data; and

3. The signature of the district superintendent or the district superintendent's designee.

Section 4. Principal Preparation Programs. (1) All principal preparation programs approved or accredited by the Education Professional Standards Board prior to May 31, 2009 shall no longer be approved or accredited as of December 31, 201

b. The Education Professional Standards Board shall consider recommendations from staff and the Principal Preparation Program Redesign Review Committee and shall issue a decision pursuant to 16 KAR 5:010, Section 22(4).

(2) Beginning May 31, 2009, in addition to the requirements established in 16 KAR 5:010, Section 22, the educator preparation unit shall prepare and submit to the Education Professional Standards Board for each principal preparation program for which the institution is seeking approval a concise description of the preparation program which shall provide the following documented information: (1) Signed collaborative agreements with school districts that include joint screening of principal candidates by both district and university; joint identification of potential program leaders and mentors; district and university codesign and codelivery of courses; and the manner in which the principal preparation program is based on the identified leadership needs of each district.; (2) The protocol for screening applicants that ensures the identification and admission of high quality candidates into the program; (3) A matrix that illustrates the alignment between specified standards and performance indicators and the program's curriculum and field experiences; (4) A syllabus for each of the program's required courses; (5) The program's plan to collaborate with academic disciplines and programs outside of the field of education in order to supplement the candidate's knowledge and skills set; (6) The program's plan to collaborate with each district in providing high quality field experiences that enhance courses throughout the entire program; ensure that the candidate has a continuum of school-based experiences that range from observing, to participating, to leading; and expose the candidate to diverse student populations and school environments.; (7) The program's plan to use rigorous formative and summative evaluations of each candidate's knowledge and skills to advocate, nurture, and sustain a school culture that promotes and supports high levels of learning for all students; and knowledge and skills to manage a school for efficiency, accountability, and safety; (8) The program's plan to require all candidates to conduct a capstone project and defend it to a panel of program faculty and practicing school administrators at the end of Level I preparation. 79.16(6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates.

Program Oversight

The use of state or national oversight to assess and approve programs has very little empirical background but is still necessary to ensure the realization of high quality preparation. If a state does not have strong oversight policy, there is no means by which to monitor or enforce other policies. Programs that regularly assess quality and strive for improvement are more likely to be effective (Glasman et al., 2002). By regularly requiring programs to report on their progress and by having an external, trained oversight team visit the school to evaluate the components of the program, programs are devoting time to self-assessment.

This process has been formalized through the Council for Accreditation of Educator Preparation (CAEP), which determines the quality of educator preparation programs, including traditional institutions of higher education and alternative pathways, through an accreditation system. CAEP is an organization formed from the consolidation of the National Council for Accreditation of Teacher Education (NCATE) and The Teacher

Table 5. States by criterion within the program oversight policy area

Criterion	Total States	States
5.1: Requires state review at specified intervals	26	AR, CO, CT, DE, FL, GA, ID, IL, IA, KS, KY, LA, ME, MA, MI, MN, NV, NM, ND, RI, TN, TX, VA, WA, WV, WI
5.2: Plan for initial program oversight includes documentation and site visits	32	AZ, AR, CA, CO, CT, DE, DC, FL, GA, ID, IL, IA, KS, KY, LA, MD, ME, MA, MN, NH, ND, NM, PA, RI, SD, TN, TX, VT, VA, WA, WV, WI
5.3: Requires oversight team to have relevant experience and training	30	AZ, AR, CA, CO, CT, DE, DC, GA, ID, IL, IA, KS, KY, LA, ME, MD, MA, MN, NJ, NM, NY, ND, RI, SD, TN, VT, VA, WA, WV, WI
5.4: Includes feedback mechanism to improve practice	30	AZ, AR, CA, CO, CT, DE, FL, GA, ID, IL, IN, IA, KS, KY, LA, ME, MA, MN, MO, NH, NM, ND, RI, TN, TX, VT, VA, WA, WV, WI

Figure 9. Proportion of criteria each state met within the program oversight policy area

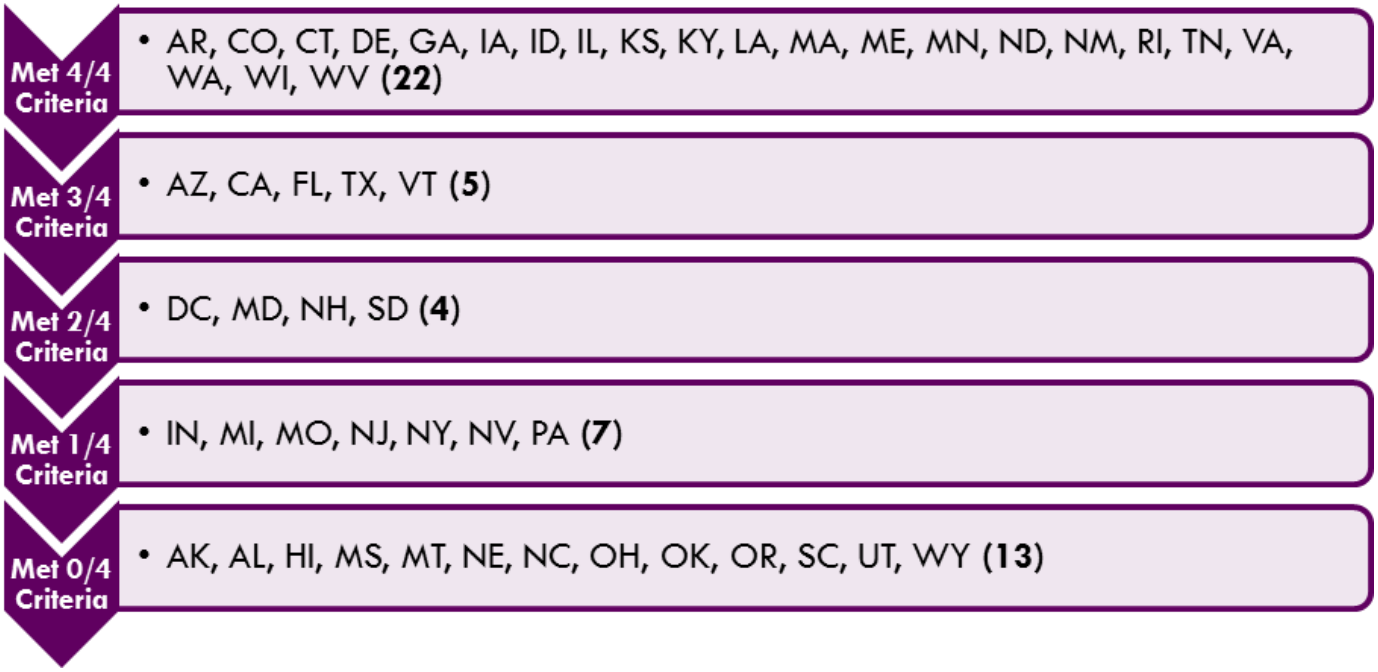

Figure 9 organizes states by the proportion of criteria met for the program oversight area. Unlike the Table 5, a state can only be listed once. For instance, Arkansas is included in the counts and lists of states for all 4 criteria; therefore, it is only seen once in Figure 9 since it has all, or 4 out of 4, criteria in this policy area.

Education Accreditation Council (TEAC) in 2013. Many states list CAEP as the official accrediting agency or as an accrediting body option. Some list TEAC or NCATE, but the functions of these organizations have been administered through CAEP since the consolidation.

The program oversight policy area consists of the following criteria: (5.1) state review at specified intervals, (5.2) plan for initial program oversight includes documentation and site visits, (5.3) oversight team with relevant experience and training, and (5.4) feedback mechanism to improve practice. Table 5 provides the breakdown of states by criteria.

Thirty-seven of the 50 states and D.C. have policy meeting one or more of the four criteria for oversight with over half of those states requiring all four, including planned intervals for state review (n = 26), documentation and/or site visits (n = 32), a trained oversight team (n = 30), and feedback mechanism for program improvement (n = 30). Of the states with all four standards (n =20), 60% specifically mentioned CAEP (n = 7) or NCATE/TEAC (n = 6) as the accrediting body. Twenty-nine states required documentation and site visits with three states requiring only documentation. Of the 25 states that require state review, the specified interval is typically every five or seven years, often with shorter cycles for programs with a probationary approval status. Figure 9 provides summary data of the proportion of criteria met by each state for this area.

In order for a state to be considered having high-leverage policy for program oversight, it must have policy addressing all four criteria.

Although 22 states have well-developed policy in the area of program oversight, a recent example from West Virginia, revised in 2014, provides a great level of detail on all four criteria and requires the use of CAEP as an accrediting body.

Policy Example for Program Oversight

State: West Virginia

Source: TITLE 126: LEGISLATIVE RULES: BOARD OF EDUCATION, SERIES 114, APPROVAL OF EDUCATOR PREPARATION PROGRAMS (5100)

§126-114.13. Authorization and Accreditation Requirements.

13.1. Institutional Authorization. - A publicly supported educator preparation program provider (EPP) must be authorized by its governing board to offer educator preparation program(s) of study leading to West Virginia licensure, evidenced by a letter from the West Virginia Higher Education Policy Commission. In the case of EPPs housed in private institutions, a letter from the chief executive officer of the entity authorizing the educator preparation program of study must be provided.

13.2. Institutional Accreditation. - An institution offering WVBE-approved educator preparation programs of study must hold regional accreditation as defined in §126-114-5 of this policy.

13.3 CAEP Accreditation – All EPPs offering educator preparation programs of study that lead to licensure to work in the public schools of West Virginia must meet CAEP eligibility criteria or be in the CAEP candidacy process.

§126-114-14. Educator Preparation Program Approval Process.

14.1. Granting of Approved Program Status. - The WVBE is the statutory body with the authority to recognize educator preparation programs leading to the licensure of educators to serve in the public schools of West Virginia. The EPPRB will recommend approval status to the WVBE consistent with §126-114-5.

14.2. Initial Program Provider Approval.

14.2.a. Request for Institutional Approval. - An institution that does not currently offer WVBE approved programs and that meets CAEP eligibility criteria to become a CAEP candidate may notify the WVBE of its desire to become an educator preparation provider and offer programs of study leading to licensure of educators to serve in the public schools of West Virginia. This notification must be submitted in writing to the WVBE as least one year prior to the anticipated implementation date of

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the proposed program(s).

14.2.b. Prerequisite Requirements. – Effective July 1, 2016, an institution seeking approval to offer a WVBE- approved educator preparation programs must meet authorization and accreditation requirements indicated in §126-114-1113 prior to the review of the proposed program.

14.2.c. Self-Study. - Self-study and program approval procedures and requirements for a new educator preparation program are described in administrative guidelines available from the WVBE.

14.2.d. Educator Preparation Provider (EPP) Approval Status. - The WVBE may grant "Initial Approval Status" to new educator preparation programs of study prior to their inclusion in the EPP's CAEP accreditation review. Also, the WVBE, upon recommendation of EPPRB, may classify the status of EPPs as follows: "Initial Approval Status," "Continuing Approval Status," and "Probationary Approval Status,"

14.2.d.1. Initial Approval Status. - Following a review and recommendation by the EPPRB, the WVBE may grant "initial approval" to a new educator preparation program of study that has not previously been included in the EPP's CAEP accreditation review. "Initial Approval Status" may be granted by the WVBE for a period of five years. The educator preparation provider (EPP) will be required to document in its annual report the progress it is making ensure the success of its graduates to promote student achievement in the public schools in the institution's service region. During the "Initial Approval Status" stage, the EPP may recommend graduates for West Virginia certification.

14.2.d.2. Continuing Approval Status. - Following a review and recommendation by the EPPRB, the WVBE may grant "Continuing Approval Status" to those EPPs that have received "Exemplary Accreditation" or "Full Accreditation" by CAEP. To maintain "Continuing Approval Status" programs with the WVBE, EPPs must undergo the CAEP accreditation review and receive approval every seven years.

14.2.e. Probationary Approval Status. - Following a review and recommendation by the EPPRB, the WVBE may assign "Probationary Approval Status" to EPPs that have been assigned "Probationary Approval Status" by CAEP for EPPs that meet or surpass CAEP guidelines in four CAEP standards, but fall below in one of the standards.
14.2.f. In the event of a CAEP revocation or denial of accreditation of an EPP, the EPPRB will review the CAEP evaluation of the EPP and make a recommendation to the WVBE.

14.3. WVBE/CAEP Accreditation Agreement.
14.3.a. The WVBE is committed to working collaboratively with West Virginia EPPs (public and private) that hold or are seeking CAEP accreditation for the purpose of minimizing duplication in the CAEP accreditation review process. Hence, the WVBE has entered into an agreement with CAEP for the purpose of requiring all EPPs delivering WVBE-approved educator preparation programs of study to hold CAEP accreditation. In addition, the WVBE commits to collaboration with all EPPs, public and private, for the purpose of coordination of CAEP accreditation review procedures. Such collaboration shall include, but is not limited to training a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools, establishing program review timetables, format and content of institutional reports, selection/appointment, number and role of joint (state and CAEP) review team members and the reporting of program review results.

14.3.b. Approved Standards and Processes for Program Review for Programs of Study Leading to Professional Practice in a School Setting.
14.3.b.1. Option 1 - CAEP Program Review with National Recognition. CAEP Program Review with National Recognition applies Specialized Professional Associations' (SPAs) standards in the SPA review process and can result in National Recognition. As evidence of quality, CAEP accepts the decisions of SPA areas that are recognized by the United States Department of Education or the Council for Higher Education Accreditation. The results of all SPA decisions will be reported to the WVDE, the institution and its governing agency. Program review reports will also be available for review during the off-site and on-site reviews. Proper documentation of current approval status must be presented by the EPP to the ART team. Programs receiving full national recognition through the SPA review process and meeting all state standards and relevant policy adopted by the WVBE and standards particular to the EPP will also be considered state approved.

14.3.b.2. Option 2 - CAEP Program Review with Feedback. For content programs leading to licensure for which there is no national SPA, the EPP will use Option 2 CAEP Program Review with Feedback as its program review process. The results of the CAEP Program Review with Feedback will be reported to the institution, the WVDE, the ART and the governing agency. The Program Review with Feedback reports will be available to the ART during the off-site process and the on-site visit. The ART will provide a recommendation regarding the status of each program utilizing Option 2.

14.3.c. Review of WVBE-Approved Programs at the Discretion of the WVDE. – The WVDE may determine that a review of WVBE-approved programs is necessary at a time that does not coincide with the institution's scheduled accreditation review through the CAEP accreditation review process. At its discretion, the WVDE may assemble a team of representatives from the WVDE, higher education and the public schools to review any matters of concern identified by the WVDE.

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§126-114-15. Educator Preparation Program Review Board (EPPRB)

15.1. Educator Preparation Program Review Board Purpose (EPPRB). - The WVBE has created the EPPRB to make recommendations to the WVBE regarding initial and continuing educator preparation program approval.

15.2. EPPRB Composition. - The EPPRB shall be comprised of seven members selected from a pool of trained educator preparation program of study assessors/examiners; three members shall represent higher education (two representatives appointed by the West Virginia Higher Education Policy Commission and one representative appointed by the West Virginia Independent Colleges and Universities) and three members shall represent public education, grades PreK-Adult, appointed by the WVBE. Each year the chairperson of the WVCPTS shall appoint a higher education representative of the WVCPTS to the Board EPPRB. The terms of the EPPRB members shall be for three years. An EPPRB member must exempt himself/herself from deliberations and actions related to the status of an EPP if s/he is an employee of that institution or served as a team member during

the institution's program review. EPPRB members may not be appointed to serve more than two consecutive terms.

15.3. EPPRB Functions. - The primary functions of the EPPRB are to: 1) review and make recommendations regarding documents submitted by EPPs requesting "Initial Status" for a new educator preparation program of study that has not previously been included 1) the CAEP accreditation review; 2) review and make recommendations regarding documents related to EPP- proposed content specializations that have not previously been included in the CAEP accreditation review; 3)review and make recommendations regarding Option 2 in the CAEP Agreement (Program Review With Feedback) utilizing a collaborative-developed and WVBE-approved rubric to recommend a program of study approval status consistent with §126-114-5.21; 4) review and make recommendations regarding documents submitted by EPPs requesting "Approval Status for a Revised Program of Study," and(5) review and make recommendations regarding approval of a new EPP that desires to deliver an educator preparation program of study that leads to licensure to work in the public schools of West Virginia.

15.4. EPPRB Procedures. - The EPPRB member must exempt himself/herself from deliberations and actions related to the status of an EPP if s/he is a current employee of that EPP or served as a team member during the EPP's CAEP accreditation review. The EPPRB shall meet at least once each semester unless no materials have been submitted to it for review and recommendation. Any new content specialization recommended for implementation will be recommended for approval on a timeline consistent with the EPP's CAEP accreditation review cycle. If the EPPRB determines and verifies in its written report that a proposed new program of study or content specialization has serious weaknesses or lacks verification that the standards have been met, the EPPRB may recommend that the WVBE not grant approval. WVDE guidelines are developed for procedures for the operation of the EPPRB.

15.5. EPPRB Process for Review and Re-approval of a Revised Program of Study—Program change that must be submitted to the EPPRB for review : An EPP may change up to 25 percent of a teaching certification program's credit hours in either the professional knowledge components or the content specialization courses without EPPRB re-approval. (This applies to adding/dropping courses, not content changes to courses). If more than 25 percent of a program's credit hours changes from the initial EPPRB approval or last EPPRB approval of a revision in either the professional knowledge components or the content specialization courses, then the EPP must resubmit the proposed changes to the EPPRB for review and re-approval.

§126-114-16. Annual Report.

16.1. Annual Report. - Each WVBE-approved educator preparation provider (EPP) shall submit an annual report in the CAEP Accreditation Information Management System (AIMS). The EPP annual report should include information/progress on the following: a) progress in removing any CAEP-identified areas for improvement, b) substantive changes, c) links to candidate performance data on its website, d) the eight annual measures of program outcomes and impact and pathway-specific progress, as requested. The eight annual measures of program outcomes and impact are 1) impact that completers' teaching has on P-12 learning and development; 2) indicators of teaching effectiveness; 3) results of employer surveys and including retention and employment milestones; 4) results of completer surveys, 5) graduation rates from preparation programs; 6) ability of completers to meet licensing (certification) and any additional state requirements (license rates); 7)ability of completers to be hired in education positions for which they were prepared (hiring rates); and 8) student loan default rates and other relevant consumer information. Based upon information gleaned from the EPP annual reports, CAEP is required by the CAEP Commission on Standards and Performance Reporting to identify levels and significant amounts of change in any of these eight indicators that would prompt further examination by the CAEP Accreditation Council's annual Monitoring Committee. Outcomes could include: (1) requirement for follow-up in future year; 2) adverse action that could include revocation of accreditation status; or 3) recognition of eligibility for a higher level of accreditation. WVDE will have access to the AIMS to review annual reports submitted by the EPPs as well as the CAEP responses to the reports. Also annually, CAEP reports to the public the state/progress of accreditation and other consumer information about the status and trends of outcomes for completers.

16.2. Noncompliance. - An EPP that fails to submit or to meet the criteria for any WVBE and/or CAEP accreditation report is subject to having the EPP's program approval status withdrawn in addition to paying the required federal fines. When an EPP fails to submit the required information, the WVDE may recommend an alteration in the program's approval status to the WVBE for review and action.

Regulatory Policies for Principal Preparation Program Approval

In addition, there are four policy areas that, while of practical importance, do not have a body of research-based evidence to support their contribution to school or principal effectiveness. They do, however, function as regulatory policies that help to provide the state with the power to monitor the content of preparation programs (standards), to evaluate the success of programs and readiness of candidates (assessment), and to determine who is eligible for continued or advanced licensure (renewal). These policies are intended to support the quality of the candidates who are placed in and remain in schools, although research cannot confirm the assumption that they perform this intended function.

The first policy area of practical importance is from the principal preparation program approval rubric, while the remaining policy areas are from the candidate licensure rubric, which are discussed in the next section. The policy area and criteria from the principal preparation program rubric are

- **Program standards**
  - Has adopted or adapted leadership standards from a nationally recognized organization

For this policy area, the next section discusses

- the research base and practitioner experience supporting the inclusion of the policy area and accompanying criteria in this analysis, and
- an overview of findings within the regulatory policy area.

Program Standards

Standards serve as a guideline for developing research-based curriculum and should align with the practices necessary for being a successful leader (Barnett, 2005; Darling-Hammond et al., 2007). In fact, school-based and district-level administrators have suggested that the Interstate School Leaders Licensure Consortium (ISLLC) standards are closely related to the tasks that they actually performed in practice (Barnett, 2005). These standards provide a basis for designing courses as well as the activities embedded in preparation program coursework by ensuring a focus on instructional leadership and school improvement.

All 50 states and the District of Columbia have either adopted or adapted national standards, most frequently the 1996 or 2008 ISLLC standards. The ISLLC standards were developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) in 1996 and revised in 2008 and 2015 (yet to be formalized at the time of publication). These standards are intended to provide guidance to policymakers to help improve preparation programs and licensure.

Two states (FL, NJ) adopted the 1996 ISLLC standards, while five states adapted the 1996 ISLLC standards (AK, IA, MD, OH, PA). Also, eight states (AR, AZ, DE, KY LA, ME, ND, NY) have adopted the 2008 ISLLC standards, while 29 states adapted the 2008 ISLLC standards. Two of the states (IL, MI) adapted standards using a combination of the 1996 and 2008 ISLLC standards. Meanwhile, five states (AL, CO, NM, OK, TX) have developed state standards that are aligned with the ISLLC standards. Figure 10 below illustrates these combinations.

Figure 10. State use of ISLLC standards

		Adopted	Adapted
ISLLC Standards	1996	**2** (FL, NJ)	**5** (AK, IA, MD, OH, PA)
	2008	**8** (AR, AZ, DE, KY LA, ME, ND, NY)	**29** (see state profiles)
	Both	**None**	**2** (IL, MI)
State developed standards aligned with ISLLC: **5** (AL, CO, NM, OK, TX)			

Principal Candidate Licensure

Policy for principal candidate licensure varies across the 50 states and District of Columbia, although not nearly as much as policy for principal preparation program approval. Figure 11 below illustrates this variation across the states. States that have enacted policy meeting a greater proportion of the policy criteria for principal preparation program approval are shaded a darker color, while those with less are lighter shades. The state profiles provide a more detailed, numerical summary of what is shown here.

Overview of Policies for Principal Candidate Licensure By State

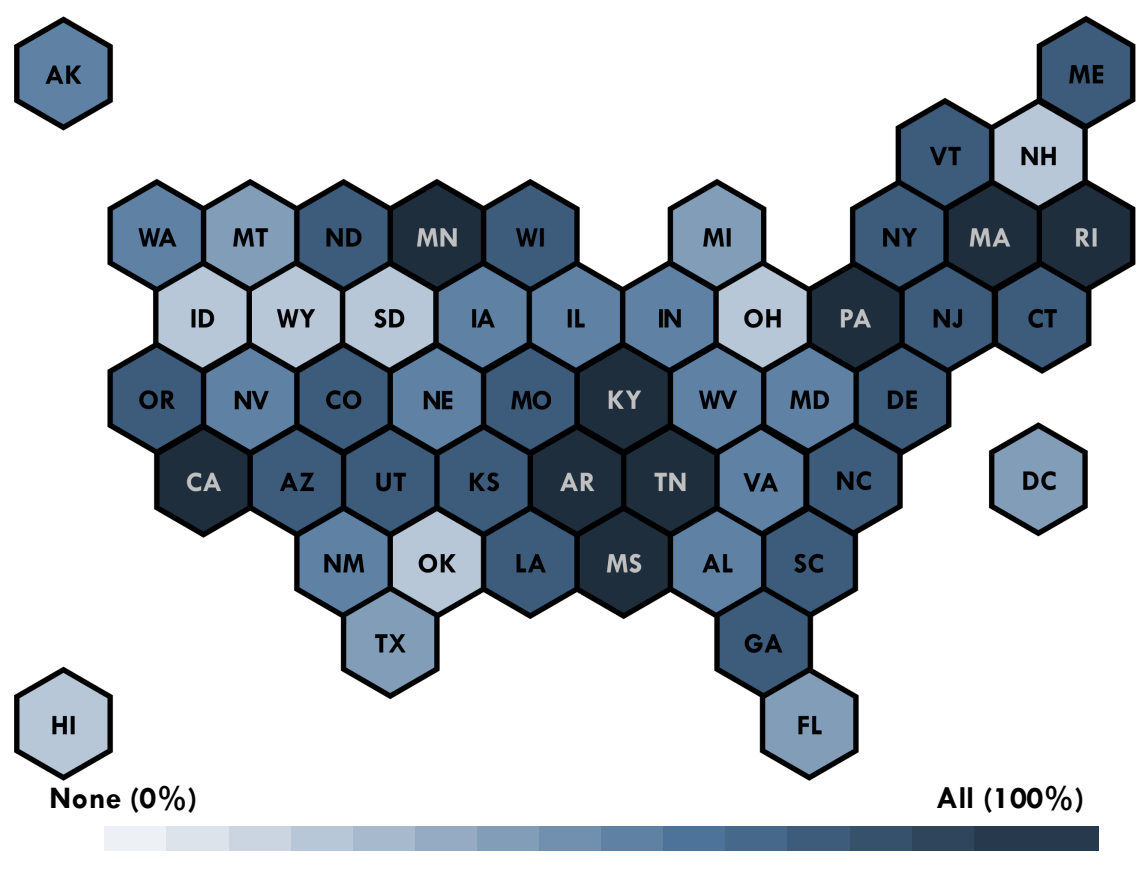

Figure 11. This map illustrates the proportion of policies from the candidate licensure rubric for each state by shade. Darker shades correspond to higher proportions, while lighter shades correspond to lower proportions. For instance, Arkansas, California, Kentucky, Massachusetts, Minnesota, Mississippi, Pennsylvania, Rhode Island, and Tennessee meet criteria for six of the seven criteria, or 85.7%, while Idaho, New Hampshire, Ohio, Oklahoma, South Dakota, and Wyoming meet criteria for two of the seven standards, or 28.5%. The map represents each state as an evenly sized hexagon rather than using a standard map to prevent visual bias towards larger states while also rendering very small states visible. Compared to the map for principal preparation program approval (p. 18), a visual inspection reveals that there is less variation and more states with a high proportion of policy from the candidate licensure rubric. This occurs despite the greater amount of research-based evidence supporting the principal preparation program approval rubric.

High Leverage Policies for Candidate Licensure

While most of the high leverage policy areas are from the principal preparation program approval rubric, the final policy area is from the candidate licensure section of the rubric. This policy area and the accompanying criteria are

- **Experience Requirements**
  - Three or more years of teaching or related school experience
  - Master's degree in Educational Leadership or closely related field
  - Completion of an accredited/approved preparation program

For this high leverage policy area, the following section discusses

- the research base and practitioner experience supporting the inclusion of the policy area and accompanying criteria in this analysis,
- an overview of findings within the each high leverage policy area, and
- examples of well-developed policy for each high leverage policy area.

Following the discussion of the high leverage policies is an overview of the regulatory policies of practical importance for principal candidate licensure.

Few professions would promote a person without prior experience in the field to a leadership position; therefore, it makes little sense to hire principals who lack first-hand knowledge of the experience of teachers and students in a school setting.

Experience Requirements

Only one policy area from the candidate licensure rubric is considered a high-leverage policy area, experience requirements, which includes three criteria regarding teaching experience and education requirements. Experts commonly agree on teaching experience as a prerequisite for the principalship, and in fact, teaching experience is seen as the beginning of preparing for the role of principal (Browne-Ferrigno, 2003; Browne-Ferrigno & Muth, 2009). Knowledge and experience with pedagogy are needed in order to be an instructional leader and to improve teaching and learning (Young, Crow, Murphy, & Ogawa, 2009). Few professions would promote a person without prior experience in the field to a leadership position; therefore, it makes little sense to hire principals who lack first-hand knowledge of the experience of teachers and students in a school setting.

Table 6. States by criterion within the experience requirements policy area

Criterion	Total States	States
1.1: Requires 3+ years teaching or related school experience	39	AL, AK, AZ, AR, CA, CO, CT, DE, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MN, MS, MT, NV, NH, NJ, NM, NY, NC, ND, OR, PA, RI, SC, SD, TN, UT, VT, VA, WA, WI
1.2: Requires a master's degree in educational leadership or a closely related field	20	AR, DE, GA, KY, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NC, ND, PA, RI, TN, UT, WI
1.3: Completion of an accredited/ approved preparation program	43	AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, NE, NV, NJ, NM, NY, NC, ND, OK, OR, RI, SC, TN, TX, VA, WA, WV, WI, WY

In addition to the teaching experience requirement, experts suggest that the quality of preparation would improve if principals were required to obtain a graduate degree from an accredited preparation program, preferably in the area of educational administration or a related field (Browne-Ferrigno & Muth, 2009). Many well-respected professions require an advanced degree; therefore in order to further professionalize the field of education, it is suggested that a master's degree be required for principals.

The experience requirements policy area has three criteria: (1.1) requires three or more years of teaching experience, (1.2) master's degree in educational leadership or closely related field, and (1.3) completion of an approved and/or accredited preparation program. Table 6 shows the states that met each criterion.

All 50 states and D.C. made mention of at least one of the measures of experience. The majority of the states (n = 46) require some school-based experience prior to becoming a candidate for licensure. Of those 46 states, 39 require 3 or more years of experience. Seven additional states only required 2 years of experience (DC, IN, MO, NE, OH, TX, WV).

The nature of the prior professional experience varies across states. While some states require school-based experience be at the classroom level as a teacher (n = 23 or 45%), other states (n = 4 or 8%) require teaching for only a portion of the 3 or more years, allowing the additional years to be any school-based experience.

Of the 23 states that require multiple years of classroom teaching experience, 15 require a range of 2 to 7 years, with most requiring three years of teaching. The additional 8 states mention some measure of teaching quality defined as one or more of the following: successful, in area of certification, in a school meeting state performance standards, or at a level of endorsement.

The rest of the states (n = 20 or 39%) allow the school-based experience to be completely outside of the classroom, including, but not limited to, special services providers, counselors, librarians, social works, and other positions that are "working with students as a licensed professional" or "other relevant experience."

Forty-seven of the 50 states and D.C. legislated one of the two areas of degree requirements. Twenty of the 50 states and D.C. require a master's degree in educational leadership or a closely related field, and 43 states require the completion of an approved and/or accredited

Figure 12. Proportion of criteria each state met within the experience policy area

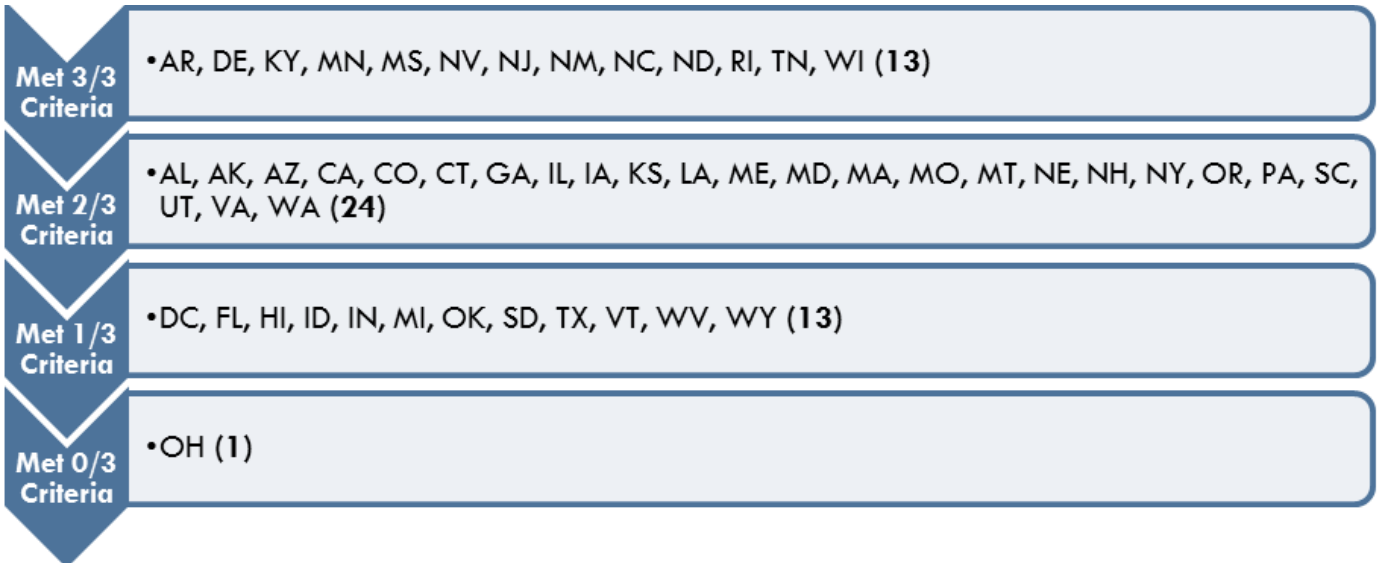

Figure 12 organizes states by the proportion of criteria met for the experience requirements area. Unlike Table 6, a state can only be listed once. For instance, Arkansas is included in the counts and lists of states for all 3 criteria; therefore, it is only seen once in the Figure 12 since it has all, or 3 out of 3, criteria in this policy area.

preparation program. In some cases, the preparation program may result in a master's degree and in others it may only be a credentialing program. Details on the specific education requirements will be found on each state profile in the next section of this report. Figure 12 provides summary data of the proportion of criteria met by each state for this area.

States must have met criteria for 3 or more years of teaching experience and completion of an accredited and/or approved principal preparation program in order to be considered having high leverage policy for the experience requirements area.

In four states (NH, MT, PA, UT) policy did not require a preparation program in addition to teaching but did require a master's degree specifically in educational leadership, which is likely to end in licensure. Georgia and Missouri are unique in that they do not have a teaching requirement but require both education requirements. In those instances, the states provided evidence of the high leverage policy of experience. Wisconsin serves as an example of well-developed policy for the experience requirements policy area.

While a number of states have detailed policy on the experience requirements necessary to become a licensed administrator, we selected Wisconsin as illustrative policy in this area. To receive a principal's license in Wisconsin, a candidate needs successful classroom experience and must have been licensed, but the state also allows for a combination of school-based roles to count towards the 3 year requirement. In addition, the master's requirement must either be in educational administration or must be accompanied by the completion of a preparation program, both options ensuring training in leadership practices and other topics essential for success as a principal.

Policy Example for Experience Requirements

State: Wisconsin

Source: Wisconsin Content Guidelines for Principal (51) Licensure Programs I 34.32

I 34.32 (1) and (2) PRINCIPAL

The principal license is required for a person to serve as a principal or an assistant principal in an elementary, middle, or secondary level school.

- A Principal (51) license is issued at the Early Childhood through Adolescent level
- Individuals must be endorsed by an institution as having completed an approved program that certifies competence in the Wisconsin administrator standards listed in s. PI 34.03, and
- Specific competencies for the principal license determined by the state superintendent based on recommendations made by the professional standards council under s. 115.435, Stats. – Wisconsin Content Guidelines for Principal
- A Principal (51) license is required to supervise and evaluate other professional staff

Degree –

- Have completed an approved master's degree program or the equivalent in the area of administration; OR
- Have completed a master's degree or the equivalent and an approved program leading to a principal license

Professional Education –

- Hold or be eligible to hold any Professional Educator License to teach at the early childhood through adolescence level or shall have completed an approved program leading to a license to teach; OR
- Hold or be eligible to hold a Professional Educator License as a school counselor, a school psychologist, or a school social worker, or shall have completed an approved program leading to one of these licenses.

Experience –

- Have completed three years of successful full-time teaching experience at any of the grades at the early childhood through adolescence level; OR
- Have completed three years of successful experience as a school counselor, a school psychologist, or a school social worker, which includes evidence of at least 540 hours of successful classroom teaching experience

REGULATORY POLICIES FOR PRINCIPAL CANDIDATE LICENSURE

While the candidate licensure rubric includes just one high leverage policy, it also includes regulatory policies of practical importance. The regulatory policies from the candidate licensure rubric are

- **Assessment Requirements**
  - Requires completion of assessments based on national or aligned state standards
  - Assessment includes (or is) a portfolio review
- **Licensure Renewal**
  - Requires renewal with a distinction between license types
  - Licensure requires continuing education activities

For each of these policies, the next section discusses

- The research base and practitioner experience supporting the inclusion of the policy area and accompanying criteria in this analysis, and
- an overview of findings within the regulatory policy area.

In addition, we explore alternative licensure pathways present in state policy. These alternative pathways often exist in response to political persuasion or to a documented shortage of well-trained candidates.

Alternative certification pathways provide two nontraditional routes for licensure. The first pathway includes policies that allow for candidates to apply for licensure without undertaking a traditional route, such as a principal preparation program. These candidates must present an alternative set of evidence, such as previous work experience or a passing score on the state assessment, in lieu of a preparation program, that shows they are prepared to be school leaders.

The second type of pathway allows for states to develop alternative preparation programs, sponsored by groups such as universities, educational nonprofits, or districts. These alternative programs place extra emphasis on on-the-job training by providing additional field experience, often allowing candidates to work in administrative positions while completing the program.

UCEA believes in the importance of high-quality training for future school leaders, which may or may not include alternative preparation programs. We decided not to include this information in the rubric but felt it was important to include in the overall discussion.

Assessment Requirements

Licensure is intended to ensure that candidates have the knowledge and skills to perform the tasks necessary to be a successful principal (Tannenbaum, 1999). In order to do so, there must be a system for assessing these competencies. Most often, this intention is addressed through a standardized exam aligned with standards, such as the School Leaders Licensure Assessment (SLLA) ($n = 16$), the Praxis II Educational Leadership: Administration and Supervision exam ($n = 4$), or a state-designed standardized exam ($n = 17$) (Latham & Pearlman, 1999).

There is some research indicating that standardized assessments may not predict success and may inadvertently limit the candidate pool (Grissom, Mitani, & Blisset, 2015), calling for a more holistic and predictive assessment such as a portfolio review or performance-based assessment.

We explored two policy criteria for assessment: (4.1) requires completion of assessments based on national or aligned state standards; and (4.2) assessment includes, or is, as portfolio review. Table 7 provides the breakdown of states by criteria. Figure 13 illustrates the proportion of the criterion met by states within the policy area.

Table 7. States by criterion within the assessment requirements policy area

Criterion	Total States	States
2.1: Requires completion of assessments based on national or aligned state standards	34	AL, AZ, AR, CA, CO, CT, DC, FL, GA, IL, IN, KY, KS, LA, ME, MD, MA, MS, MO, NJ, NM, NY, OH, OK, OR, PA, RI, SC, TN, TX, UT, VT, VA, WV
2.2: Assessment includes (or is a) portfolio review	6	CA, MA, MN, NC, PA, VT

Figure 13. Proportion of criteria each state met within the assessment requirements policy area

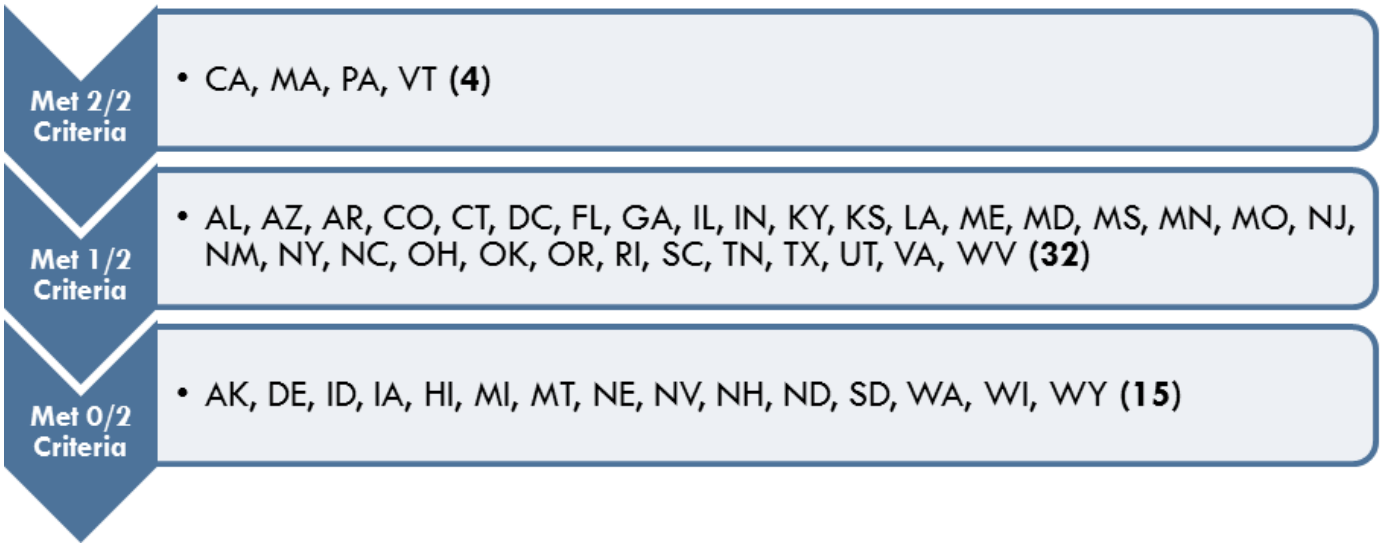

Figure 13 organizes states by the proportion of criteria met for the assessment requirements area. Unlike Table 7, a state can only be listed once. For instance, California is included in the counts and lists of states for both criteria; therefore, it is only seen once in the Figure 13 since it has both, or 2 out of 2, criteria in this policy area.

A majority of the states (n = 36) mention assessment in their state code/rules and regulations with just six states requiring a portfolio review in place of a standardized assessment. Of those states requiring a standardized assessment, 17 require the SLLA with a passing score between 160 and 169, with a mode of 163. Mississippi requires a 169 the highest passing score. Another 17 states require passing a state-created exam, with one state, Kentucky, requiring both the SLLA and a state-developed exam. Four states require the Praxis II, with one of those states, Utah, requiring either the Praxis II or the SLLA. Minnesota is the only state that requires a portfolio as the only form of assessment.

Licensure Renewal

States often require the renewal of an administrator license to ensure that principals continue their growth and development while on the job. Several reports suggested that a two-tiered system (e.g., initial/provisional, professional/advanced), at a minimum, allows for the opportunity to ensure better leaders by creating an on-the-job assessment and allowing for continued evaluation of the pipeline for in-service principals (Bottoms, O'Neil, Fry, & Hill, 2003; Fry, Bottoms, O'Neill, & Walker, 2007; Hitt et al., 2012; Toye, Blank, Sanders, & Williams, 2007). These differentiated systems allow leaders to establish skills on-the-job and prove themselves in practice before being granted continuing licensure.

Forty-six states mention one or both of the renewal requirements with 45 requiring some kind of continuing education activities and 34 requiring renewal with distinctions between different types of licenses. Table 8 provides a breakdown of the states with policy meeting each criterion.

Table 8. States by criterion within the licensure renewal policy area

Criterion	Total States	States
3.1: Requires renewal with a distinction between license types	34	AZ, AK, AR, CA, CO, CT, DE, GA, HI, IN, IA, KS, KY, LA, ME, MA, MI, MN, MO, MS, ND, NE, NJ, NY, OR, PA, RI, SC, TN, UT, VT, WA, WI, WV
3.2: Licensure renewal requires continuing education activities	45	AL, AZ, AK, AR, CA, CO, CT, DE, DC, FL, GA, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MS, MT, NC, ND, NE, NV, NY, OH, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY

Figure 14. Proportion of criteria each state met within the licensure renewal policy area

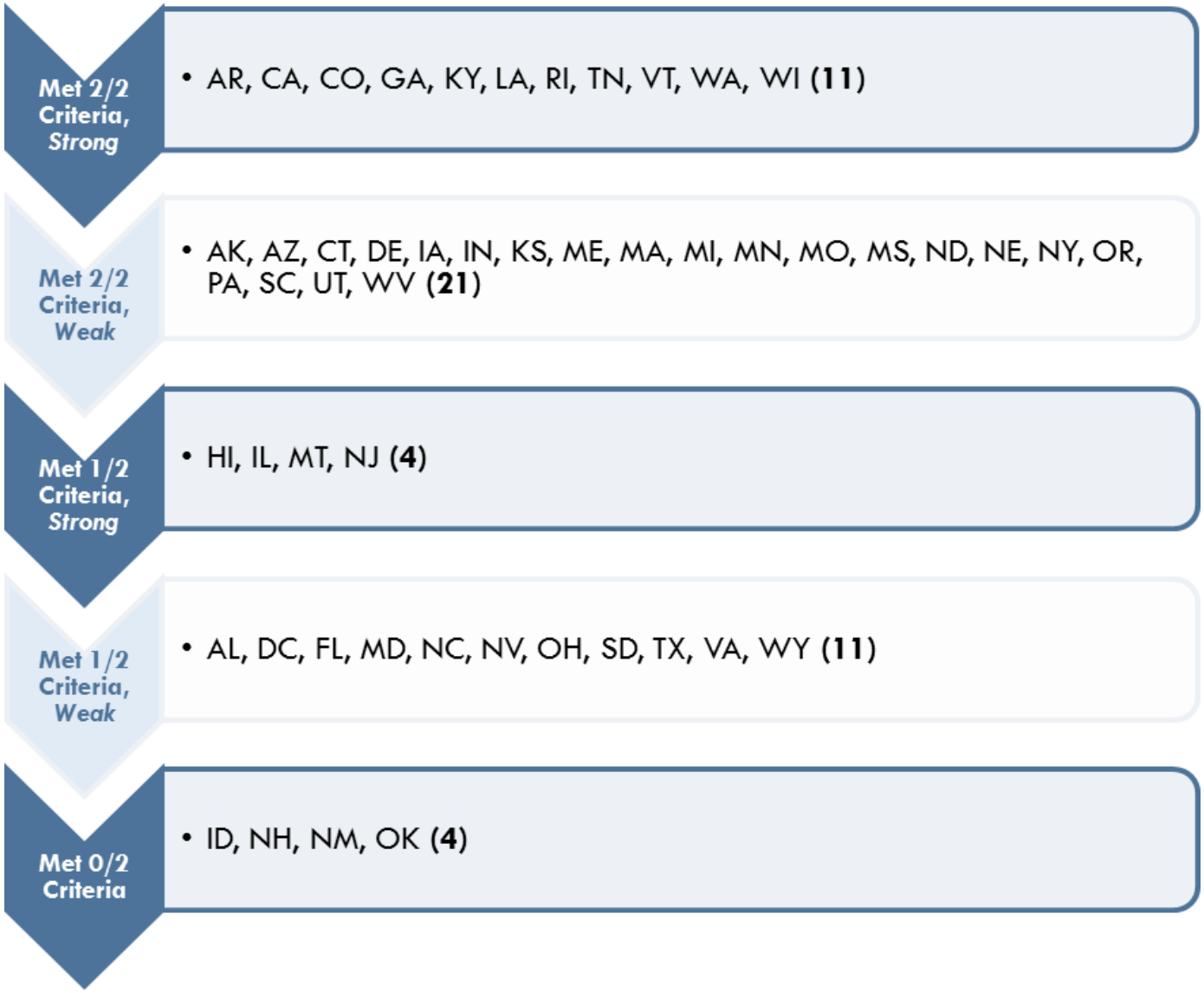

Figure 14 organizes states by the proportion of criteria met for the licensure renewal area. Additionally, it organizes the proportion of criteria me by whether or not the policy represented strong or weak requirements for licensure renewal. Fewer states met the criteria for licensure renewal with strong requirements regarding meeting benchmarks for renewal.

The type of required continuing education activities ranges from activities directly linked to the job to simply completing a specified number of continuing education or professional development hours. A strong example of suitably meeting criteria is Arkansas. In order for administrators to be able to renew a license, they must have participated in a continuing education and professional development program based on their school improvement plans, performance evaluation results, and student achievement scores.

Strong requirements include professional development activities that are tailored to practicing administrators or are based on job performance. Weak requirements include everything from submitting a check and verification of experience to requiring varying professional development or credit hours. Some states may require continuing education, but they do not specify that it must directly relate to the work of a principal.

Washington state provides an example of a renewal policy linked to principal performance:

> *The professional certificate for principals/ program administrators requires successful demonstration of six standards at the professional certification benchmark levels, or above, and the candidate will need to provide evidence that he/she has had a positive impact on student learning. The candidate with the approved program shall develop an individual professional growth plan oriented toward the expectations for the professional certificate that shall address the six knowledge and skills standards, focus on activities that enhance student learning, and be informed by the performance evaluation process, and an analysis of the administrative context and assignment.* (Washington Office of Superintendent of Public Instruction, 2015)

Figure 14 illustrates the proportion of criteria each state met within the policy area. Further, it breaks down whether or not these criteria were met with strong or weak policy for the area.

Alternative Pathways to Licensure

Some states suggest there is a need for alternative licensure pathways that align with the requirements and expectations of traditionally licensed school leaders (Bottoms et al., 2003; Fry et al., 2005). A study of Massachusetts principals found that leaders who were trained in alternative preparation programs were slightly more satisfied with their preparation than principals who went through a traditional program (Militello et al., 2009). There is, however, a range of options of varying quality and rigor for alternative preparation and licensure. This suggests the need for legislation to ensure that alternative licensure programs are also required to meet the criteria for high quality preparation.

Of the 50 states and D.C., 32 have legislation in place to allow for alternative pathways to licensure, which is a greater number of states than those that require oversight of university-based principal preparation programs. Of those 32 states, 16 have standards outlined for alternative preparation program providers, while 8 states outline requirements for alternative licensure pathways.

This policy area is not addressed in the state profiles provided in the next section, because it is not the position of UCEA that current alternative principal preparation pathways will consistently ensure high quality leadership preparation. We do encourage states to actively engage in formulating policy to ensure all principal preparation and licensure routes support the development of strong principal candidates.

SUMMARY AND CONCLUSIONS

This guide provides a wide array of information regarding the research and policy for principal preparation program approval and candidate licensure. In summary, we suggest the following conclusions as a result of the research and analysis provided in this guide:

- Overall, **states are more likely to legislate the requirements for principal candidate licensure than for principal preparation program approval**, despite the fact that more of the features required for approval of principal preparation programs have greater support in the research base.
- Similarly, **regulatory policies are more likely to be legislated than the high leverage policies**. The high leverage polices found in most states relate to experience requirements and program oversight, two policy areas that are meant more to ensure the quality of candidate being licensed and to ensure the use of high quality preparation practices.
- **The most common high leverage policy found is experience requirements** (n = 36) with 13 of those states requiring all three criteria (teaching experience, master's degree, and approved preparation program). The importance of experience is the least researched of the five high leverage policies.
- **The least common high leverage policy is selection** with only one state, Tennessee, having both a targeted plan for recruitment and using a performance-based assessment for selection. One of the most frequently researched areas of the rubric is the importance of having a developed selection process (followed closely by the internship).
- **The regulatory policy found in the most states is the existence of program standards**, with all 50 states and the District of Columbia adopting or adapting the ISLLC standards or aligned state-created standards.
- **Just two states (4%) meet criteria for all five high leverage policies, Tennessee and Illinois.**
- Five states (10%) met the criteria for four out of the five high leverage policies: Kentucky, Virginia, Iowa, Pennsylvania, and Alabama (listed in order of the total criteria met).
- Ten states (20%) met the criteria for three out of the five high leverage policies: California, Massachusetts, Minnesota, Maine, Arkansas, Colorado, Rhode Island, West Virginia, Delaware, and Connecticut (listed in order of the total criteria met).
- Twelve states (24%) met the criteria for two out of the five high leverage policies: Georgia, Arizona, New York, Wisconsin, Utah, Louisiana, North Carolina, North Dakota, Kansas, New Mexico, Washington, and Idaho (listed in order of the total criteria met).
- Eleven states (22%) met the criteria for one out of the five high leverage policies: Vermont, Missouri, New Jersey, Mississippi, Maryland, South Carolina, New Hampshire, Nevada, Oregon, Alaska, and Montana (listed in order of the total criteria met).
- Eleven states did not meet the criteria for any high leverage policies: Florida, Texas, District of Columbia, South Dakota, Indiana, Michigan, Ohio, Nebraska, Hawaii,

Oklahoma, and Wyoming (listed in order of the total criteria met).

Table 8. Total high leverage policy areas met

Number of High Leverage Policy Areas Met (total of 5)	Number of States	Percent of States
5	2	4%
4	5	10%
3	10	20%
2	12	24%
1	11	22%
0	11	22%

For more information on which states met which specific criteria, consult the 50-state summary tables in the final section of this report. The first table, Table 9, provides all of the states ranked by the number of high leverage polices (and then within the high leverage policy areas, ranked by total criteria met).

Overview of State Profiles

In the following pages we offer state profiles with a concise but thorough policy synopsis. We encourage policymakers and researchers to investigate the policy environments in their own states, while also taking advantage of the opportunity to see what other states are doing. To support this process, we offer a series of tables and figures that summarize the two-part rubric results for each state; compare a given state to the average, minimum, and maximum; and show which high leverage policy areas a state has or has not met with current policy. Additionally, we direct policymakers back to the well-developed policy examples provided in the previous section of this report based on areas where policy has yet to be developed.

On each profile, we provide an overview of preparation programs in the state, including the number of institutions offering degrees in educational administration and the number of degrees awarded in educational administration in 2012-13. These data are from the Integrated Postsecondary Education Data System (IPEDS), a postsecondary education data collection program for the U.S. Department of Education. IPEDS is a series of interrelated surveys administered by the National Center for Education Statistics part of the Institute for Education Sciences.

Call to Action

Principals play a central role in coordinating and sustaining the efforts that improve student outcomes in schools across the United States. Better prepared leaders are linked to more successful schools. States support the preparation of educational leaders by creating a policy environment that favors high leverage policies. The findings discussed in this UCEA report demonstrate that many states have yet to engage the full scope of policy levers that can support high quality school leadership and a robust principal pipeline.

Our hope is that this guide will spark a dialogue and action towards new legislation grounded in the research base on principal preparation program approval and candidate licensure. We suggest that policymakers use this guide to self-assess current policy for principal preparation and licensure and begin to plan for the development of policy that closely aligns with research-based strategies for high quality principal preparation. We also suggest that K-12 and higher education practitioners and faculty use this guide to encourage the development of state policy that will better support the continuous improvement of principal preparation programs. This guide encourages the thoughtful development of policies that ensure the foundation for well-prepared, effective principals to lead successful schools.

How to Read the State Profiles

The following section is organized into individual state profiles. Each state has a profile that provides information on (a) the number and types of educational leadership degrees conferred in each state, (b) the criteria met in the policy for each state, (c) a comparison to the policies found in other states, and (d) the number of high leverage policies for that state.

How to read the state profiles:

1. On the State Profile Index, select a state from the list
   a. ***Online version*** - You can select a state to view in detail by clicking on the name of the state and following the link to the state profile
   b. ***Print version*** - You can proceed to the page number associated with the state to view the detailed state profile for that state.
2. The table at the top of the page entitled "Overview of State Preparation Programs" provides information on the number and types of degrees conferred. This table includes all degree-granting institutions (i.e. for profit, nonprofit; public, private; accredited, nonaccredited)
3. The table "Overview of State Policies and Summaries of All States" provides the rubric criteria as well as a comparison to the average for all states and D.C. Detailed notes are provided for some criteria.
4. The bar chart compares the particular state to the average, minimum, and maximum criteria met for all states and D.C. In the areas of principal preparation approval and certification.
5. The figure allows you to view how many of the high leverage policy areas the state has evidence for and how many the state does not. In the box, you can refer to sample policies from the first section of the guide for examples of well-developed policies in weaker areas.

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ALABAMA

Overview of Alabama Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of **institutions** offering degrees in administration	1	13	7	7	2
Number of degrees awarded in administration (2012-13)*	1	255	179	74	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

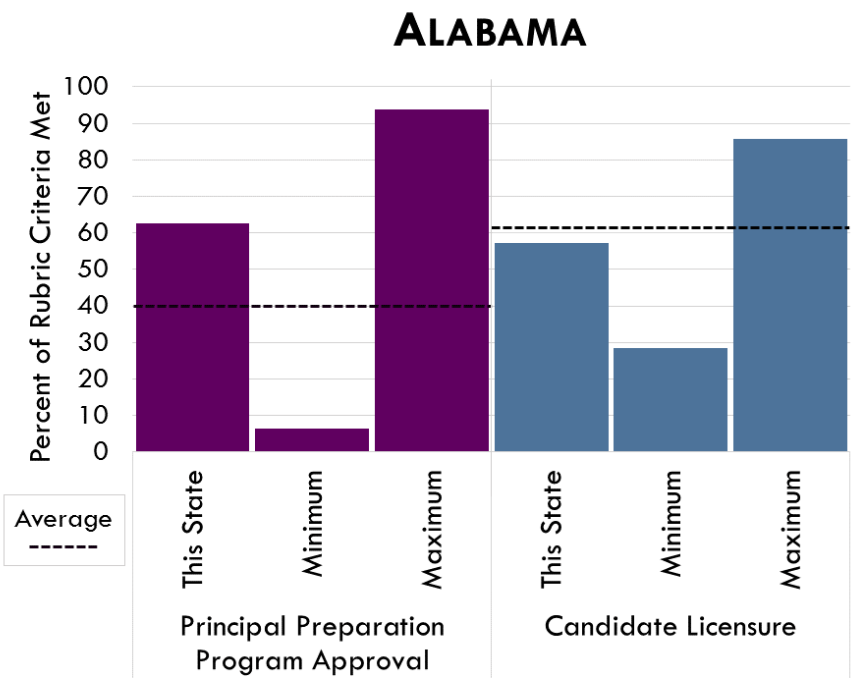
Overview of Alabama Policies and Summary of All States

Policy Criteria	Alabama	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**Yes**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	Yes	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 1996 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Diverse populations	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—30 credit hours min.	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—Praxis II	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 PLUs/5 yrs.	45 (88.2%)

How Alabama Compares

- Alabama meets **10 of the 16 criteria for principal preparation program approval (62.5%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Alabama meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in Alabama

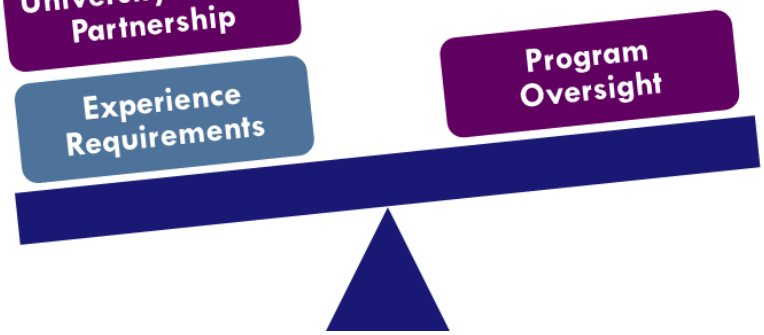
How does Alabama stack up?

Alabama has well-developed policy for:

- Clinically Rich Internship
- Explicit Selection Processes
- University-District Partnership
- Experience Requirements

Alabama has yet to develop policy for:

- Program Oversight



What can Alabama do?

Well-developed high leverage policy examples to consider for Alabama:

- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Explicit Selection Process (1.2. Targeted Recruitment):** Although Alabama does have policy for the use of performance-based assessments, it does not yet have policy requiring targeted recruitment plans for educational leadership candidates. Example policy, p. 21.

ALASKA

Overview of Alaska Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	2	0	0	0
Number of degrees awarded in administration (2012-13)*	17	66	0	0	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

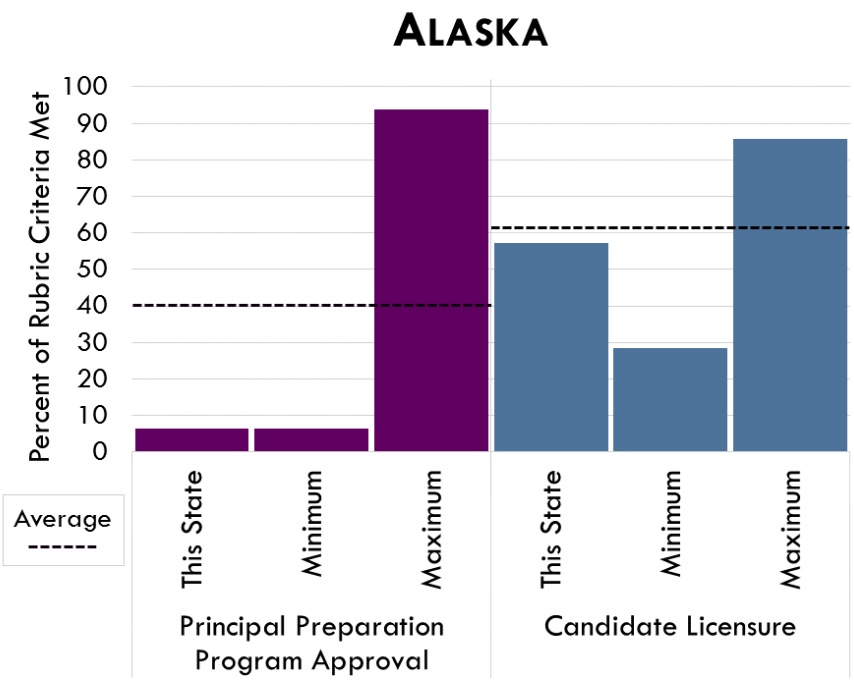
Overview of Alaska Policies and Summary of All States

Policy Criteria	Alaska	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—state developed standards in 1997	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 semester hrs/5 yrs	45 (88.2%)

How Alaska Compares

- Alaska meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Alaska meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

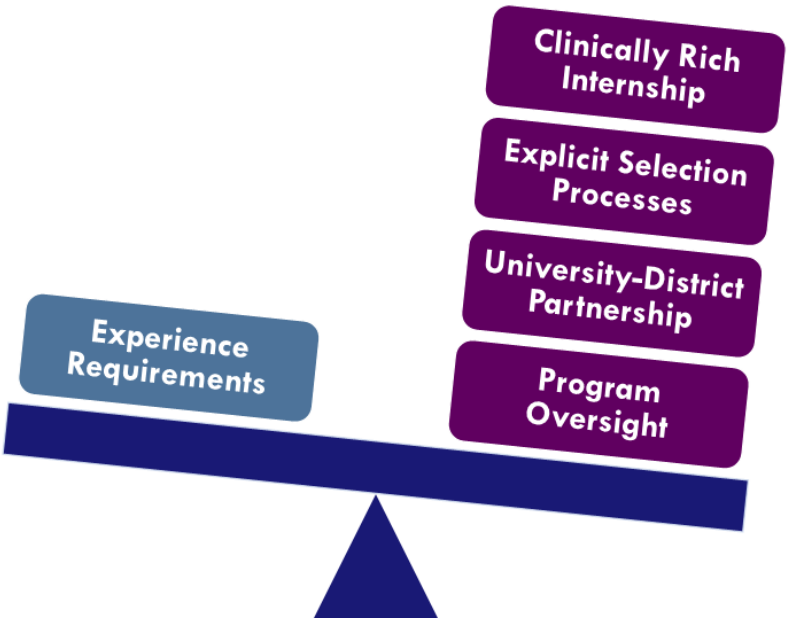


High Leverage Policy in Alaska

How does Alaska stack up?

Alaska has well-developed policy for:

Alaska has yet to develop policy for:



What can Alaska do?

Well-developed high leverage policy examples to consider for Alaska:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

ARIZONA

Overview of Arizona Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	16	3	8	2
Number of degrees awarded in administration (2012-13)*	48	2073	7	225	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

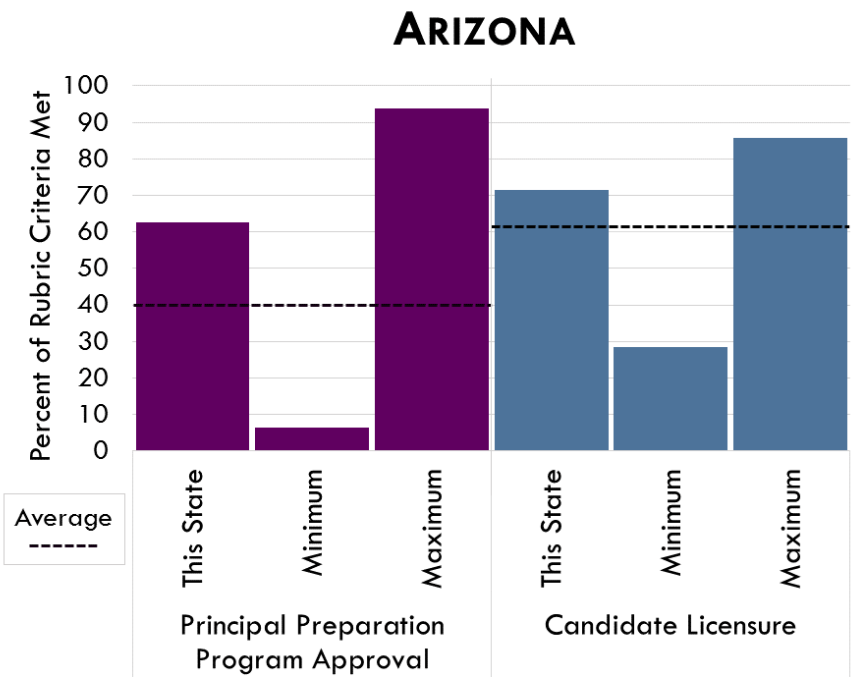
Overview of Arizona Policies and Summary of All States

Policy Criteria	Arizona	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—Arizona Administrator Proficiency Assessment	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—180 hrs PD/5 yrs	45 (88.2%)

How Arizona Compares

- Arizona meets **10 of the 16 criteria for principal preparation program approval (62.5%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Arizona meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in Arizona

How does Arizona stack up?

Arizona has well-developed policy for:

- Clinically Rich Internship
- Experience Requirements

Arizona has yet to develop policy for:

- Explicit Selection Processes
- University-District Partnership
- Program Oversight

What can Arizona do?

Well-developed high leverage policy examples to consider for Arizona:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Specifically, Arizona is missing policy requiring district-provider collaboration on candidate selection. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Specifically, it is missing policy requiring state review at regular intervals (5.1). Example policy, pp. 29-31.

ARKANSAS

Overview of Arkansas Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	11	7	5	2
Number of degrees awarded in administration (2012-13)*	16	444	101	32	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

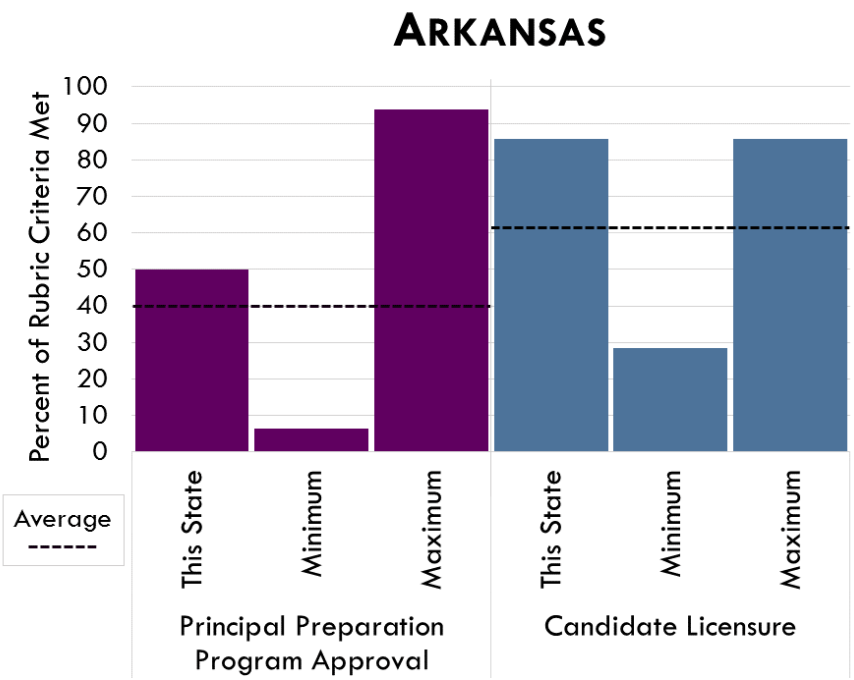
Overview of Arkansas Policies and Summary of All States

Policy Criteria	Arkansas	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No—270 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes—CAEP**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—4 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Ed leadership or Ed	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Individualized plan	45 (88.2%)

How Arkansas Compares

- Arkansas meets **8 of the 16 criteria for principal preparation program approval (50.0%)**, which is **slightly above the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Arkansas meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

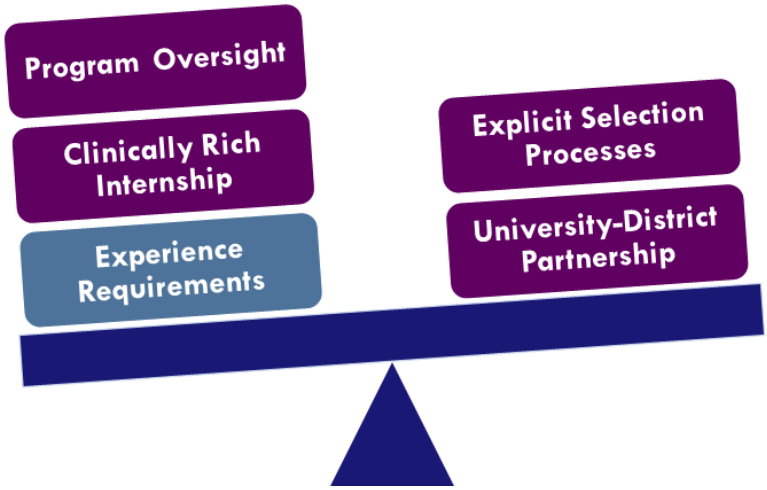


High Leverage Policy in Arkansas

How does Arkansas stack up?

Arkansas has well-developed policy for:

Arkansas has yet to develop policy for:



What can Arkansas do?

Well-developed high leverage policy examples to consider for Arkansas:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.

CALIFORNIA

Overview of California Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	4	39	5	37	3
Number of degrees awarded in administration (2012-13)*	47	1240	17	716	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

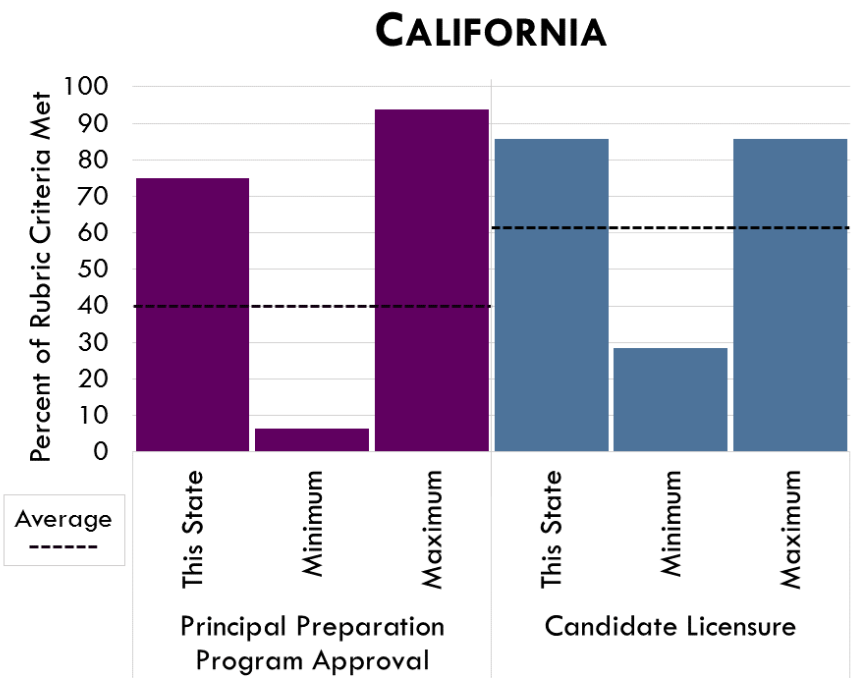
Overview of California Policies and Summary of All States

Policy Criteria	California	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Both	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—California Preliminary Administrative Credential Examination	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	Yes	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Verify prof. fitness	45 (88.2%)

How California Compares

- California meets **12 of the 16 criteria for principal preparation program approval (75.0%)**, which is **well above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- California meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

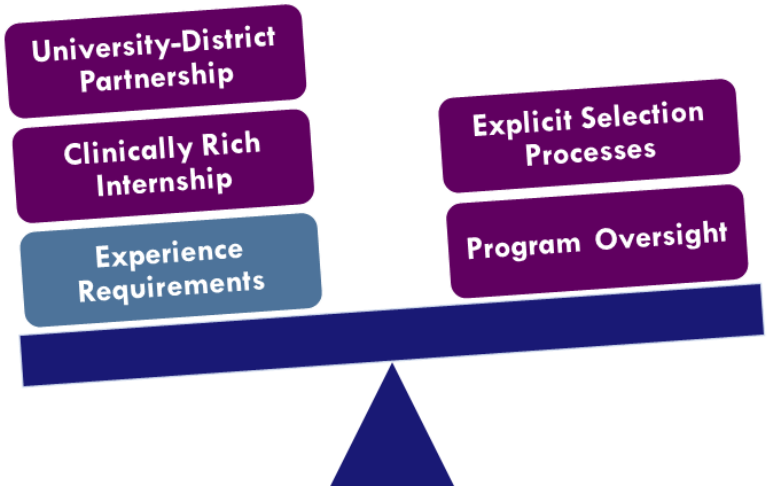


High Leverage Policy in California

How does California stack up?

California has well-developed policy for:

California has yet to develop policy for:



What can California do?

Well-developed high leverage policy examples to consider for California:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Specifically, California is missing policy requiring state review at specified intervals (5.1). Example policy, pp. 29-31.

COLORADO

Overview of Colorado Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	3	9	3	5	2
Number of degrees awarded in administration (2012-13)*	71	259	50	105	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

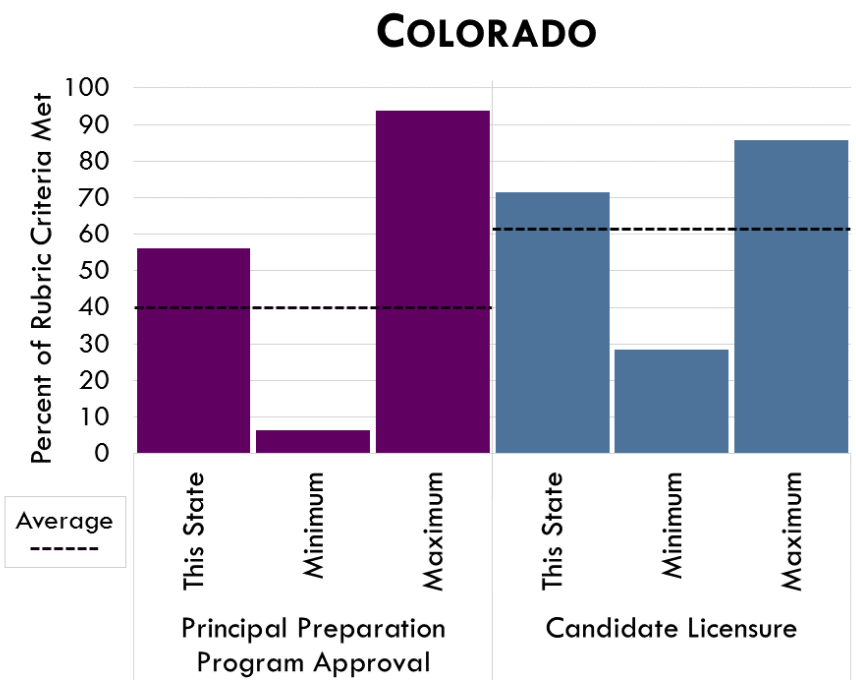
Overview of Colorado Policies and Summary of All States

Policy Criteria	Colorado	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—state developed standards in 2012	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—800 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—Program for Licensing Assessments for Colorado—Principal (80)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 semester hrs/5 yrs	45 (88.2%)

How Colorado Compares

- Colorado meets **9 of the 16 criteria for principal preparation program approval (56.3%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Colorado meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

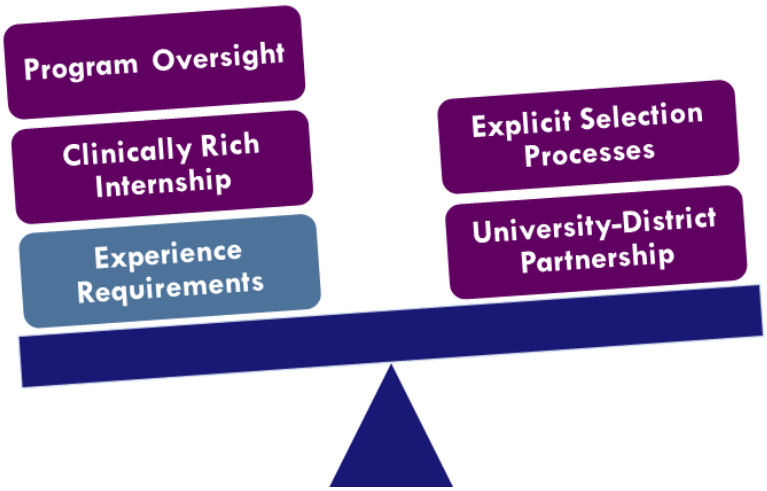


High Leverage Policy in Colorado

How does Colorado stack up?

Colorado has well-developed policy for:

Colorado has yet to develop policy for:



What can Colorado do?

Well-developed high leverage policy examples to consider for Colorado:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

CONNECTICUT

Overview of Connecticut Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	3	7	5	1
Number of degrees awarded in administration (2012-13)*	0	93	261	41	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

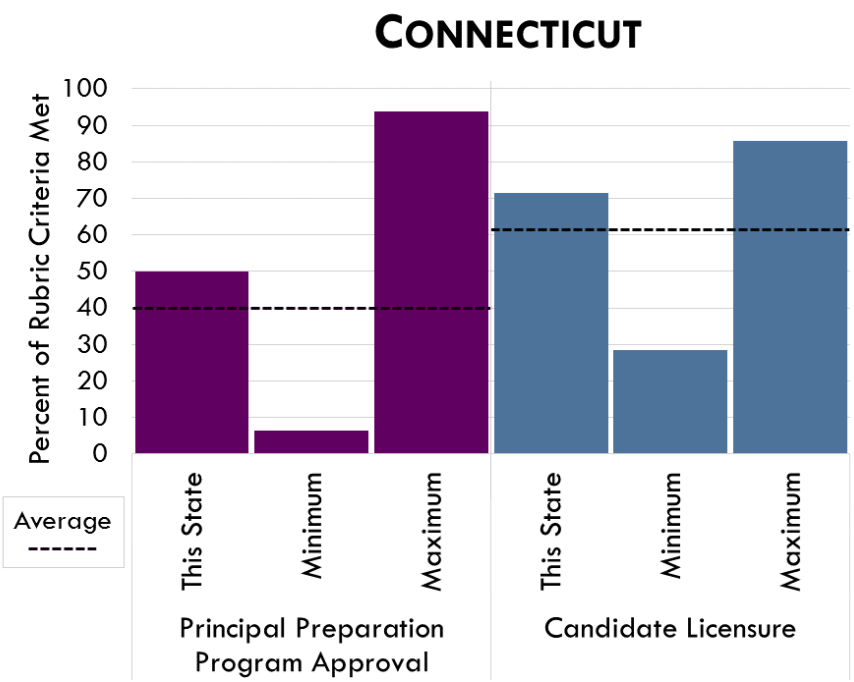
Overview of Connecticut Policies and Summary of All States

Policy Criteria	Connecticut	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Diverse populations	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—50 school months	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—CT Administrator Test	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—18 hours PD every year	45 (88.2%)

How Connecticut Compares

- Connecticut meets **8 of the 16 criteria for principal preparation program approval (50.0%)**, which is **slightly above the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Connecticut meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

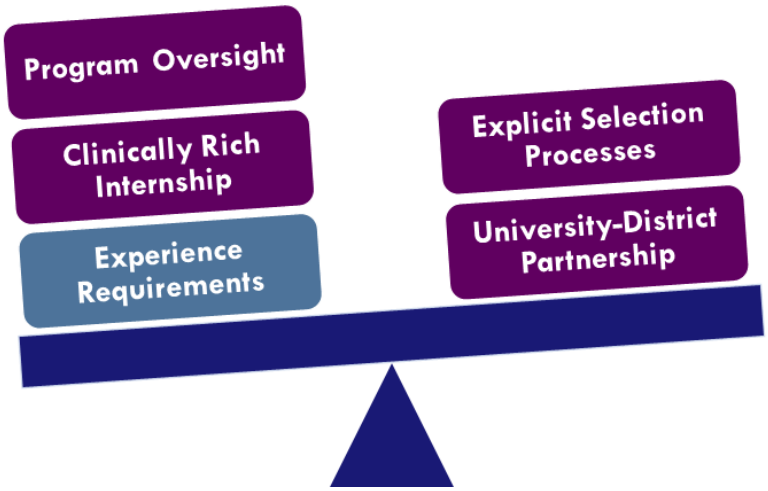


High Leverage Policy in Connecticut

How does Connecticut stack up?

Connecticut has well-developed policy for:

Connecticut has yet to develop policy for:



What can Connecticut do?

Well-developed high leverage policy examples to consider for Connecticut:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

DELAWARE

Overview of Delaware Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	4	0	3	0
Number of degrees awarded in administration (2012-13)*	0	23	0	52	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

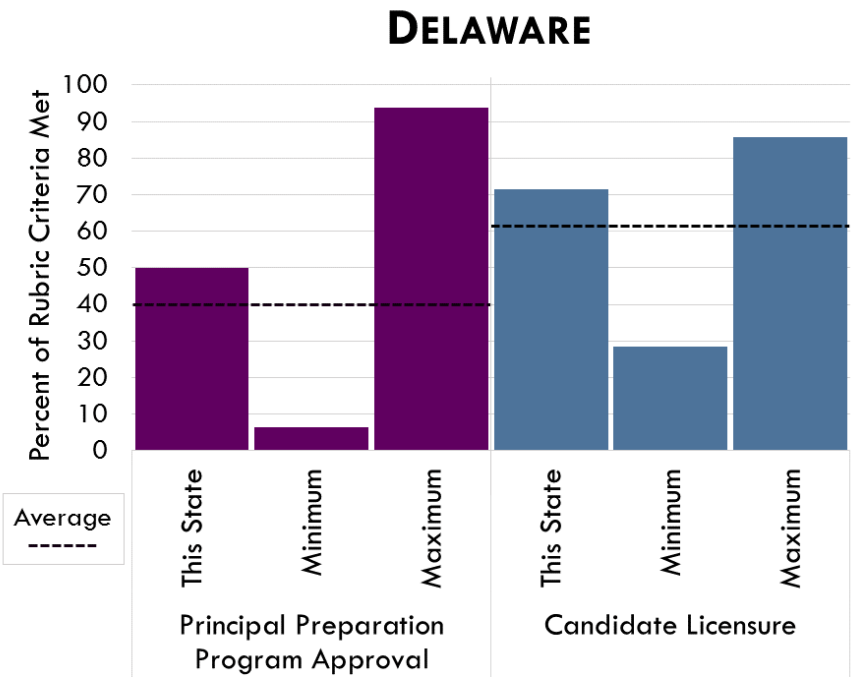
Overview of Delaware Policies and Summary of All States

Policy Criteria	Delaware	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—600 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—2 or 3 cohorts	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Documentation only	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—5 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—M.Ed. Ed Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—90 clock hours	45 (88.2%)

How Delaware Compares

- Delaware meets **8 of the 16 criteria for principal preparation program approval (50.0%)**, which is **slightly above the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Delaware meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

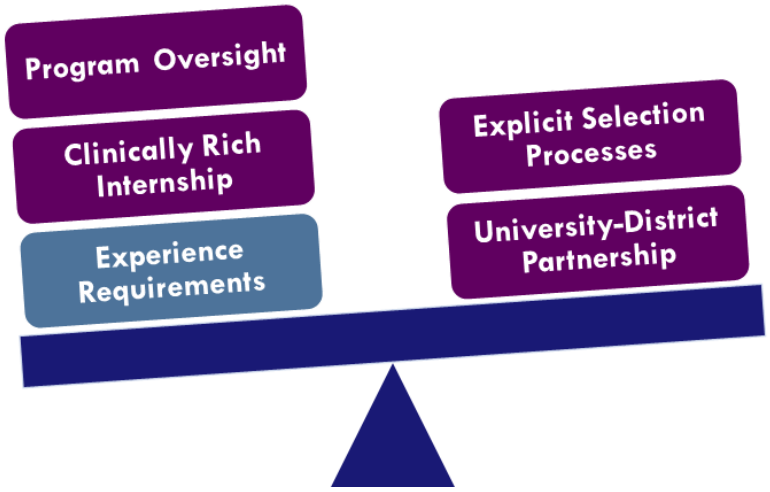


High Leverage Policy in Delaware

How does Delaware stack up?

Delaware has well-developed policy for:

Delaware has yet to develop policy for:



What can Delaware do?

Well-developed high leverage policy examples to consider for Delaware:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

DISTRICT OF COLUMBIA

Overview of District of Columbia Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	6	1	3	1
Number of degrees awarded in administration (2012-13)*	1	149	80	23	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

Overview of District of Columbia Policies and Summary of All States

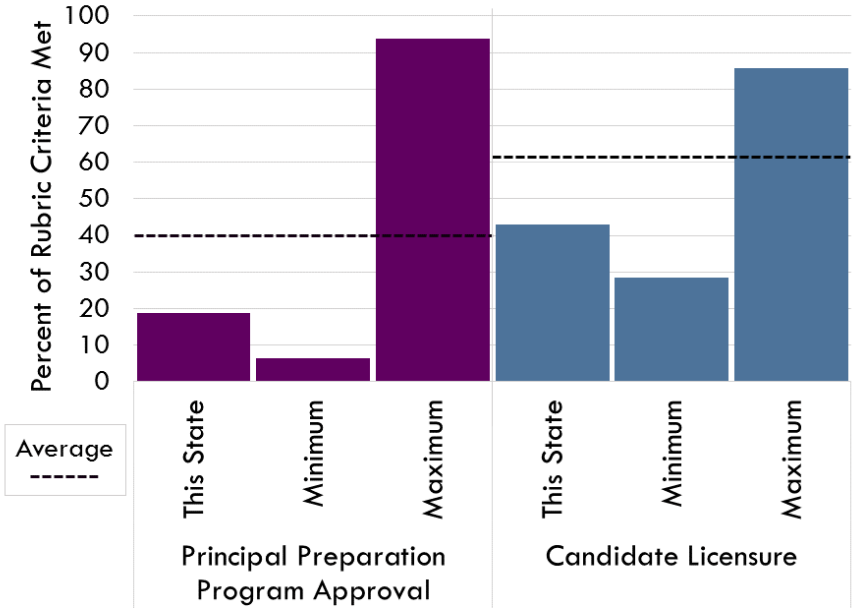
Policy Criteria	District of Columbia	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No—2 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—200 hours PD	45 (88.2%)

How D.C. Compares

- District of Columbia meets **3 of the 16 criteria for principal preparation program approval (18.8%)**, which is **below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- District of Columbia meets **3 of the 7 criteria for candidate licensure (42.9%)**, which is **slightly below the state average** (4.3 of 8, 61.9%) and **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

District of Columbia

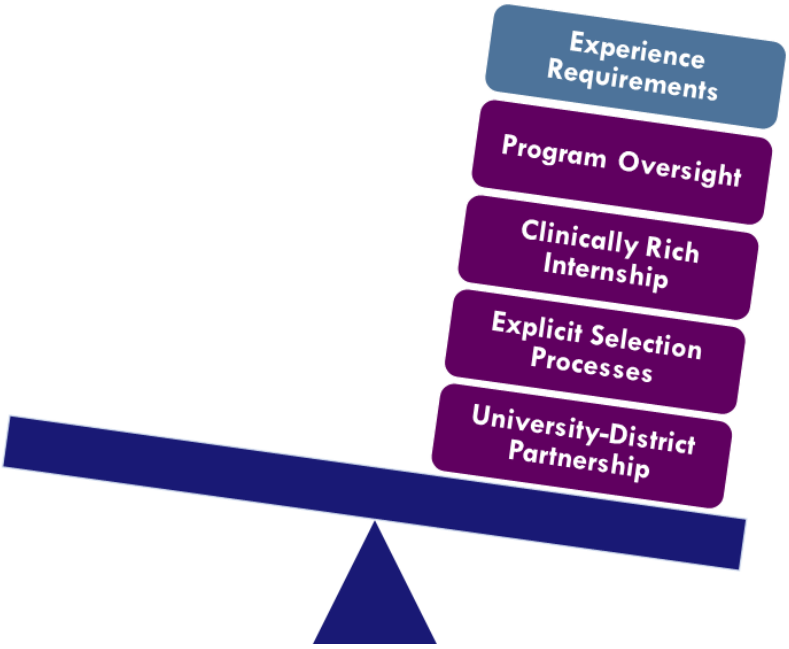


High Leverage Policy in D.C.

How does District of Columbia stack up?

D.C. has well-developed policy for:

D.C. has yet to develop policy for:



What can D.C. do?

Well-developed high leverage policy examples to consider for D.C.:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

FLORIDA

Overview of Florida Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	28	10	16	4
Number of degrees awarded in administration (2012-13)*	1	941	213	225	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

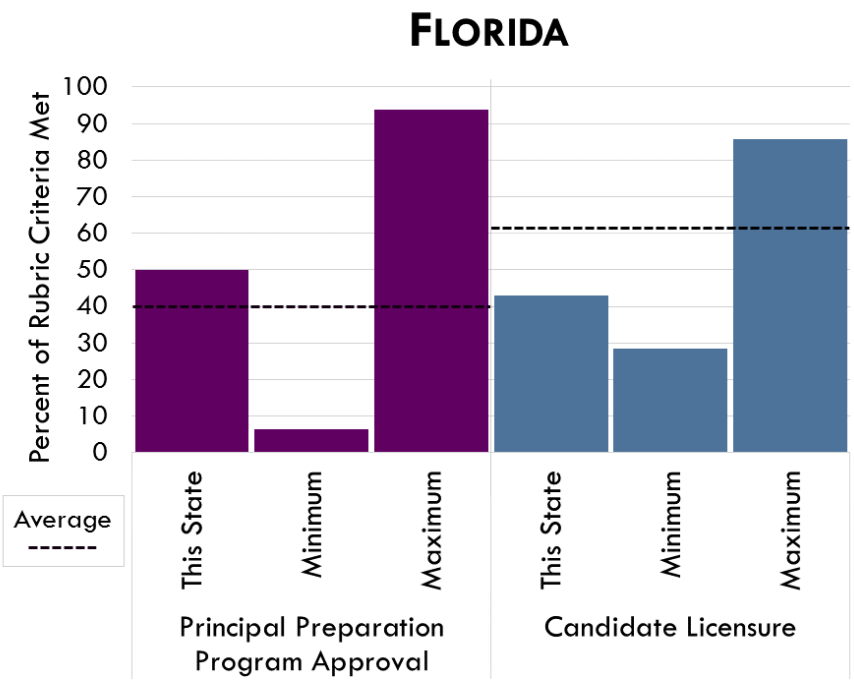
Overview of Florida Policies and Summary of All States

Policy Criteria	Florida	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 1996 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Documentation only	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—FL Educational Leadership Examination	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 semester hours	45 (88.2%)

How Florida Compares

- Florida meets **8 of the 16 criteria for principal preparation program approval (50.0%)**, which is **slightly above the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Florida meets **3 of the 7 criteria for candidate licensure (42.9%)**, which is **slightly below the state average** (4.3 of 8, 61.9%) and **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

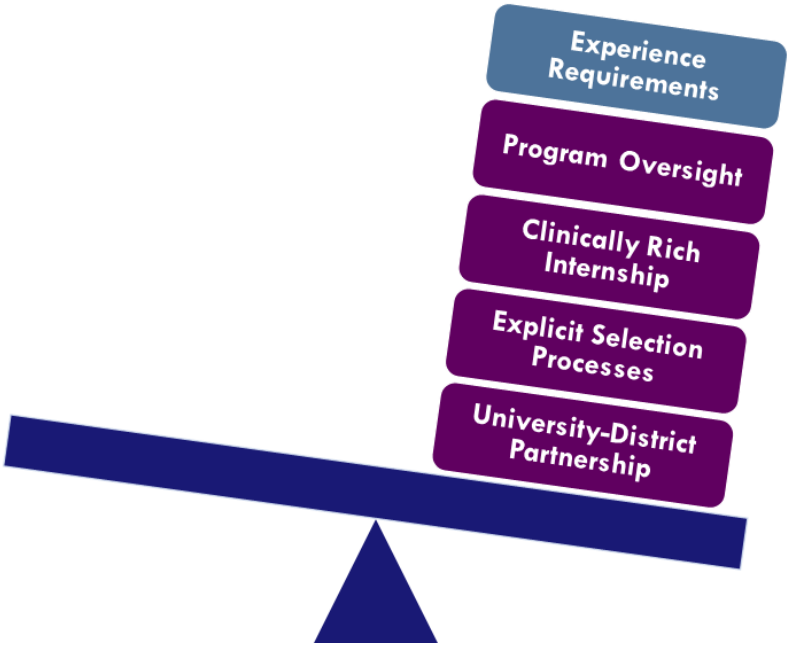


High Leverage Policy in Florida

How does Florida stack up?

Florida has well-developed policy for:

Florida has yet to develop policy for:



What can Florida do?

Well-developed high leverage policy examples to consider for Florida:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

GEORGIA

Overview of Georgia Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	18	13	7	2
Number of degrees awarded in administration (2012-13)*	0	270	203	127	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

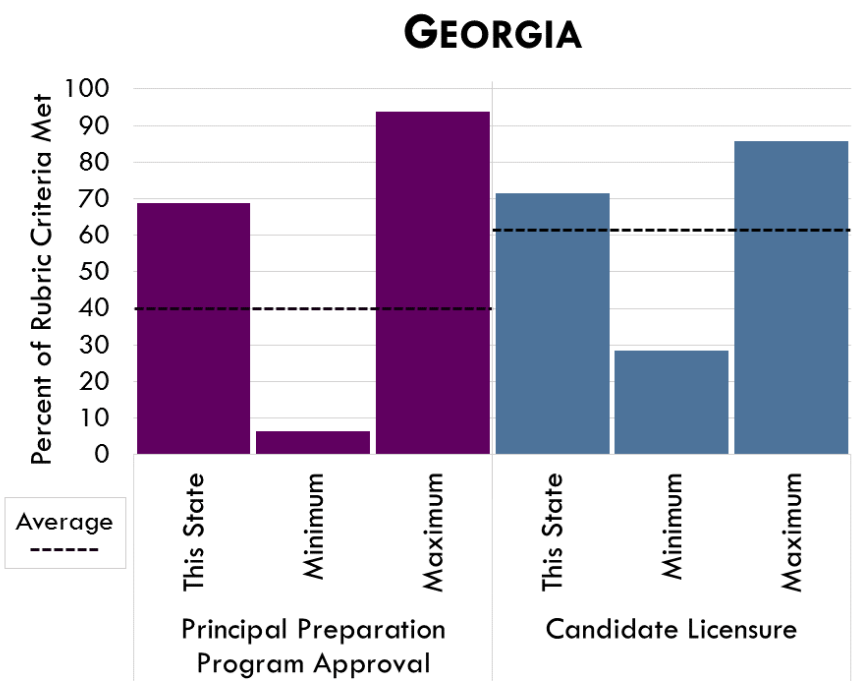
Overview of Georgia Policies and Summary of All States

Policy Criteria	Georgia	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No—Half of program credits	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes—CAEP**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—GaPSC approved at specialist or doctoral level	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—GA Assessments for the Certification of Educators (GACE): Educational Leadership	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—10 PLUs or 6 credits	45 (88.2%)

How Georgia Compares

- Georgia meets **11 of the 16 criteria for principal preparation program approval (68.8%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Georgia meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

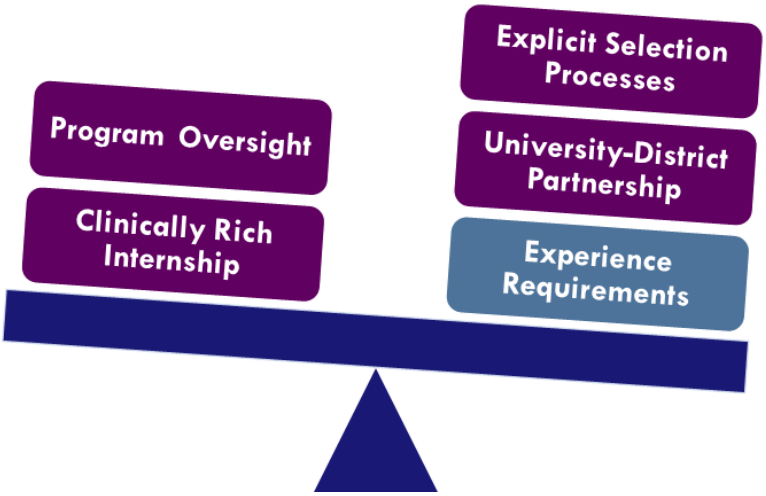


High Leverage Policy in Georgia

How does Georgia stack up?

Georgia has well-developed policy for:

Georgia has yet to develop policy for:



What can Georgia do?

Well-developed high leverage policy examples to consider for Georgia:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Experience Requirements:** Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

HAWAII

Overview of Hawaii Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	3	0	1	0
Number of degrees awarded in administration (2012-13)*	0	46	0	14	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

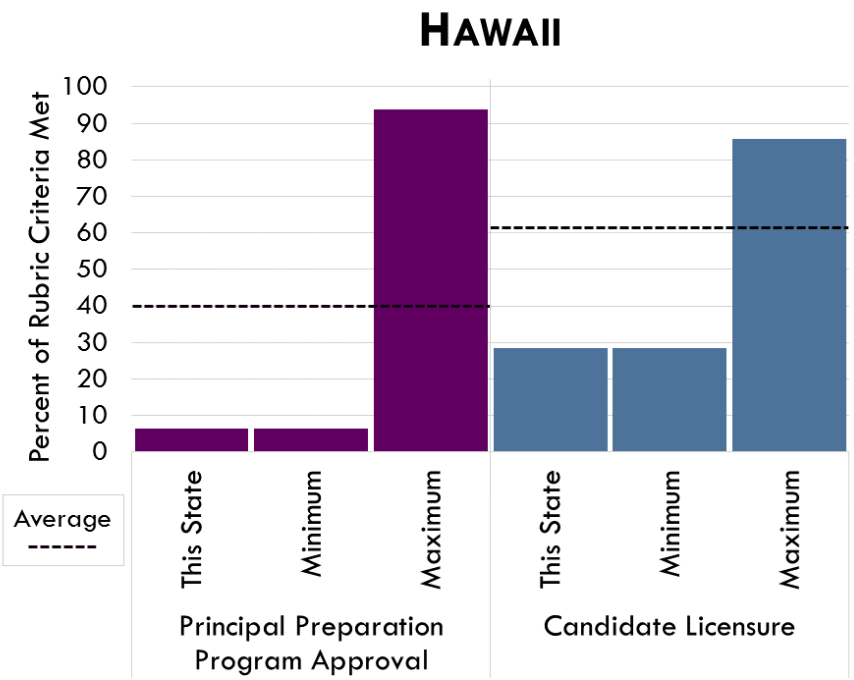
Overview of Hawaii Policies and Summary of All States

Policy Criteria	Hawaii	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**No**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—5 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	No	45 (88.2%)

How Hawaii Compares

- Hawaii meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Hawaii meets **2 of the 7 criteria for candidate licensure (28.6%)**, which is **below the state average** (4.3 of 8, 61.9%) and **well below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

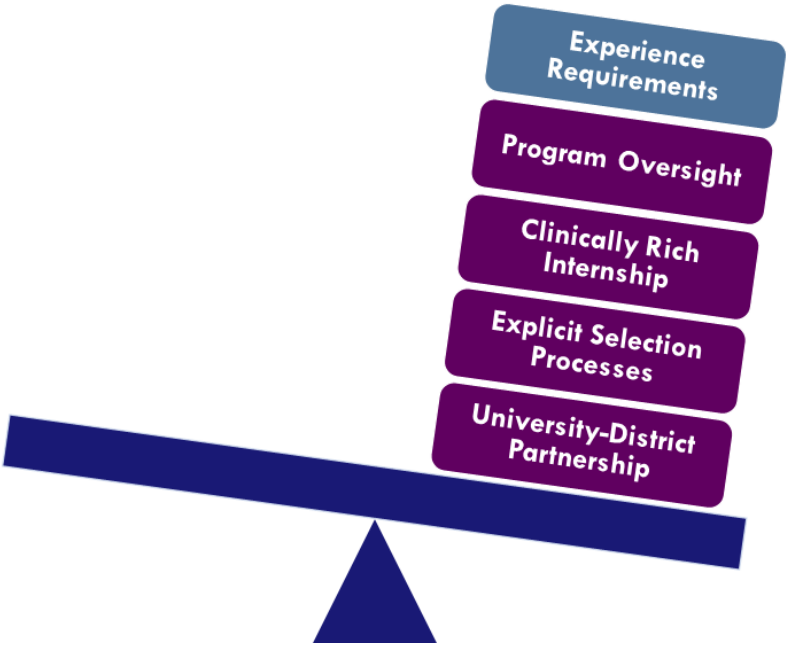


High Leverage Policy in Hawaii

How does Hawaii stack up?

Hawaii has well-developed policy for:

Hawaii has yet to develop policy for:



What can Hawaii do?

Well-developed high leverage policy examples to consider for Hawaii:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

IDAHO

Overview of Idaho Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	6	2	2	0
Number of degrees awarded in administration (2012-13)*	0	97	28	18	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

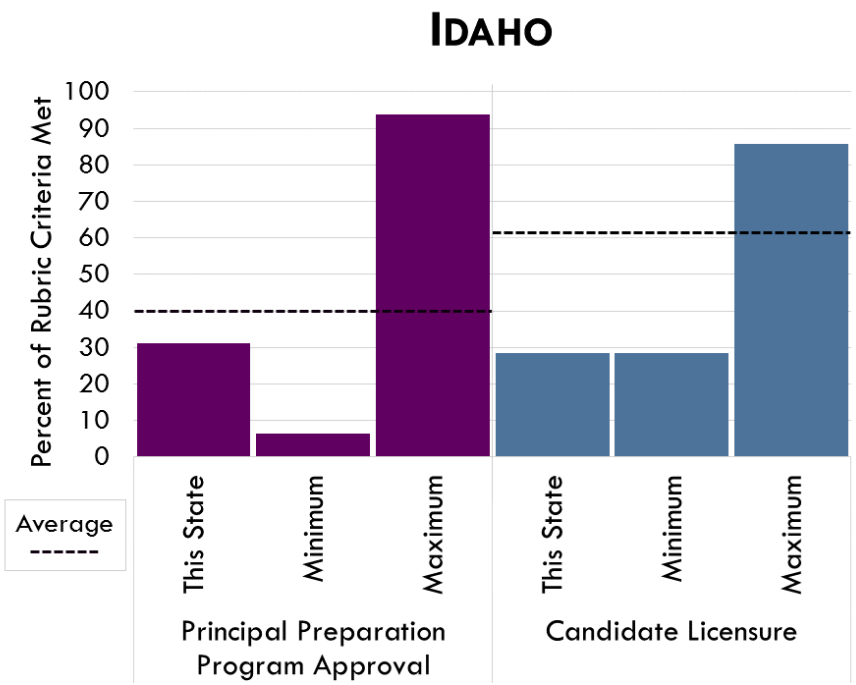
Overview of Idaho Policies and Summary of All States

Policy Criteria	Idaho	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes—CAEP**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—4 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**No**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	No—6 semester hours	45 (88.2%)

How Idaho Compares

- Idaho meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **slightly below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Idaho meets **2 of the 7 criteria for candidate licensure (28.6%)**, which is **below the state average** (4.3 of 8, 61.9%) and **well below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

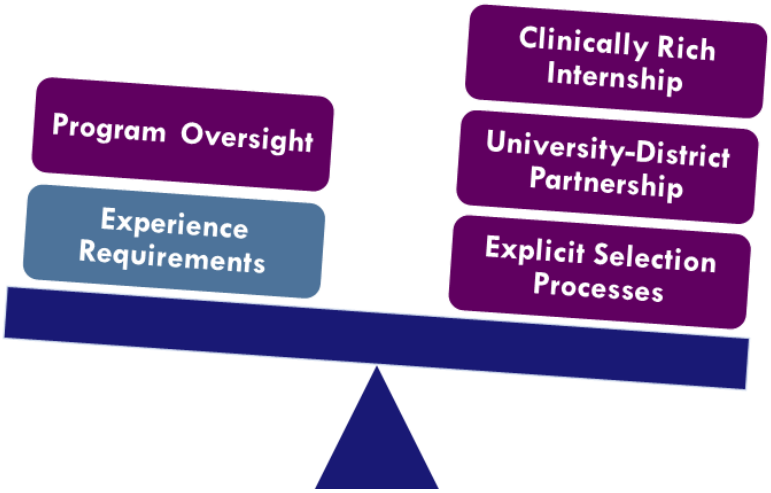


High Leverage Policy in Idaho

How does Idaho stack up?

Idaho has well-developed policy for:

Idaho has yet to develop policy for:



What can Idaho do?

Well-developed high leverage policy examples to consider for Idaho:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

ILLINOIS

Overview of Illinois Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	34	10	20	4
Number of degrees awarded in administration (2012-13)*	4	2288	216	189	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

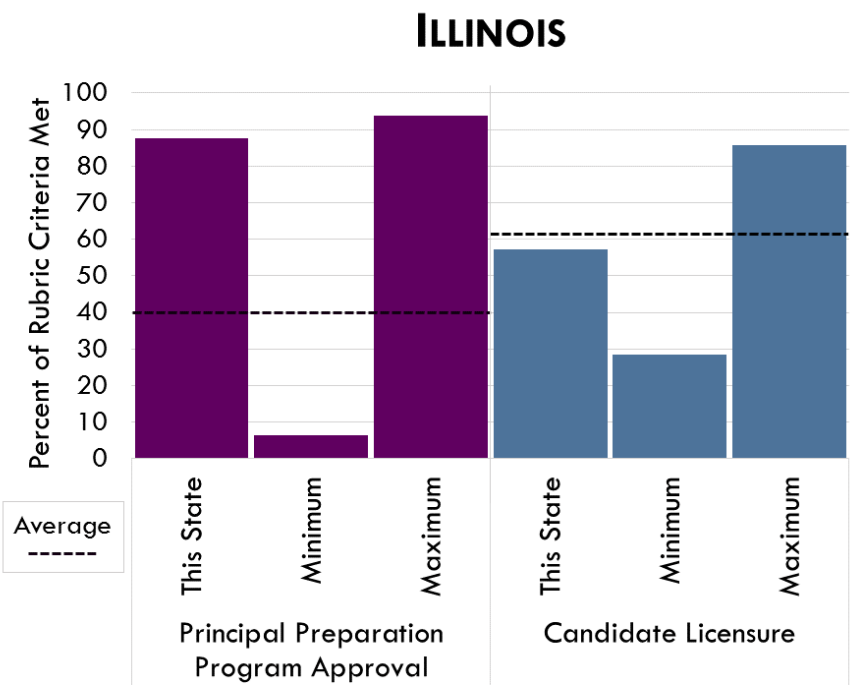
Overview of Illinois Policies and Summary of All States

Policy Criteria	Illinois	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**Yes**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	Yes	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 1996 & 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Diverse populations	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—4 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—4 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—IL Licensure Testing System: Principal (195 &196)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—100 hours PD	45 (88.2%)

How Illinois Compares

- Illinois meets **14 of the 16 criteria for principal preparation program approval (87.5%)**, which is **well above the state average** (6.4 of 16, 40.1%) but **slightly below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Illinois meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in Illinois

How does Illinois stack up?

Illinois has well-developed policy for:

- Explicit Selection Processes
- University-District Partnership
- Clinically Rich Internship
- Program Oversight
- Experience Requirements

Illinois has yet to develop policy for:

What can Illinois do?

Well-developed high leverage policy examples to consider for Illinois:

- **Explicit Selection Process (1.2. Targeted Recruitment):** Although Illinois does have policy for the use of performance-based assessments, it does not yet have policy requiring targeted recruitment plans for educational leadership candidates. Example policy, p. 21.

INDIANA

Overview of Indiana Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	15	3	4	1
Number of degrees awarded in administration (2012-13)*	10	1309	76	53	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

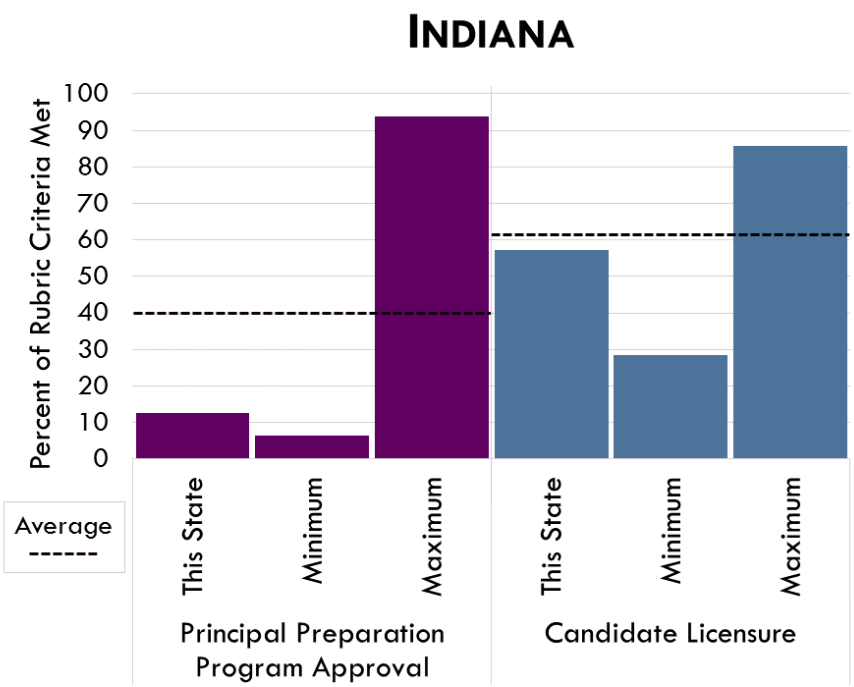
Overview of Indiana Policies and Summary of All States

Policy Criteria	Indiana	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No—2 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—Indiana CORE Assessment: School Administrator	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 semester hours	45 (88.2%)

How Indiana Compares

- Indiana meets **2 of the 16 criteria for principal preparation program approval (12.5%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Indiana meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

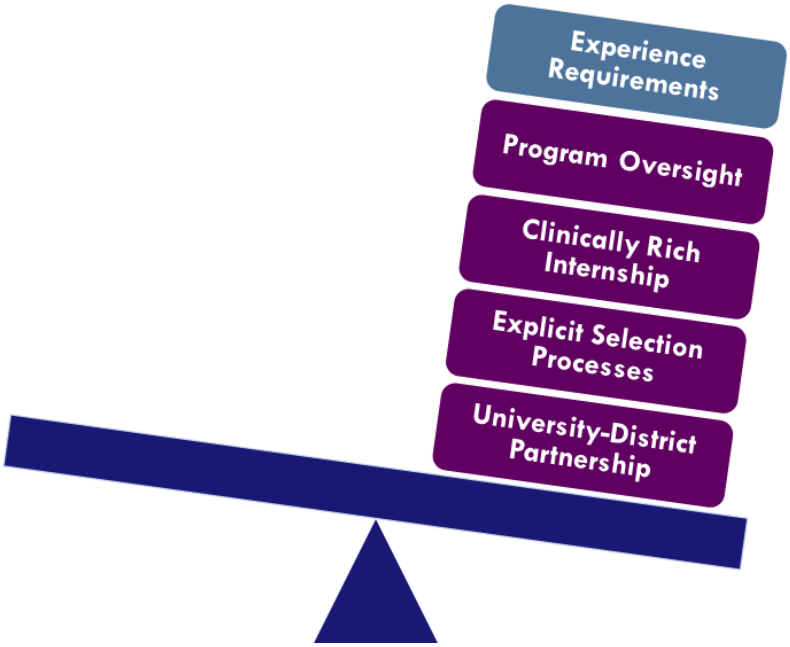


High Leverage Policy in Indiana

How does Indiana stack up?

Indiana has well-developed policy for:

Indiana has yet to develop policy for:



What can Indiana do?

Well-developed high leverage policy examples to consider for Indiana:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. ExExample policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

IOWA

Overview of Iowa Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	10	3	4	2
Number of degrees awarded in administration (2012-13)*	0	167	34	51	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

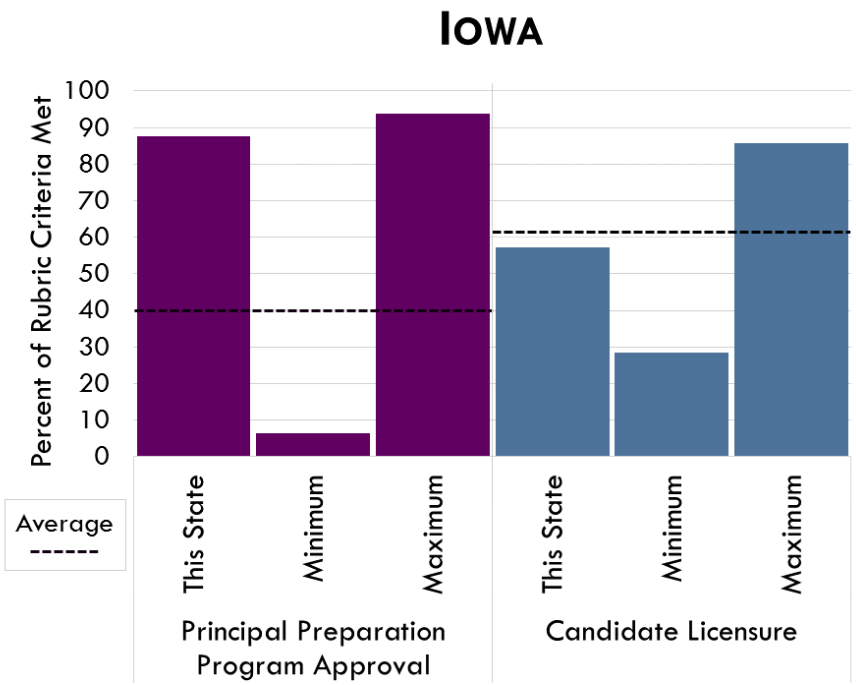
Overview of Iowa Policies and Summary of All States

Policy Criteria	Iowa	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	Yes	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 1996 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Both	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—400 hours	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**No**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—4 credits/5yrs	45 (88.2%)

How Iowa Compares

- Iowa meets **14 of the 16 criteria for principal preparation program approval (87.5%)**, which is **well above the state average** (6.4 of 16, 40.1%) but **slightly below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Iowa meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in Iowa

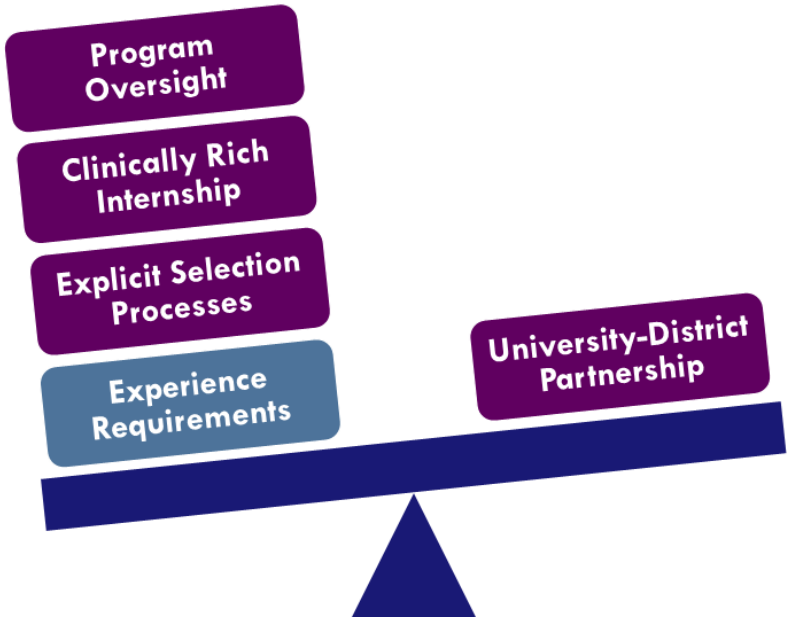
How does Iowa stack up?

Iowa has well-developed policy for:

- Program Oversight
- Clinically Rich Internship
- Explicit Selection Processes
- Experience Requirements

Iowa has yet to develop policy for:

- University-District Partnership



What can Iowa do?

Well-developed high leverage policy examples to consider for Iowa:

- **University-District Partnership**: Policy for this standard supports principal pipeline development. Iowa does have policy requiring a commitment from a district for an internship and alignment between district needs and program design, however, it does not incorporate district-provider collaboration on selection. Example policy, p. 27.
- **Explicit Selection Process (1.2. Targeted Recruitment)**: Although Iowa does have policy for the use of performance-based assessments, it does not yet have policy requiring targeted recruitment plans for educational leadership candidates. Example policy, p. 21.

KANSAS

Overview of Kansas Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	13	2	4	2
Number of degrees awarded in administration (2012-13)*	0	269	6	56	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

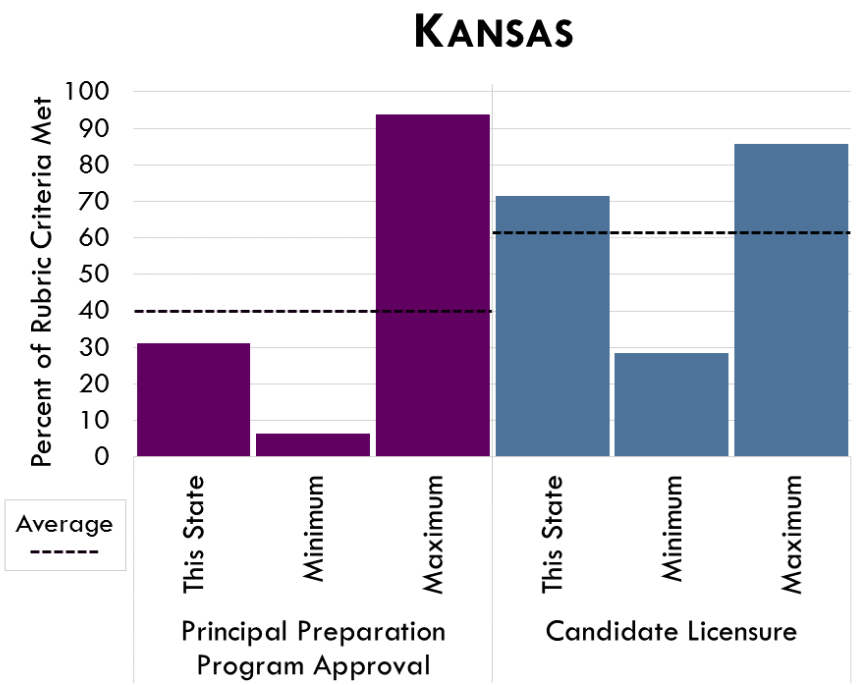
Overview of Kansas Policies and Summary of All States

Policy Criteria	Kansas	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes—NCATE**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—5 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 165)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—120 PD pts/5 yrs	45 (88.2%)

How Kansas Compares

- Kansas meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **slightly below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Kansas meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

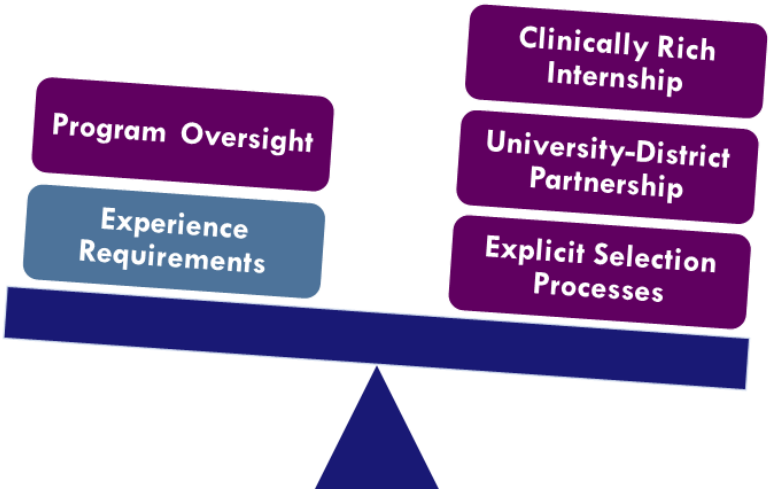


High Leverage Policy in Kansas

How does Kansas stack up?

Kansas has well-developed policy for:

Kansas has yet to develop policy for:



What can Kansas do?

Well-developed high leverage policy examples to consider for Kansas:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

KENTUCKY

Overview of Kentucky Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	12	2	9	2
Number of degrees awarded in administration (2012-13)*	0	455	6	115	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

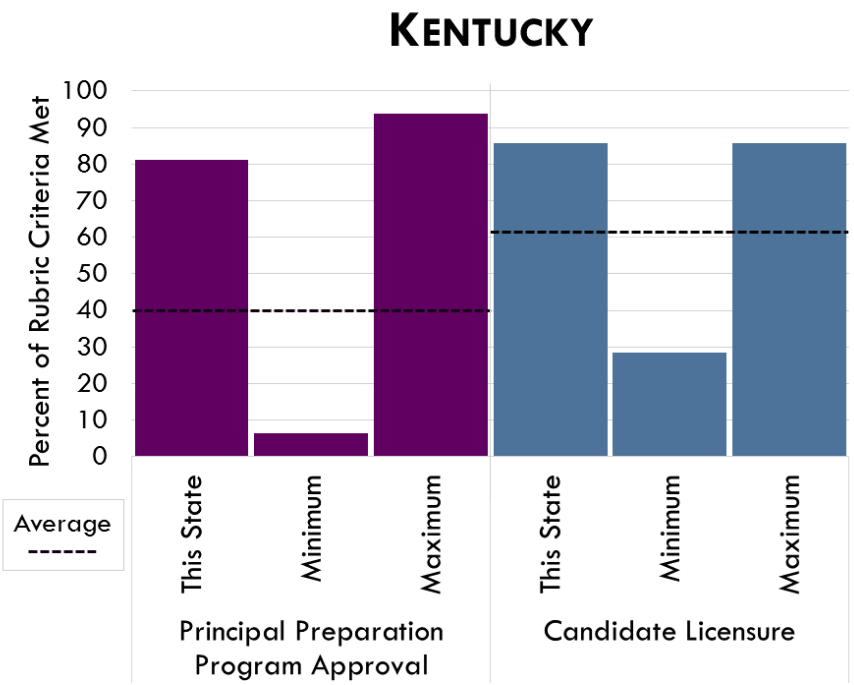
Overview of Kentucky Policies and Summary of All States

Policy Criteria	Kentucky	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Both	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes—NCATE**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Master's in education	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 160) + KY Specialty Test of Instructional and Administrative Practices	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 credit hrs/5 yrs	45 (88.2%)

How Kentucky Compares

- Kentucky meets **13 of the 16 criteria for principal preparation program approval (81.3%)**, which is **well above the state average** (6.4 of 16, 40.1%) but **slightly below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Kentucky meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in Kentucky

How does Kentucky stack up?

Kentucky has well-developed policy for:

- University-District Partnership
- Clinically Rich Internship
- Program Oversight
- Experience Requirements

Kentucky has yet to develop policy for:

- Explicit Selection Processes

What can Kentucky do?

Well-developed high leverage policy examples to consider for Kentucky:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.

LOUISIANA

Overview of Louisiana Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	14	3	6	1
Number of degrees awarded in administration (2012-13)*	0	281	31	28	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

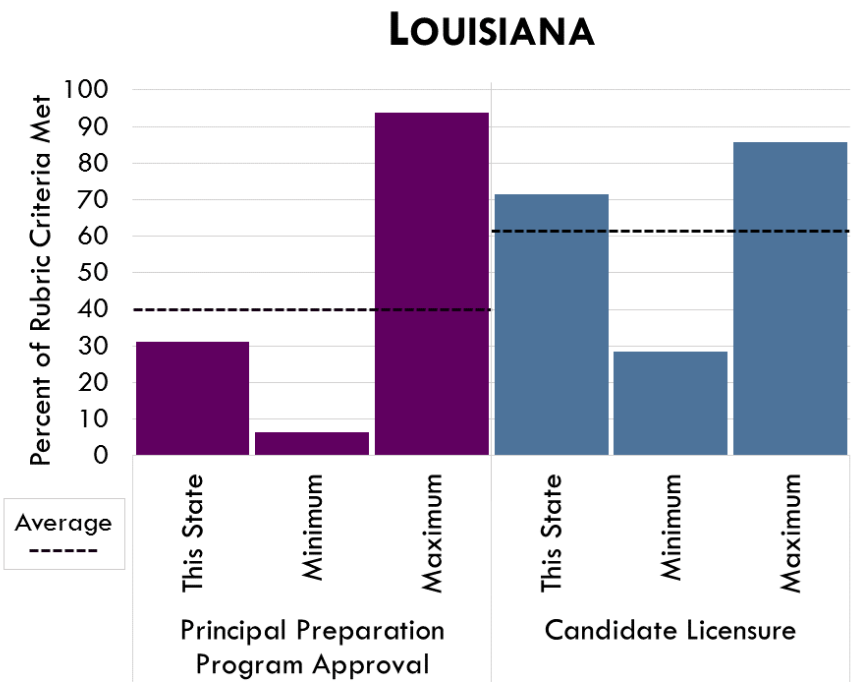
Overview of Louisiana Policies and Summary of All States

Policy Criteria	Louisiana	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes—NCATE/TEAC**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—Levels 1-4	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**No**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3/5 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 166)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Meet standards of effectiveness for 3 of 5 yrs	45 (88.2%)

How Louisiana Compares

- Louisiana meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **slightly below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Louisiana meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

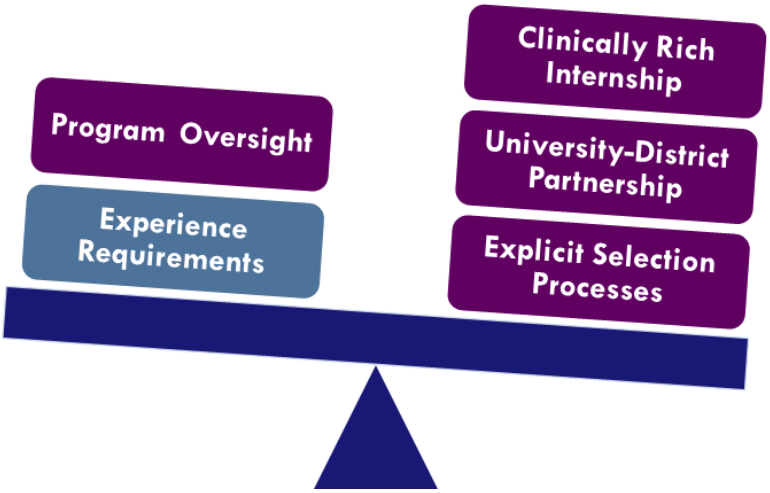


High Leverage Policy in Louisiana

How does Louisiana stack up?

Louisiana has well-developed policy for:

Louisiana has yet to develop policy for:



What can Louisiana do?

Well-developed high leverage policy examples to consider for Louisiana:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

MAINE

Overview of Maine Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	2	3	0	0
Number of degrees awarded in administration (2012-13)*	102	21	43	0	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

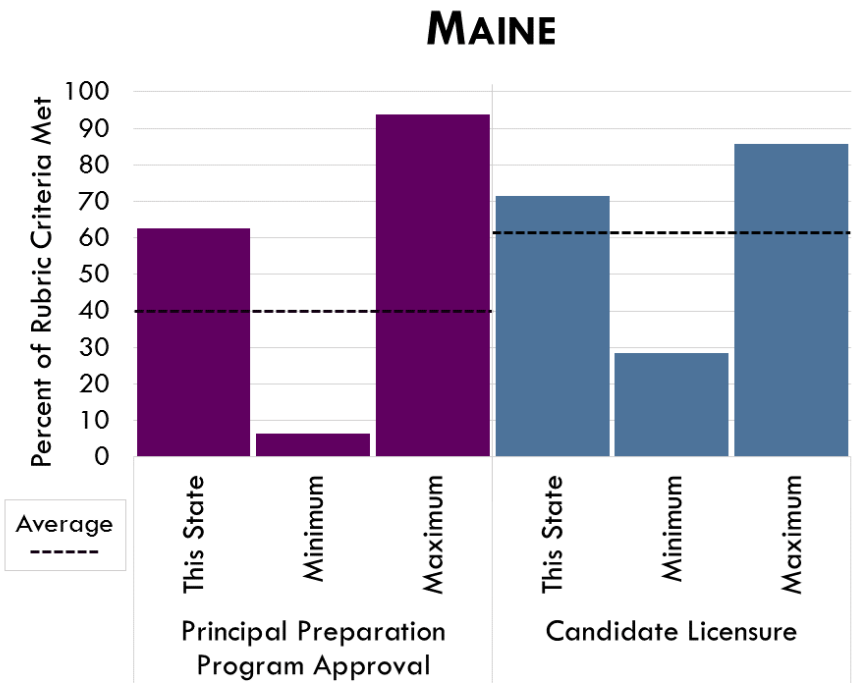
Overview of Maine Policies and Summary of All States

Policy Criteria	Maine	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 2008 ISLLC (*provisionally adopted rule*)	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—15 weeks	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes—CAEP**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 or 7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 credits/5yrs	45 (88.2%)

How Maine Compares

- Maine meets **10 of the 16 criteria for principal preparation program approval (62.5%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Maine meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

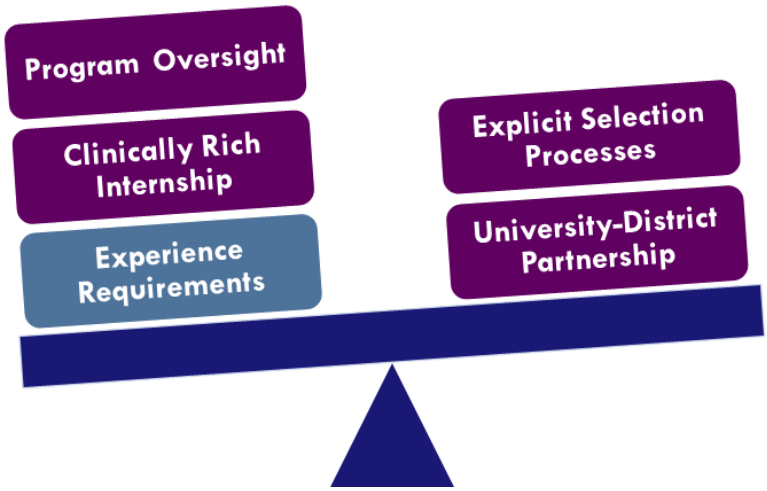


High Leverage Policy in Maine

How does Maine stack up?

Maine has well-developed policy for:

Maine has yet to develop policy for:



What can Maine do?

Well-developed high leverage policy examples to consider for Maine:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

MARYLAND

Overview of Maryland Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	3	10	1	4	1
Number of degrees awarded in administration (2012-13)*	119	153	1	44	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

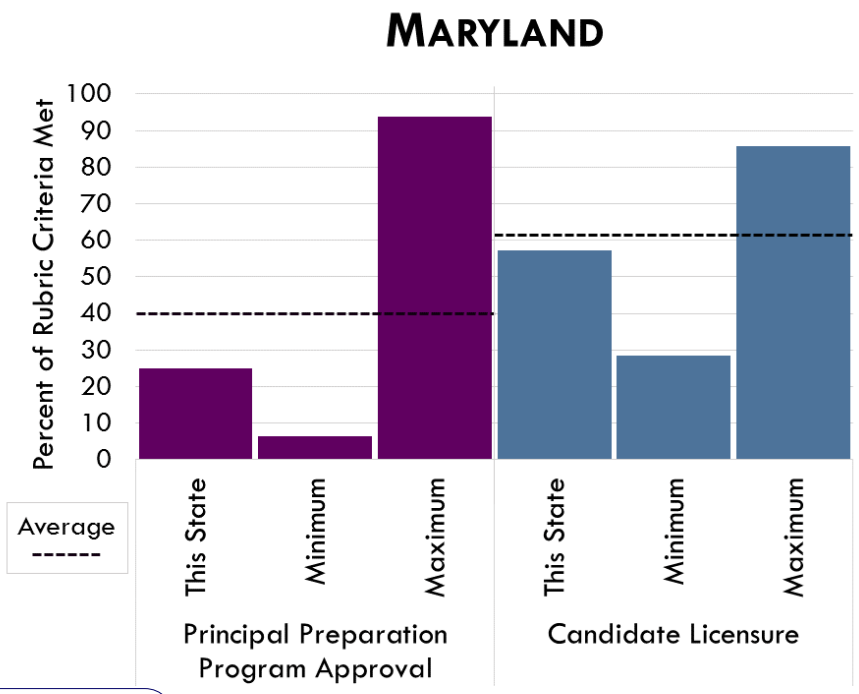
Overview of Maryland Policies and Summary of All States

Policy Criteria	Maryland	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 1996 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—27 months teaching	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 165)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—PD required/5 yrs	45 (88.2%)

How Maryland Compares

- Maryland meets **4 of the 16 criteria for principal preparation program approval (25.0%)**, which is **below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Maryland meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

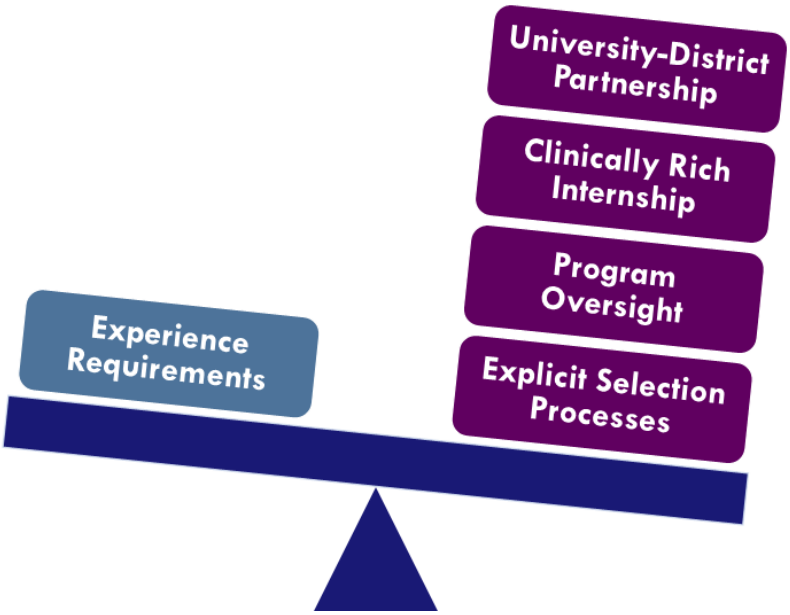


High Leverage Policy in Maryland

How does Maryland stack up?

Maryland has well-developed policy for:

Maryland has yet to develop policy for:



What can Maryland do?

Well-developed high leverage policy examples to consider for Maryland:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

MASSACHUSETTS

Overview of Massachusetts Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	20	15	7	1
Number of degrees awarded in administration (2012-13)*	13	305	230	38	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

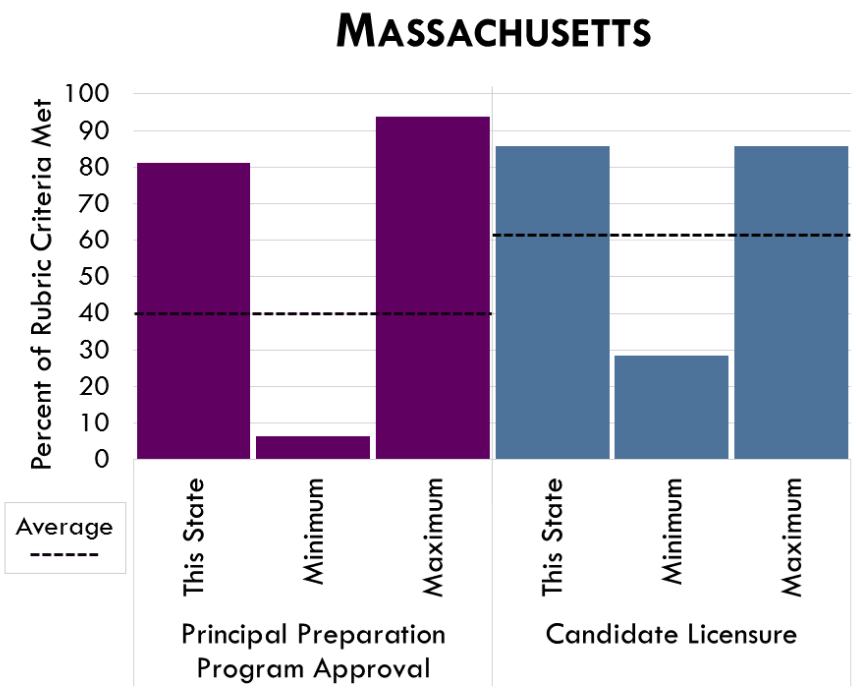
Overview of Massachusetts Policies and Summary of All States

Policy Criteria	Massachusetts	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Diverse populations	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—500 hours	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes—CAEP**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—MA Performance Assessment for Leaders + Comm. and Literacy Skills Test	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	Yes	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Individualized PD Plans w/ at least 150 PDPs	45 (88.2%)

How Massachusetts Compares

- Massachusetts meets **13 of the 16 criteria for principal preparation program approval (81.3%)**, which is **well above the state average** (6.4 of 16, 40.1%) but **slightly below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Massachusetts meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

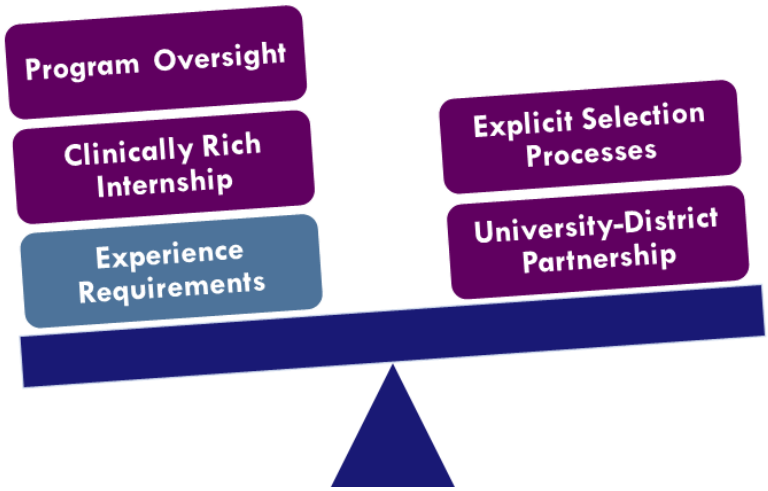


High Leverage Policy in Massachusetts

How does Massachusetts stack up?

Massachusetts has well-developed policy for:

Massachusetts has yet to develop policy for:



What can Massachusetts do?

Well-developed high leverage policy examples to consider for Massachusetts:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Specifically, Massachusetts is missing policy requiring a commitment from districts to provide a clinically rich internship experience. Example policy, p. 27.

MICHIGAN

Overview of Michigan Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	22	9	7	3
Number of degrees awarded in administration (2012-13)*	0	494	199	46	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

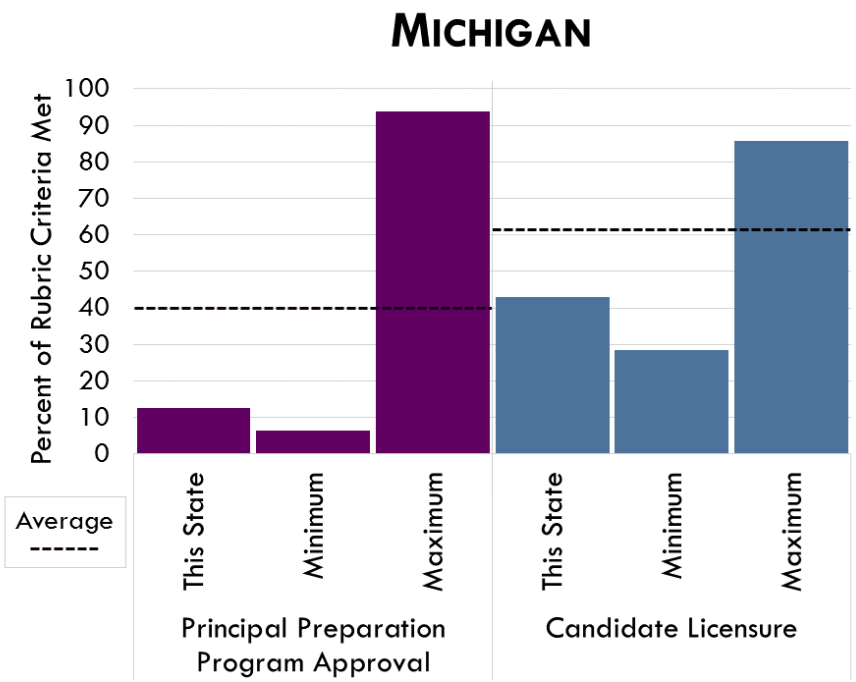
Overview of Michigan Policies and Summary of All States

Policy Criteria	Michigan	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 1996 & 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 credit hours or 150 CEUs	45 (88.2%)

How Michigan Compares

- Michigan meets **2 of the 16 criteria for principal preparation program approval (12.5%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Michigan meets **3 of the 7 criteria for candidate licensure (42.9%)**, which is **slightly below the state average** (4.3 of 8, 61.9%) and **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

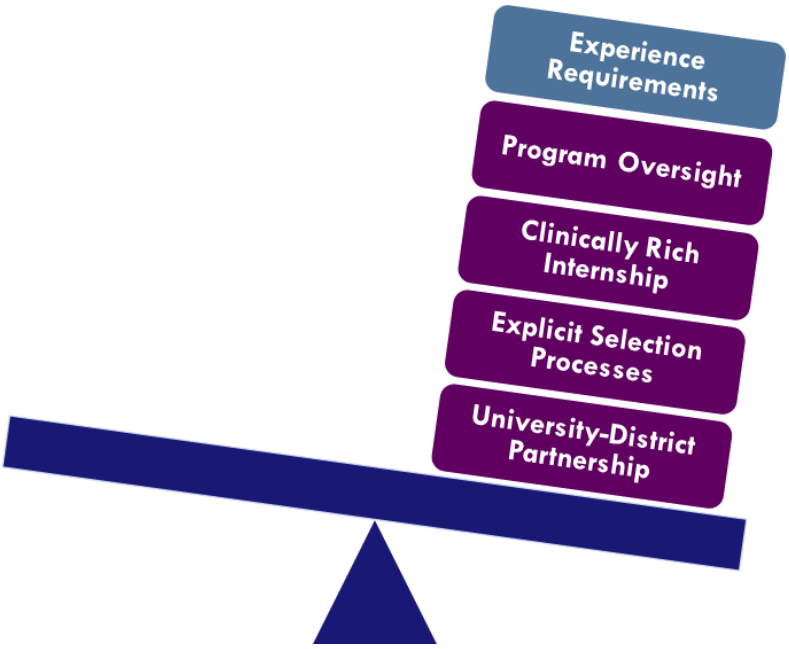


High Leverage Policy in Michigan

How does Michigan stack up?

Michigan has well-developed policy for:

Michigan has yet to develop policy for:



What can Michgan do?

Well-developed high leverage policy examples to consider for Michigan:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

MINNESOTA

Overview of Minnesota Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	4	12	12	10	1
Number of degrees awarded in administration (2012-13)*	56	379	301	132	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

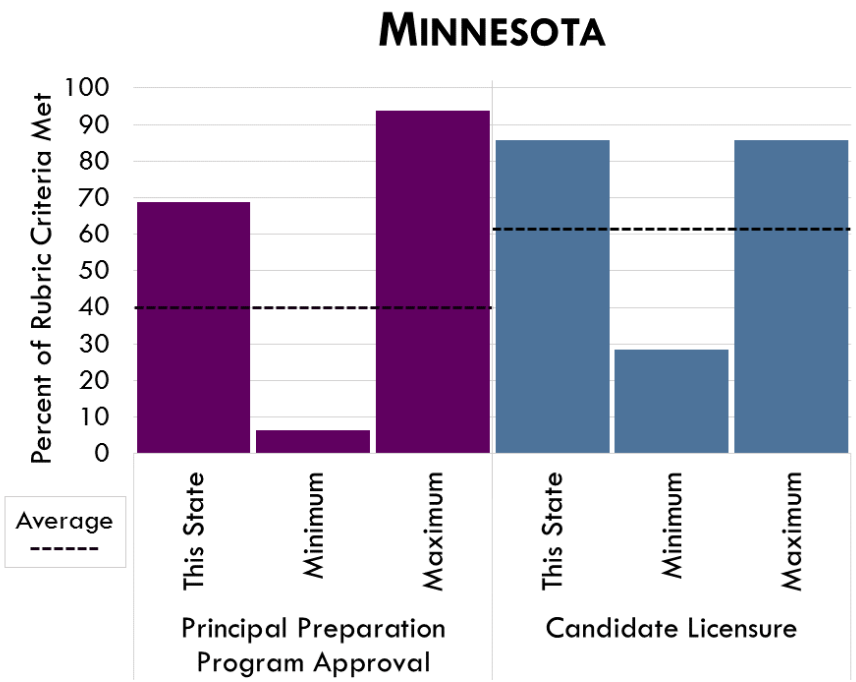
Overview of Minnesota Policies and Summary of All States

Policy Criteria	Minnesota	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—320 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Specialist or doctoral program preparatory for educational administration	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	Yes	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—125 clock hrs./5 yrs.	45 (88.2%)

How Minnesota Compares

- Minnesota meets **11 of the 16 criteria for principal preparation program approval (68.8%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Minnesota meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

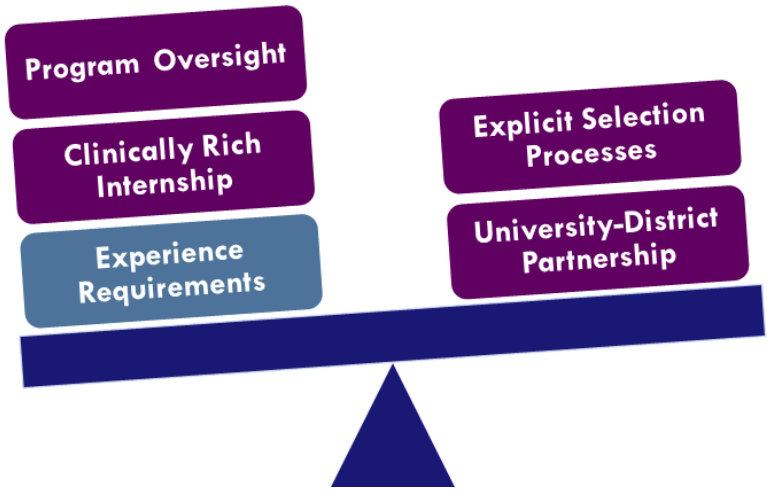


High Leverage Policy in Minnesota

How does Minnesota stack up?

Minnesota has well-developed policy for:

Minnesota has yet to develop policy for:



What can Minnesota do?

Well-developed high leverage policy examples to consider for Minnesota:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

MISSISSIPPI

Overview of Mississippi Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	10	2	3	0
Number of degrees awarded in administration (2012-13)*	0	185	28	31	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

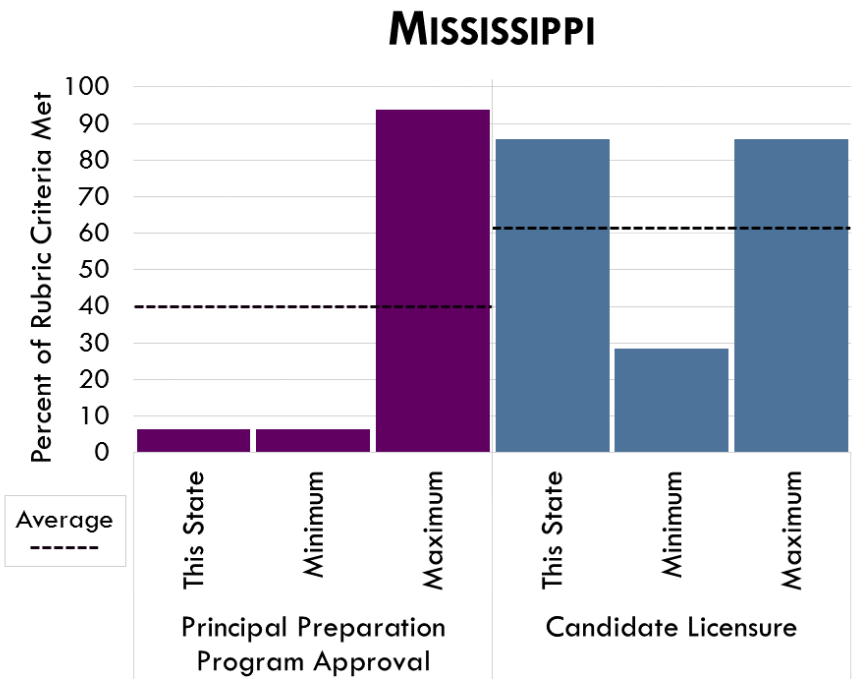
Overview of Mississippi Policies and Summary of All States

Policy Criteria	Mississippi	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Ed Admin/Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 169)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—70 School Executive Management Institute credits	45 (88.2%)

How Mississippi Compares

- Mississippi meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Mississippi meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

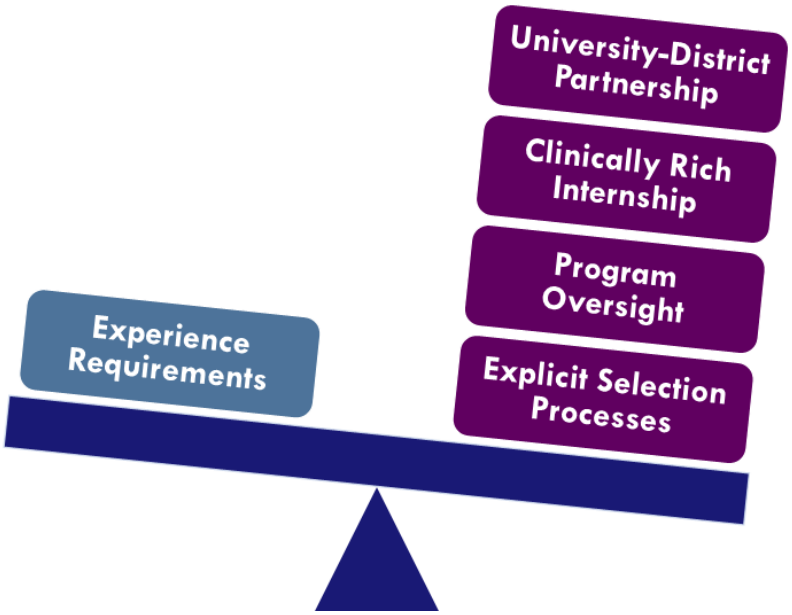


High Leverage Policy in Mississippi

How does Mississippi stack up?

Mississippi has well-developed policy for:

Mississippi has yet to develop policy for:



What can Mississippi do?

Well-developed high leverage policy examples to consider for Mississippi:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. EExample policy, pp. 29-31.

MISSOURI

Overview of Missouri Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	24	12	4	2
Number of degrees awarded in administration (2012-13)*	7	953	388	133	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

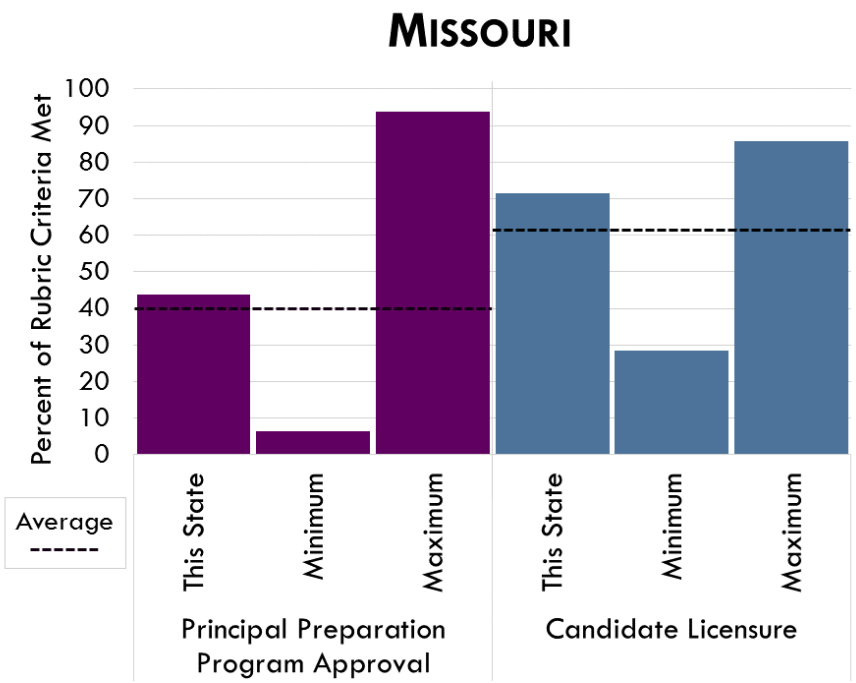
Overview of Missouri Policies and Summary of All States

Policy Criteria	Missouri	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—300 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No—2 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—MO Educator Gateway Assessments, Building Level Administrator	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—30 contact hours PD	45 (88.2%)

How Missouri Compares

- Missouri meets **7 of the 16 criteria for principal preparation program approval (43.8%)**, which is **slightly above the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Missouri meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

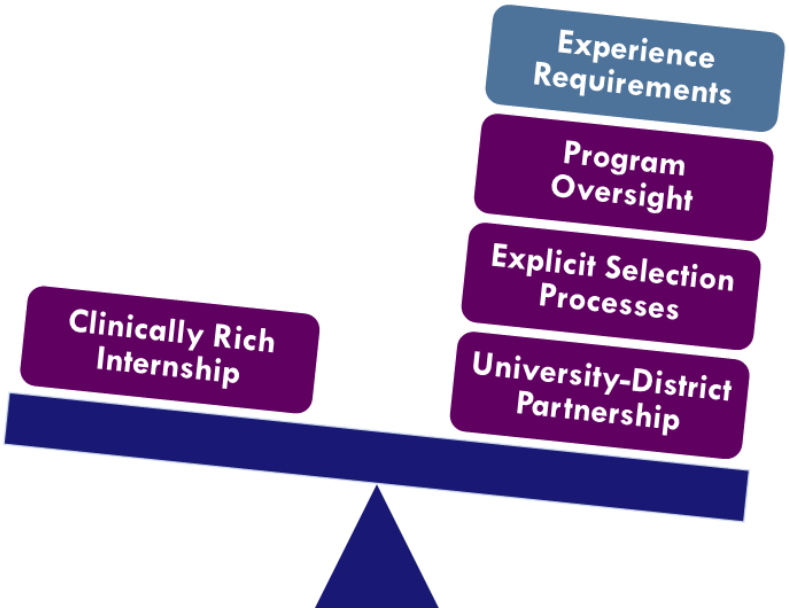


High Leverage Policy in Missouri

How does Missouri stack up?

Missouri has well-developed policy for:

Missouri has yet to develop policy for:



What can Missouri do?

Well-developed high leverage policy examples to consider for Missouri:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements:** Policy for this standard supports learning about instructional and leadership practices. Specifically, Missouri requires only two years of teaching experience. Example policy, p. 37.

MONTANA

Overview of Montana Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	3	0	1	0
Number of degrees awarded in administration (2012-13)*	0	28	0	6	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

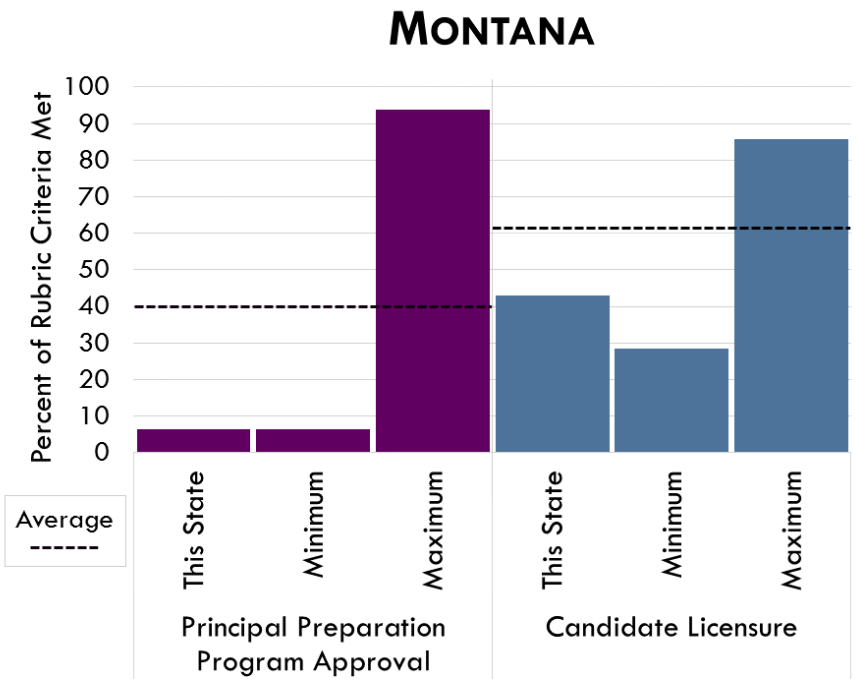
Overview of Montana Policies and Summary of All States

Policy Criteria	Montana	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—60 renewal units	45 (88.2%)

How Montana Compares

- Montana meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Montana meets **3 of the 7 criteria for candidate licensure (42.9%)**, which is **slightly below the state average** (4.3 of 8, 61.9%) and **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

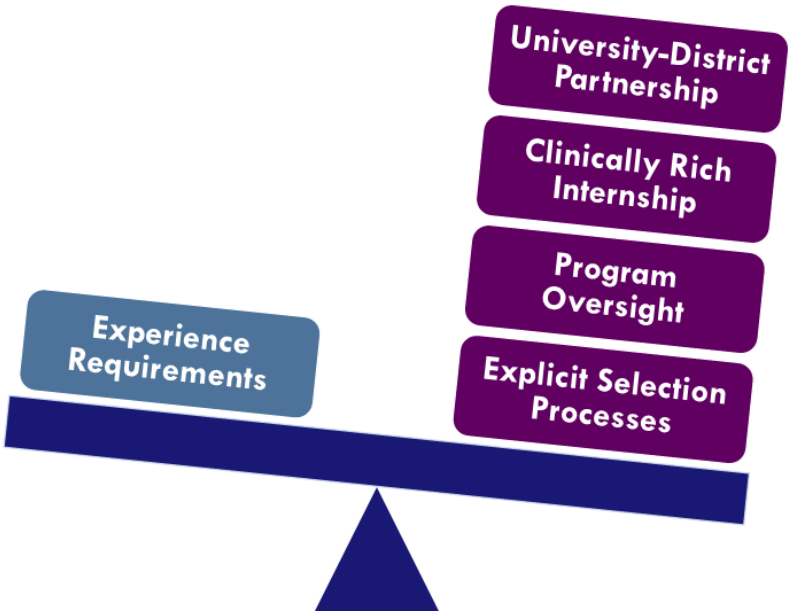


High Leverage Policy in Montana

How does Montana stack up?

Montana has well-developed policy for:

Montana has yet to develop policy for:



What can Montana do?

Well-developed high leverage policy examples to consider for Montana:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

NEBRASKA

Overview of Nebraska Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	14	5	4	1
Number of degrees awarded in administration (2012-13)*	12	287	29	68	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

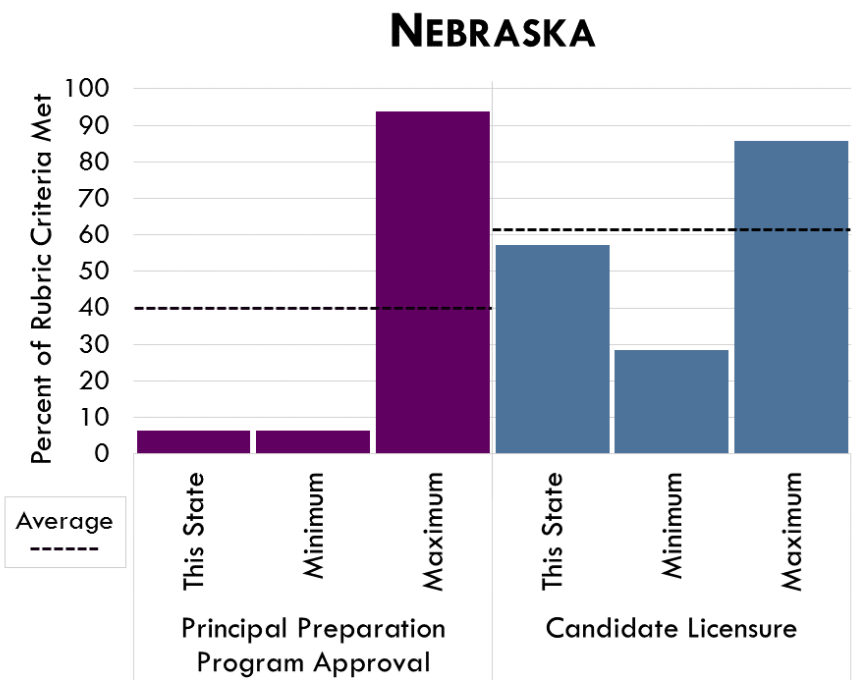
Overview of Nebraska Policies and Summary of All States

Policy Criteria	Nebraska	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No—250 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No—2 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 credits	45 (88.2%)

How Nebraska Compares

- Nebraska meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Nebraska meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

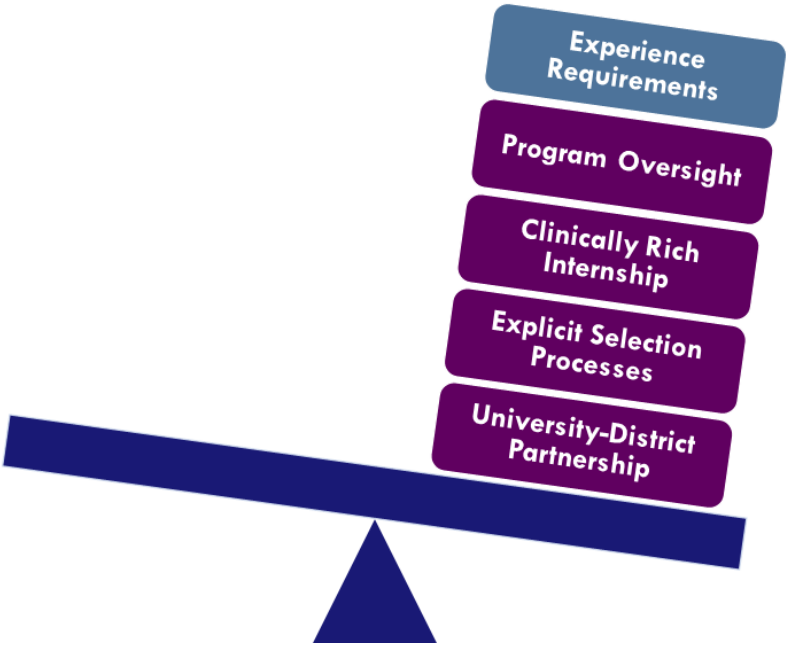


High Leverage Policy in Nebraska

How does Nebraska stack up?

Nebraska has well-developed policy for:

Nebraska has yet to develop policy for:



What can Nebraska do?

Well-developed high leverage policy examples to consider for Nebraska:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

NEVADA

Overview of Nevada Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	5	2	2	0
Number of degrees awarded in administration (2012-13)*	0	96	4	40	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

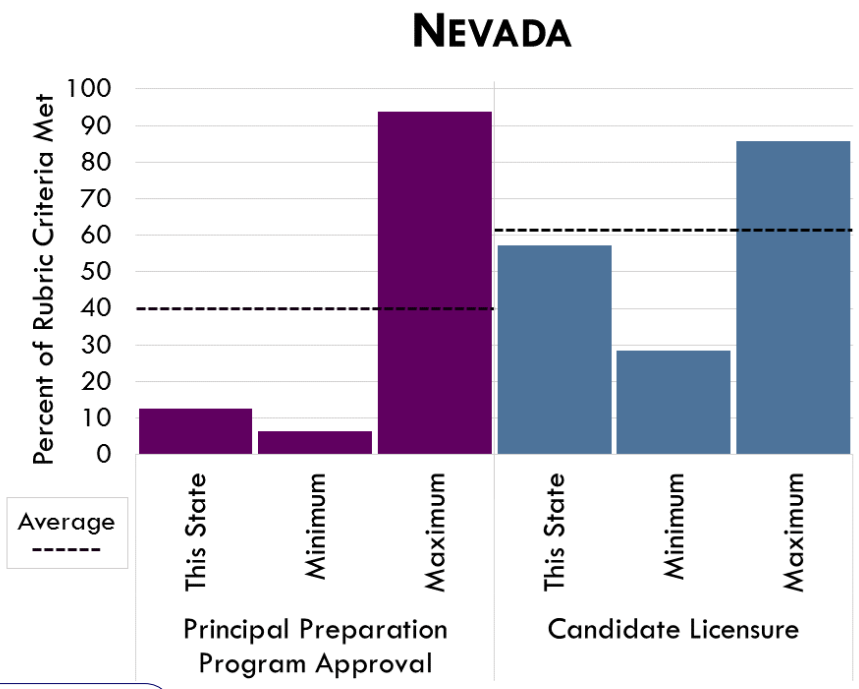
Overview of Nevada Policies and Summary of All States

Policy Criteria	Nevada	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—Annual	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 credits	45 (88.2%)

How Nevada Compares

- Nevada meets **2 of the 16 criteria for principal preparation program approval (12.5%)**, which is **well below the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Nevada meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **slightly below the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

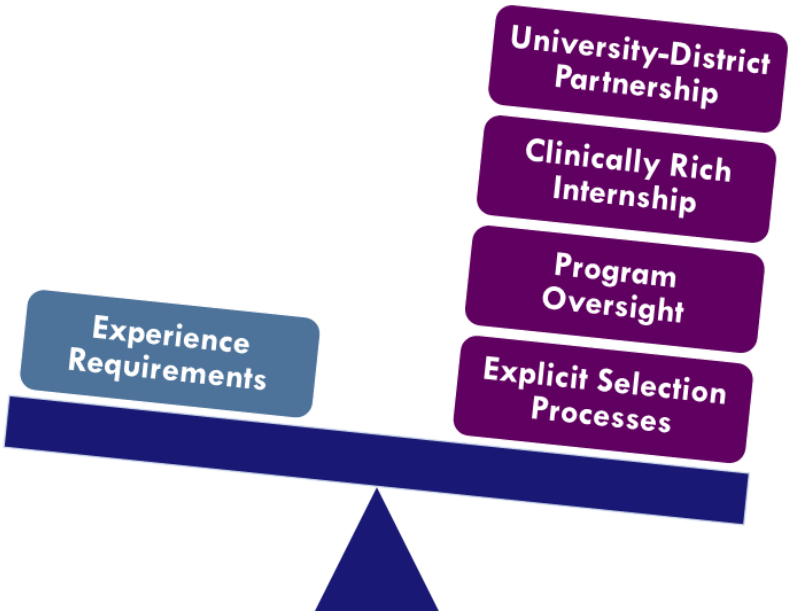


High Leverage Policy in Nevada

How does Nevada stack up?

Nevada has well-developed policy for:

Nevada has yet to develop policy for:



What can Nevada do?

Well-developed high leverage policy examples to consider for Nevada:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

NEW HAMPSHIRE

Overview of New Hampshire Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	4	5	2	0
Number of degrees awarded in administration (2012-13)*	4	50	64	4	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

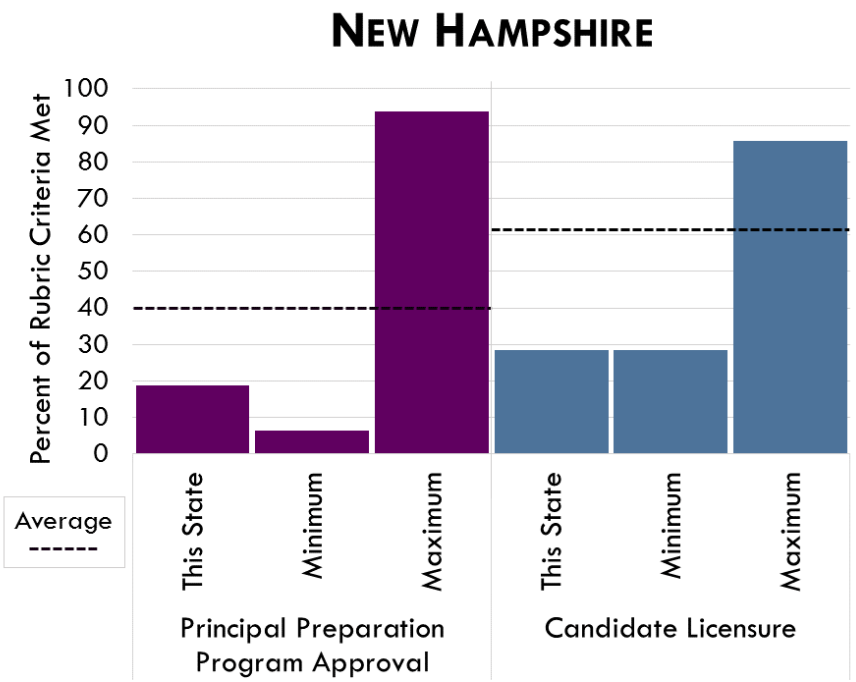
Overview of New Hampshire Policies and Summary of All States

Policy Criteria	New Hampshire	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—5 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**No**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	No—Supt. recommendation	45 (88.2%)

How New Hampshire Compares

- New Hampshire meets **3 of the 16 criteria for principal preparation program approval (18.8%)**, which is **below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- New Hampshire meets **2 of the 7 criteria for candidate licensure (28.6%)**, which is **below the state average** (4.3 of 8, 61.9%) and **well below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

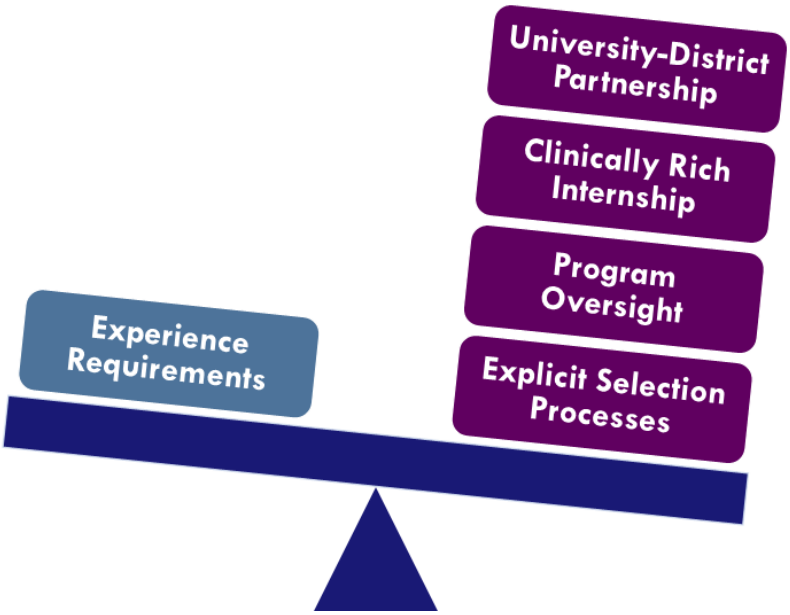


High Leverage Policy in New Hampshire

How does New Hampshire stack up?

New Hampshire has well-developed policy for:

New Hampshire has yet to develop policy for:



What can New Hampshire do?

Well-developed high leverage policy examples to consider for New Hampshire:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

NEW JERSEY

Overview of New Jersey Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	18	2	5	1
Number of degrees awarded in administration (2012-13)*	0	565	66	56	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

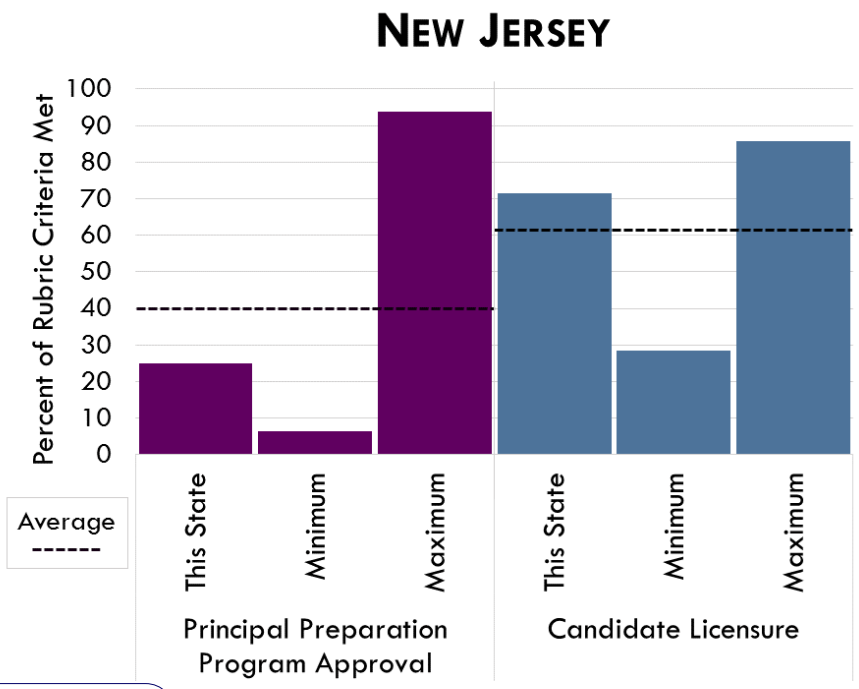
Overview of New Jersey Policies and Summary of All States

Policy Criteria	New Jersey	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 1996 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—300 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—5 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership or closely related	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	No	45 (88.2%)

How New Jersey Compares

- New Jersey meets **4 of the 16 criteria for principal preparation program approval (25.0%)**, which is **below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- New Jersey meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

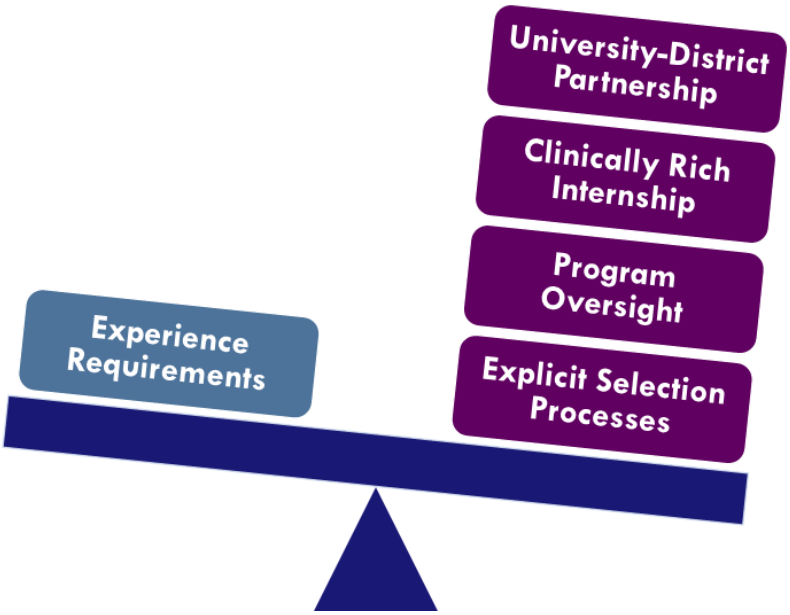


High Leverage Policy in New Jersey

How does New Jersey stack up?

New Jersey has well-developed policy for:

New Jersey has yet to develop policy for:



What can New Jersey do?

Well-developed high leverage policy examples to consider for New Jersey:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

NEW MEXICO

Overview of New Mexico Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	5	1	2	2
Number of degrees awarded in administration (2012-13)*	0	94	21	20	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

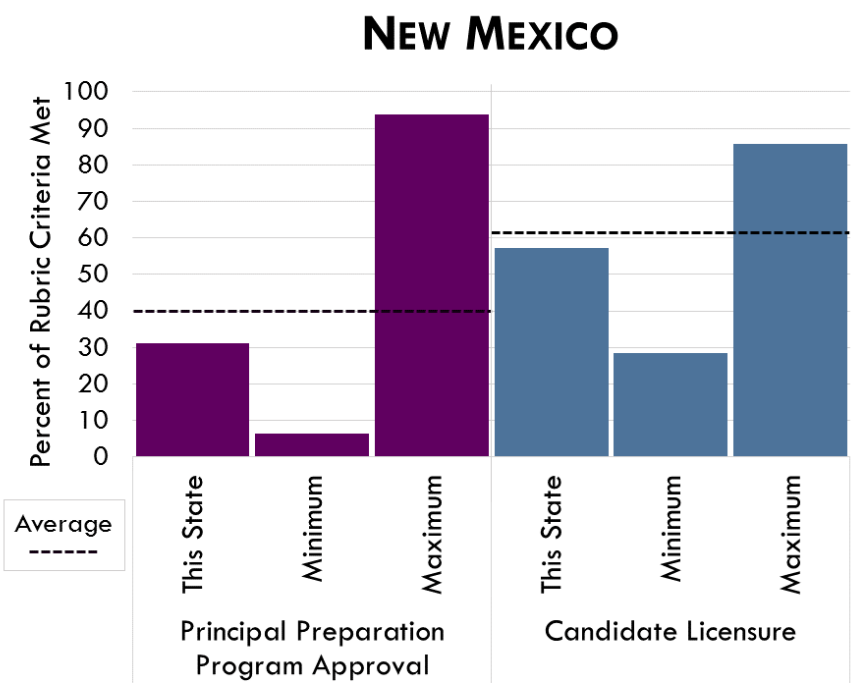
Overview of New Mexico Policies and Summary of All States

Policy Criteria	New Mexico	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—State developed standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No—180 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes—NCATE**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—6/7 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—NM Teacher Assessments, Educational Administrator	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**No**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	No—Fee + supt. rec.	45 (88.2%)

How New Mexico Compares

- New Mexico meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- New Mexico meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in New Mexico

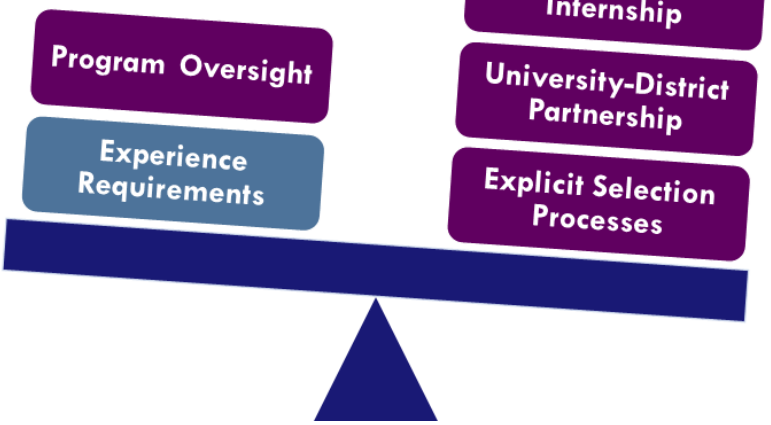
How does New Mexico stack up?

New Mexico has well-developed policy for:

- Program Oversight
- Experience Requirements

New Mexico has yet to develop policy for:

- Clinically Rich Internship
- University-District Partnership
- Explicit Selection Processes



What can New Mexico do?

Well-developed high leverage policy examples to consider for New Mexico:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.

NEW YORK

Overview of New York Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	29	42	14	6
Number of degrees awarded in administration (2012-13)*	3	708	1197	157	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

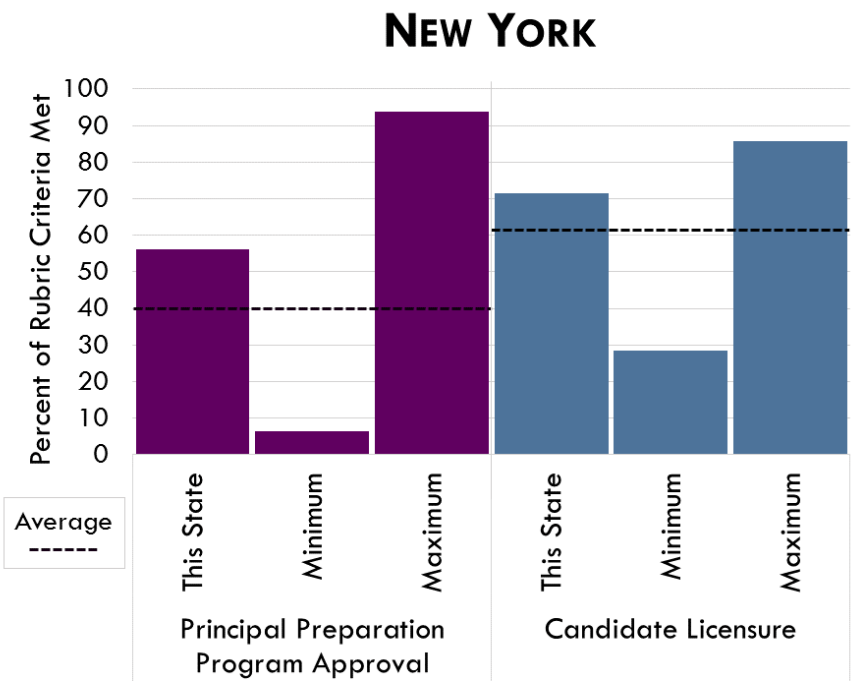
Overview of New York Policies and Summary of All States

Policy Criteria	New York	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Diverse populations	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—15 weeks	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—NY State Teacher Certification Exam, School Building Leader Pts. 1 + 2	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—175 PD hrs./5 yrs.	45 (88.2%)

How New York Compares

- New York meets **9 of the 16 criteria for principal preparation program approval (56.3%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- New York meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

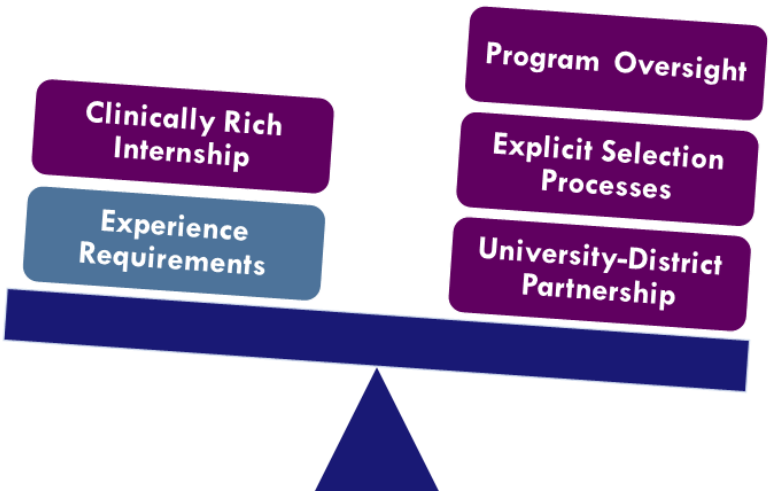


High Leverage Policy in New York

How does New York stack up?

New York has well-developed policy for:

New York has yet to develop policy for:



What can New York do?

Well-developed high leverage policy examples to consider for New York:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Specifically, New York is missing policy requiring that districts and providers collaborate on candidate selection (4.2). Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

NORTH CAROLINA

Overview of North Carolina Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	22	6	13	4
Number of degrees awarded in administration (2012-13)*	0	856	14	132	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

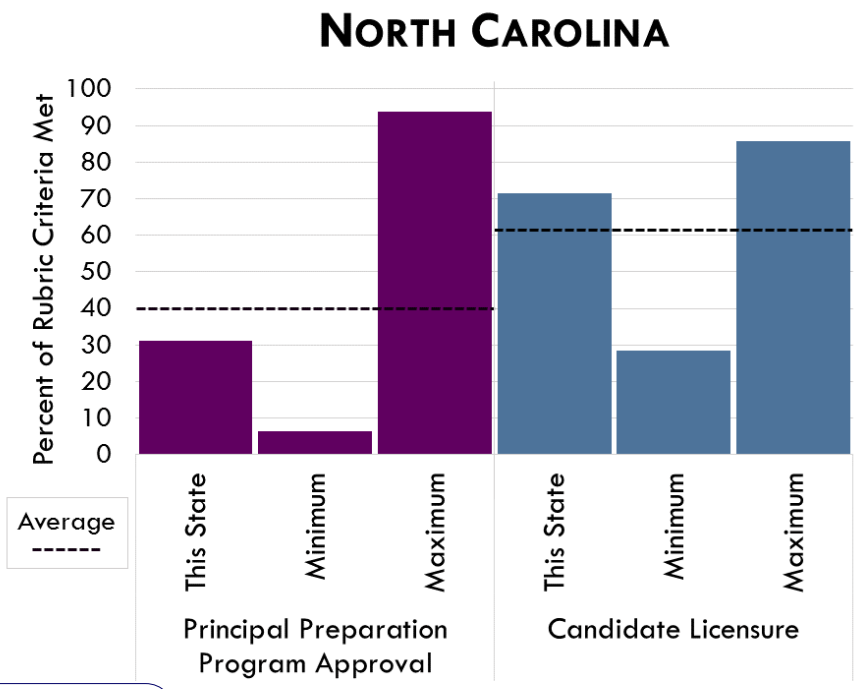
Overview of North Carolina Policies and Summary of All States

Policy Criteria	North Carolina	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No—Integrated year long	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—M.Ed. in Ed. Admin.	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	Yes	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—8 CEUs	45 (88.2%)

How North Carolina Compares

- North Carolina meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **slightly below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- North Carolina meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

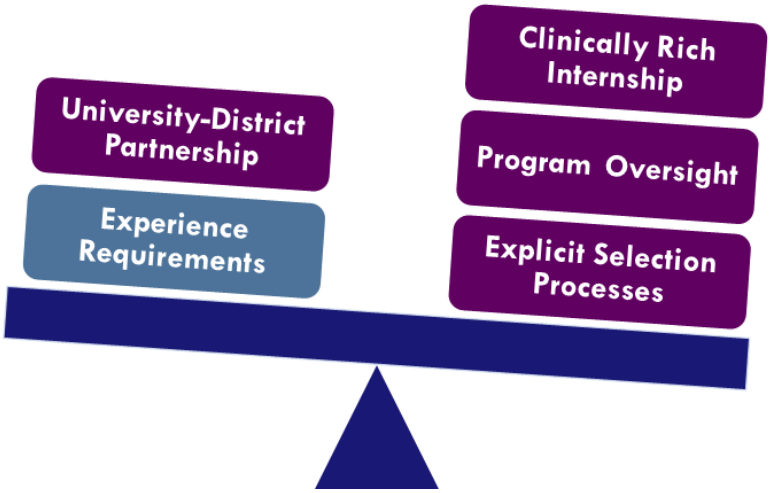


High Leverage Policy in North Carolina

How does North Carolina stack up?

North Carolina has well-developed policy for:

North Carolina has yet to develop policy for:



What can North Carolina do?

Well-developed high leverage policy examples to consider for North Carolina:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

NORTH DAKOTA

Overview of North Dakota Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	4	0	1	0
Number of degrees awarded in administration (2012-13)*	0	54	0	15	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

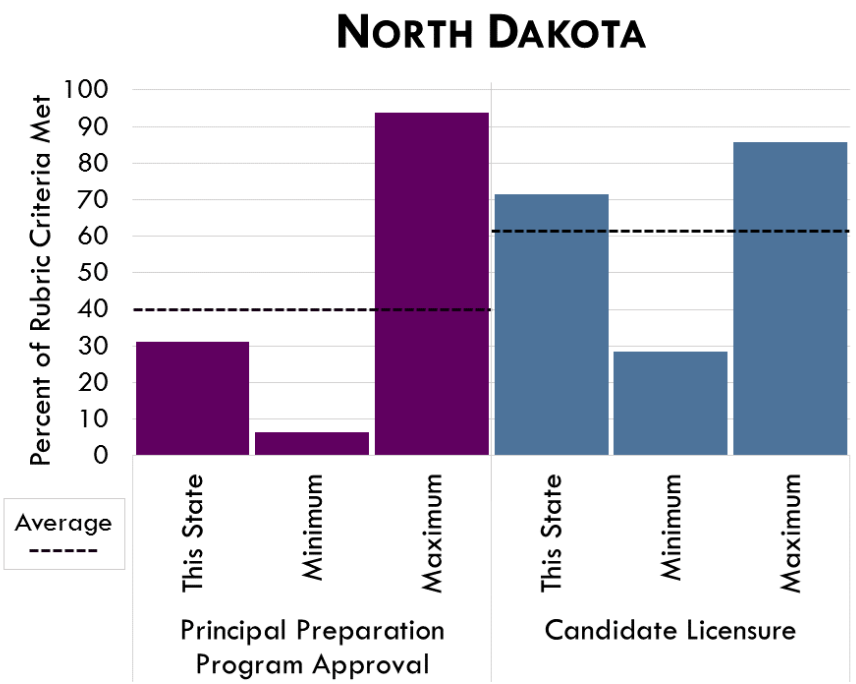
Overview of North Dakota Policies and Summary of All States

Policy Criteria	North Dakota	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adopted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes—NCATE**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—8 semester hours	45 (88.2%)

How North Dakota Compares

- North Dakota meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **slightly below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- North Dakota meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in North Dakota

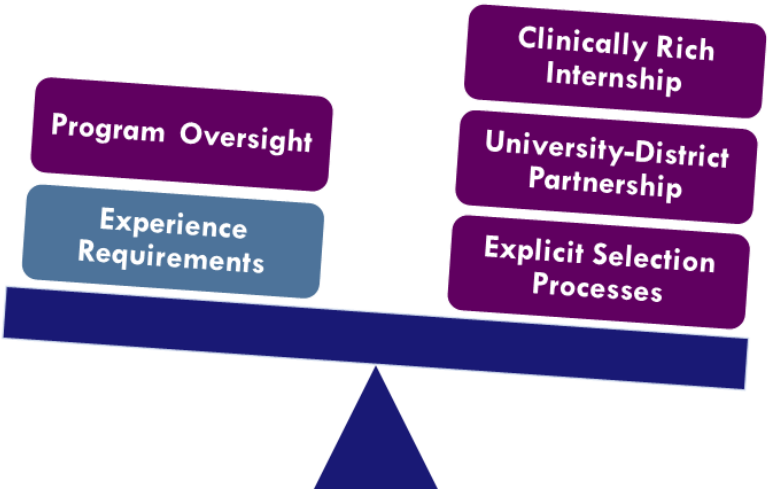
How does North Dakota stack up?

North Dakota has well-developed policy for:

- Program Oversight
- Experience Requirements

North Dakota has yet to develop policy for:

- Clinically Rich Internship
- University-District Partnership
- Explicit Selection Processes



What can North Dakota do?

Well-developed high leverage policy examples to consider for North Dakota:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.

OHIO

Overview of Ohio Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	24	4	9	7
Number of degrees awarded in administration (2012-13)*	1	701	26	63	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

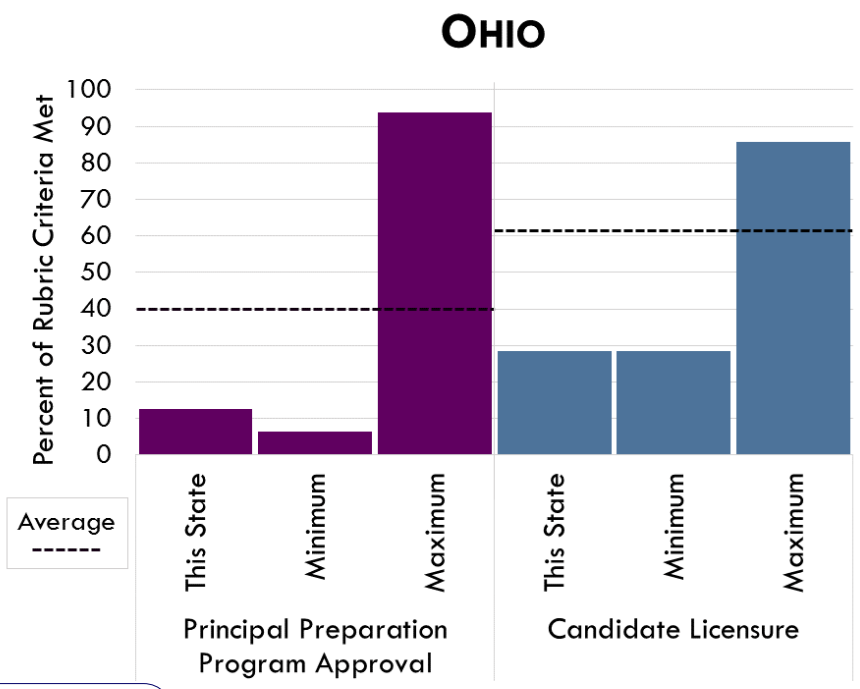
Overview of Ohio Policies and Summary of All States

Policy Criteria	Ohio	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 1996 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**No**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No—2 yrs.	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—OH Assessments for Educators, Ed Leadership	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Individualized plan, at least 6 semester hrs.	45 (88.2%)

How Ohio Compares

- Ohio meets **2 of the 16 criteria for principal preparation program approval (12.5%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Ohio meets **2 of the 7 criteria for candidate licensure (28.6%)**, which is **below the state average** (4.3 of 8, 61.9%) and **well below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

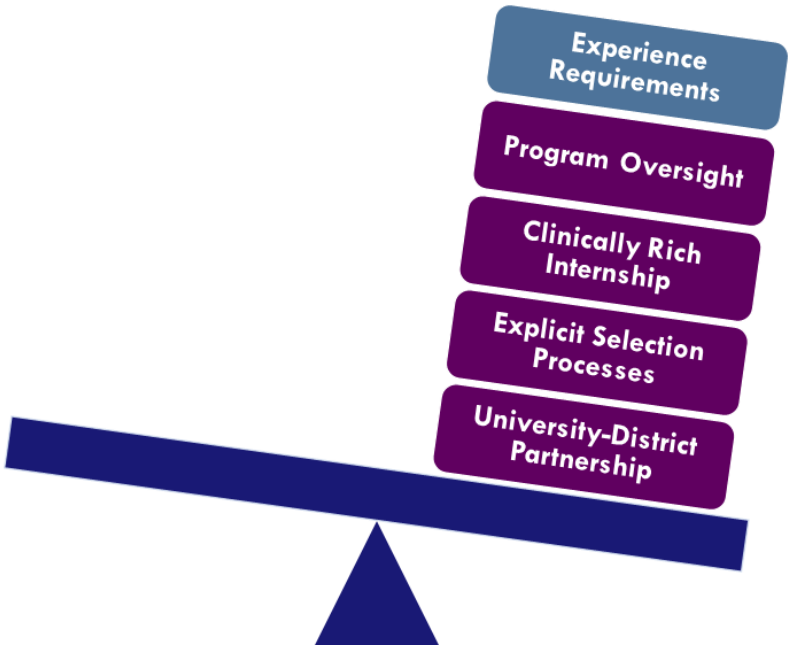


High Leverage Policy in Ohio

How does Ohio stack up?

Ohio has well-developed policy for:

Ohio has yet to develop policy for:



What can Ohio do?

Well-developed high leverage policy examples to consider for Ohio:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

OKLAHOMA

Overview of Oklahoma Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	9	0	3	2
Number of degrees awarded in administration (2012-13)*	0	346	0	19	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

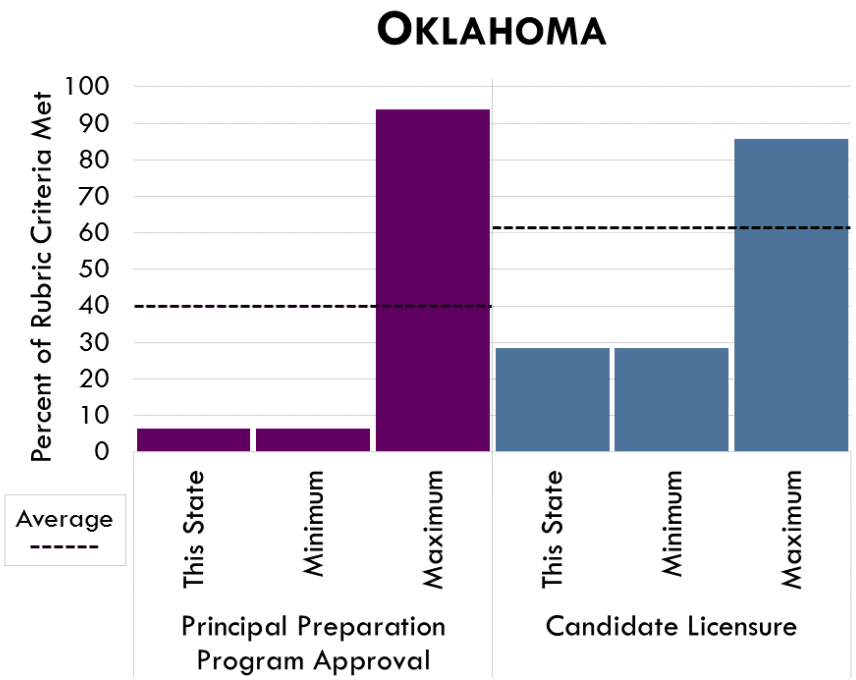
Overview of Oklahoma Policies and Summary of All States

Policy Criteria	Oklahoma	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—State developed standards similar to ISLLC	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No—2 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—OK Principal Common Core Subj. Area Test	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**No**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	No	45 (88.2%)

How Oklahoma Compares

- Oklahoma meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Oklahoma meets **2 of the 7 criteria for candidate licensure (28.6%)**, which is **below the state average** (4.3 of 8, 61.9%) and **well below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

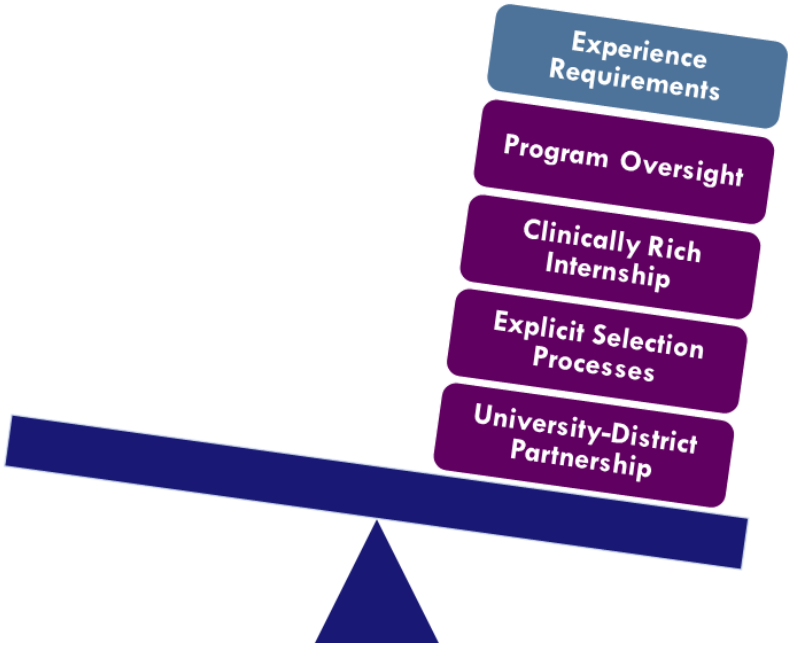


High Leverage Policy in Oklahoma

How does Oklahoma stack up?

Oklahoma has well-developed policy for:

Oklahoma has yet to develop policy for:



What can Oklahoma do?

Well-developed high leverage policy examples to consider for Oklahoma:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

OREGON

Overview of Oregon Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	4	5	1	4	2
Number of degrees awarded in administration (2012-13)*	211	316	74	45	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

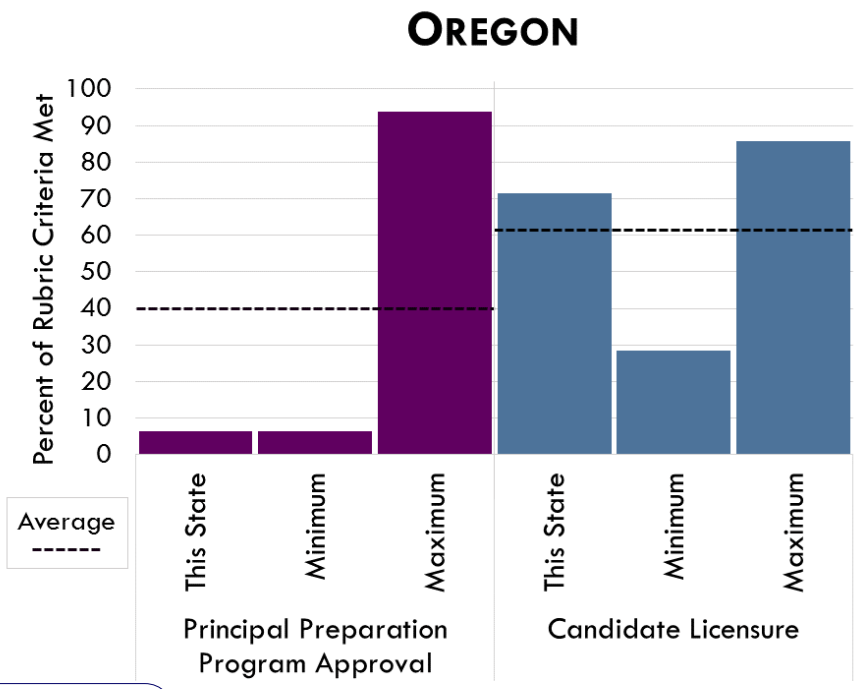
Overview of Oregon Policies and Summary of All States

Policy Criteria	Oregon	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—OR Educator Licensure Assessments, Administrator	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—125 PD units/5 yrs.	45 (88.2%)

How Oregon Compares

- Oregon meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Oregon meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

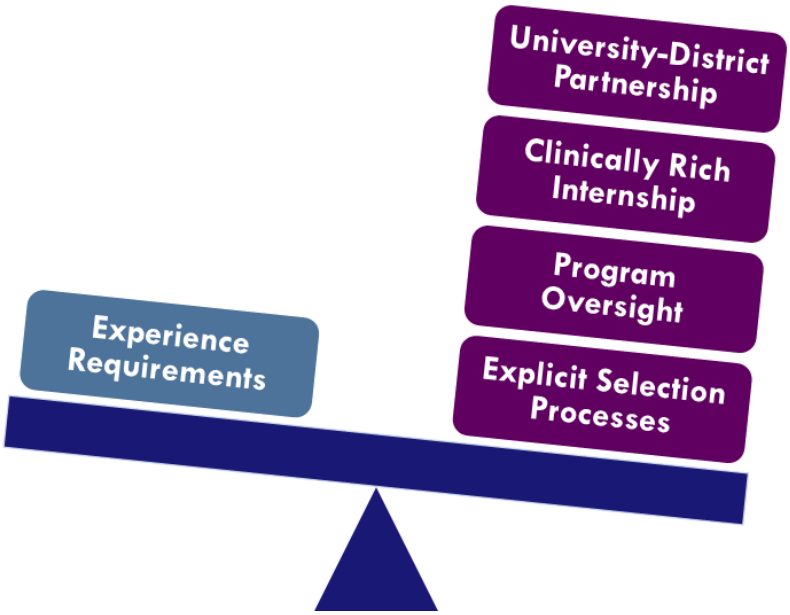


High Leverage Policy in Oregon

How does Oregon stack up?

Oregon has well-developed policy for:

Oregon has yet to develop policy for:



What can Oregon do?

Well-developed high leverage policy examples to consider for Oregon:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

PENNSYLVANIA

Overview of Pennsylvania Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	3	31	6	13	6
Number of degrees awarded in administration (2012-13)*	56	964	31	191	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

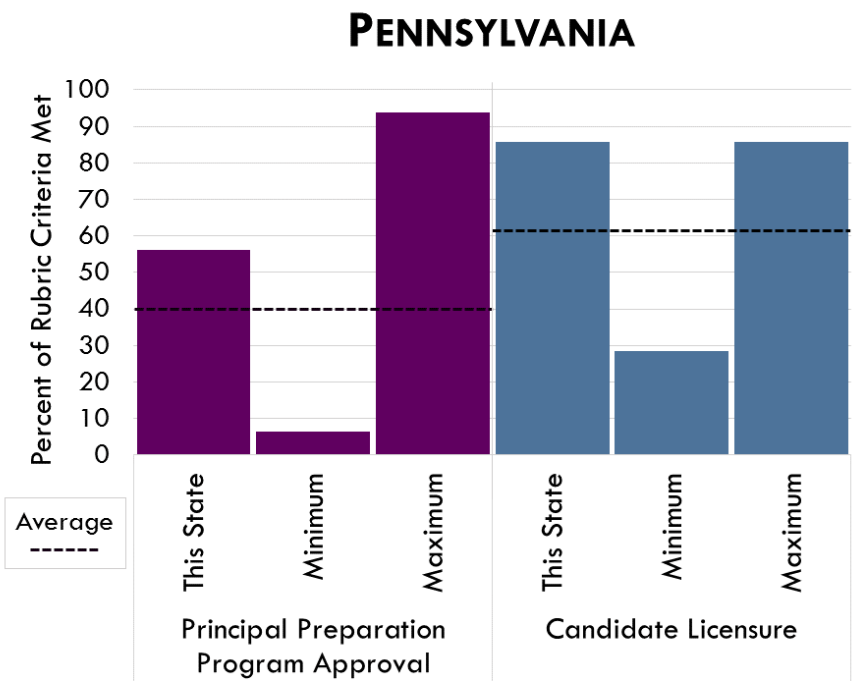
Overview of Pennsylvania Policies and Summary of All States

Policy Criteria	Pennsylvania	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**Yes**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	Yes	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 1996 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—360 hours	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—5 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	Yes	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 credits of 180 CEUs	45 (88.2%)

How Pennsylvania Compares

- Pennsylvania meets **9 of the 16 criteria for principal preparation program approval (56.3%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Pennsylvania meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in Pennsylvania

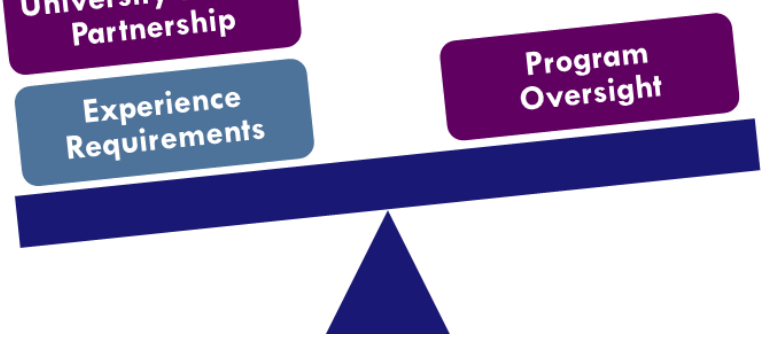
How does Pennsylvania stack up?

Pennsylvania has well-developed policy for:

- Clinically Rich Internship
- Explicit Selection Processes
- University-District Partnership
- Experience Requirements

Pennsylvania has yet to develop policy for:

- Program Oversight



What can Pennsylvania do?

Well-developed high leverage policy examples to consider for Pennsylvania:

- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Explicit Selection Process (1.2. Targeted Recruitment):** Although Pennsylvania does have policy for the use of performance-based assessments, it does not yet have policy requiring targeted recruitment plans for educational leadership candidates. Example policy, p. 21.

RHODE ISLAND

Overview of Rhode Island Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	4	0	1	0
Number of degrees awarded in administration (2012-13)*	0	86	0	7	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

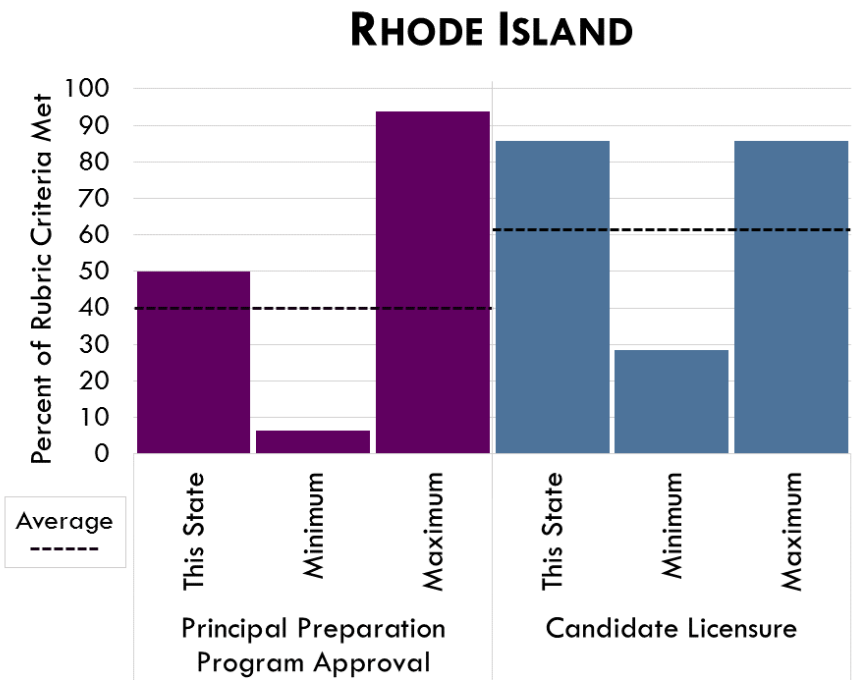
Overview of Rhode Island Policies and Summary of All States

Policy Criteria	Rhode Island	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Both	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—300 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—From prep program	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 166)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Performance based	45 (88.2%)

How Rhode Island Compares

- Rhode Island meets **8 of the 16 criteria for principal preparation program approval (50.0%)**, which is **slightly above the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Rhode Island meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

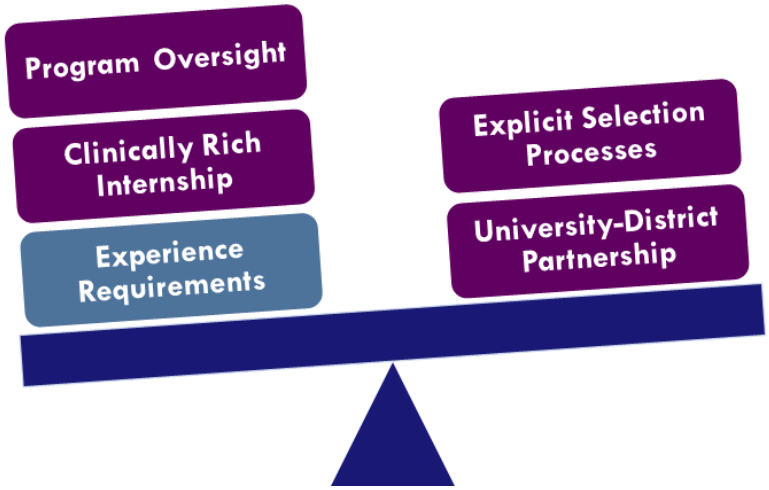


High Leverage Policy in Rhode Island

How does Rhode Island stack up?

Rhode Island has well-developed policy for:

Rhode Island has yet to develop policy for:



What can Rhode Island do?

Well-developed high leverage policy examples to consider for Rhode Island:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

SOUTH CAROLINA

Overview of South Carolina Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	14	9	6	1
Number of degrees awarded in administration (2012-13)*	0	352	83	75	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

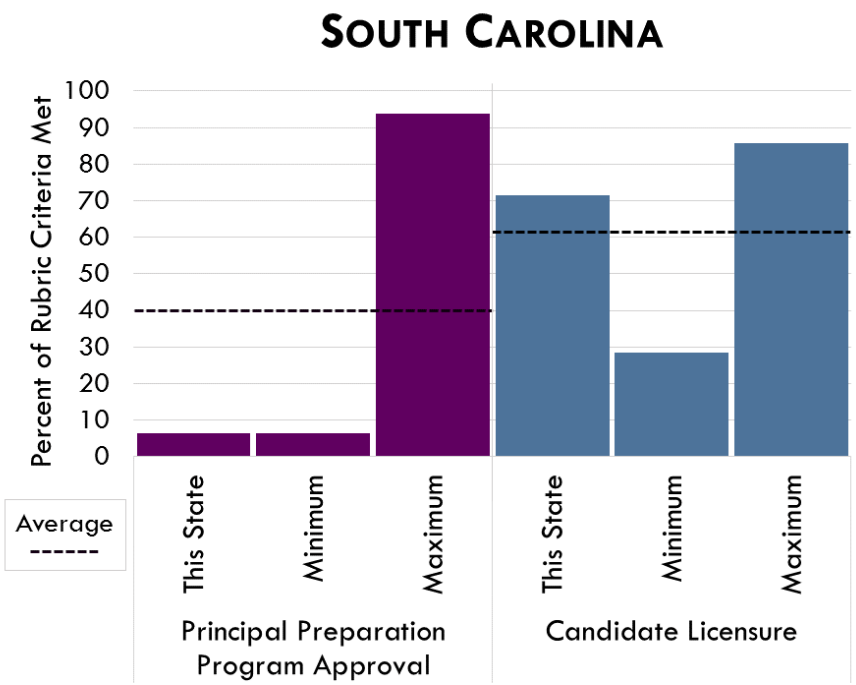
Overview of South Carolina Policies and Summary of All States

Policy Criteria	South Carolina	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—Praxis II Ed Admin	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—120 CEUs/5 yrs	45 (88.2%)

How South Carolina Compares

- South Carolina meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- South Carolina meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in South Carolina

How does South Carolina stack up?

South Carolina has well-developed policy for:

- Experience Requirements

South Carolina has yet to develop policy for:

- University-District Partnership
- Clinically Rich Internship
- Program Oversight
- Explicit Selection Processes

What can South Carolina do?

Well-developed high leverage policy examples to consider for South Carolina:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

SOUTH DAKOTA

Overview of South Dakota Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	10	1	1	0
Number of degrees awarded in administration (2012-13)*	0	123	32	32	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

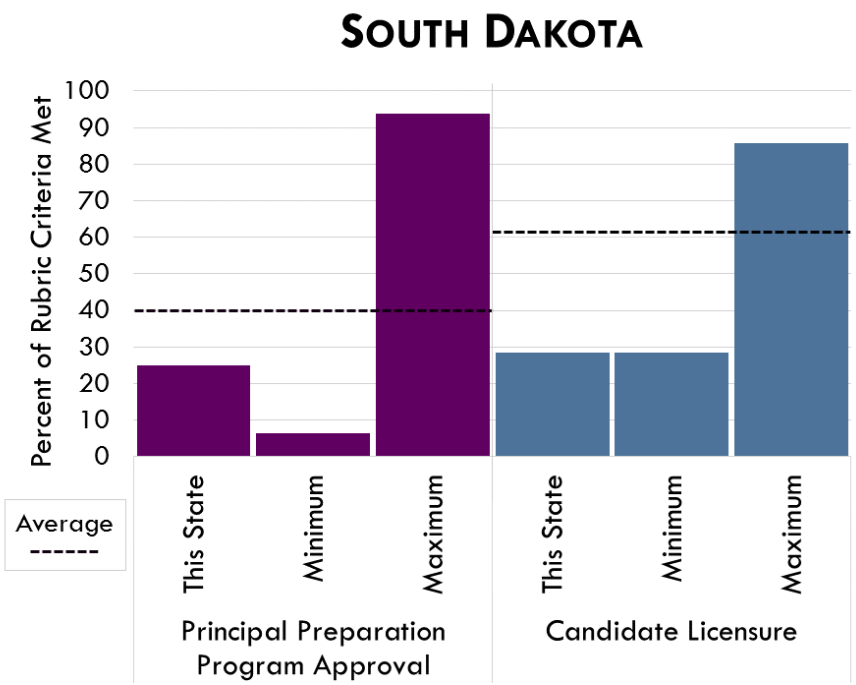
Overview of South Dakota Policies and Summary of All States

Policy Criteria	South Dakota	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**No**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—BA or Master's in Ed	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 credits	45 (88.2%)

How South Dakota Compares

- South Dakota meets **4 of the 16 criteria for principal preparation program approval (25.0%)**, which is **below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- South Dakota meets **2 of the 7 criteria for candidate licensure (28.6%)**, which is **below the state average** (4.3 of 8, 61.9%) and **well below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

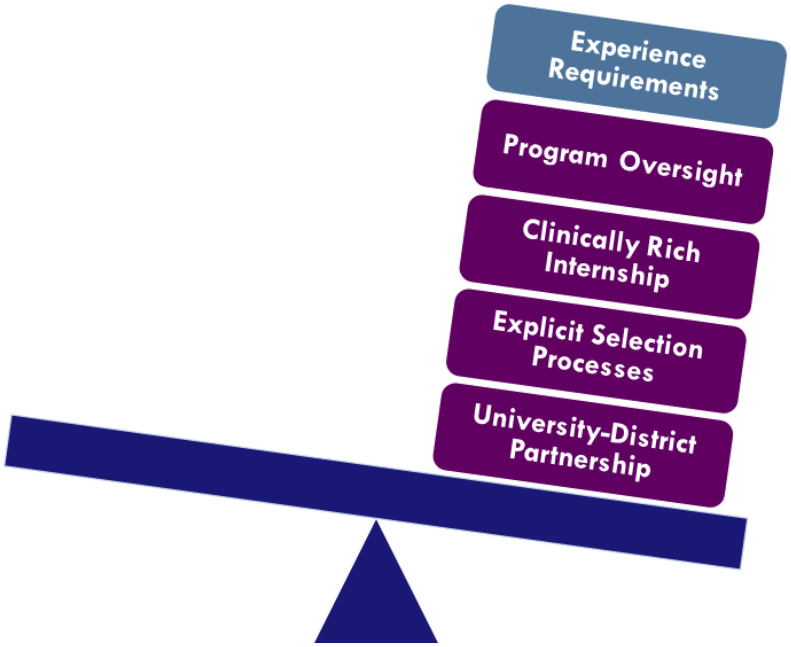


High Leverage Policy in South Dakota

How does South Dakota stack up?

South Dakota has well-developed policy for:

South Dakota has yet to develop policy for:



What can South Dakota do?

Well-developed high leverage policy examples to consider for South Dakota:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements:** Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

TENNESSEE

Overview of Tennessee Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	21	9	10	3
Number of degrees awarded in administration (2012-13)*	2	410	307	173	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

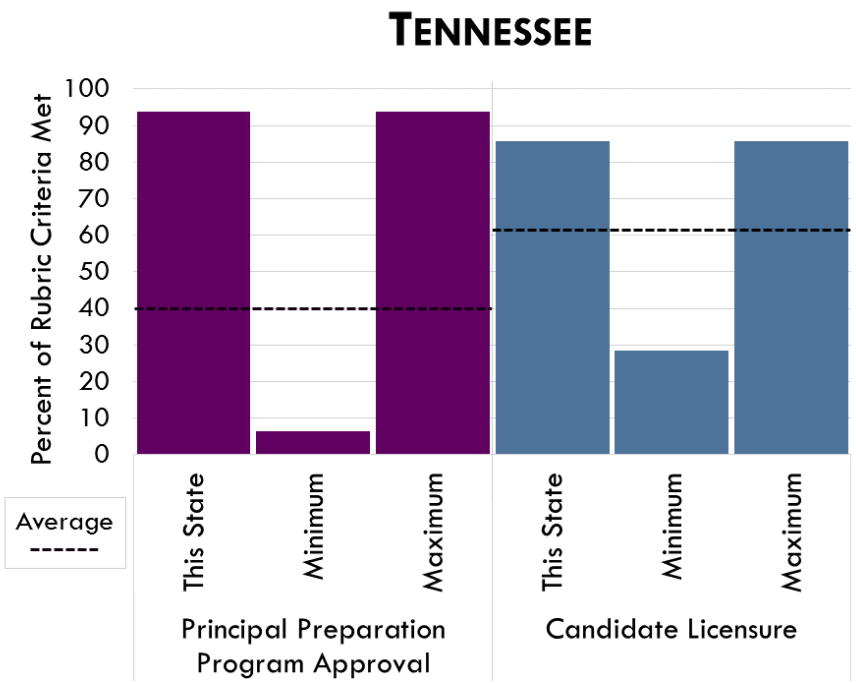
Overview of Tennessee Policies and Summary of All States

Policy Criteria	Tennessee	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**Yes**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	Yes	1 (1.9%)
1.2. Utilizes performance-based assessments	Yes	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Both	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes—CAEP**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—from prep program	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 160)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Performance based	45 (88.2%)

How Tennessee Compares

- Tennessee meets **15 of the 16 criteria for principal preparation program approval (93.8%)**, which is **well above the state average** (6.4 of 16, 40.1%) and **equal to** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Tennessee meets **6 of the 7 criteria for candidate licensure (85.7%)**, which is **above the state average** (4.3 of 8, 61.9%) and **equal to** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

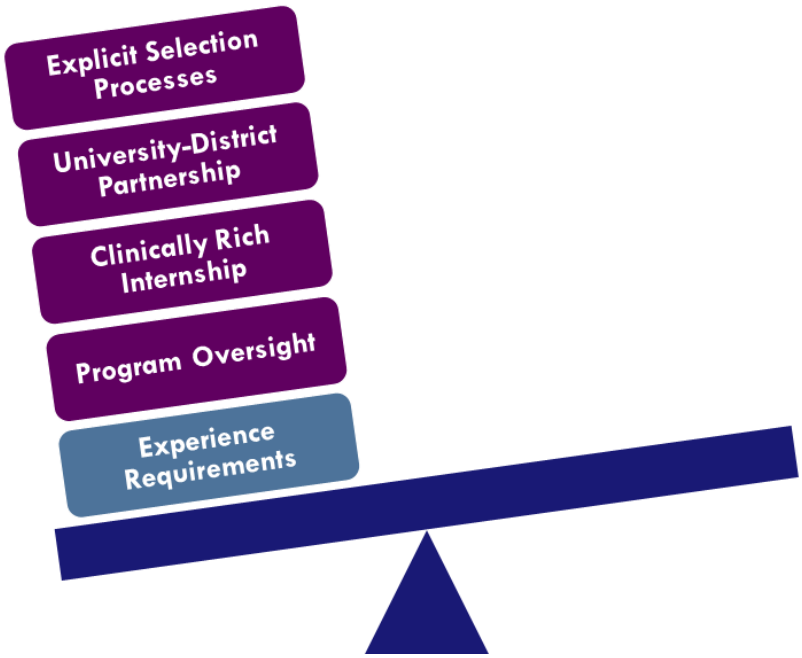


High Leverage Policy in Tennessee

How does Tennessee stack up?

Tennessee has well-developed policy for:

Tennessee has yet to develop policy for:



What can Tennessee do?

Well-developed high leverage policy examples to consider for Tennessee:

- Tennessee meets the greatest proportion of research-supported policy relative to all other states and DC.

TEXAS

Overview of Texas Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	51	0	25	13
Number of degrees awarded in administration (2012-13)*	13	3068	0	398	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

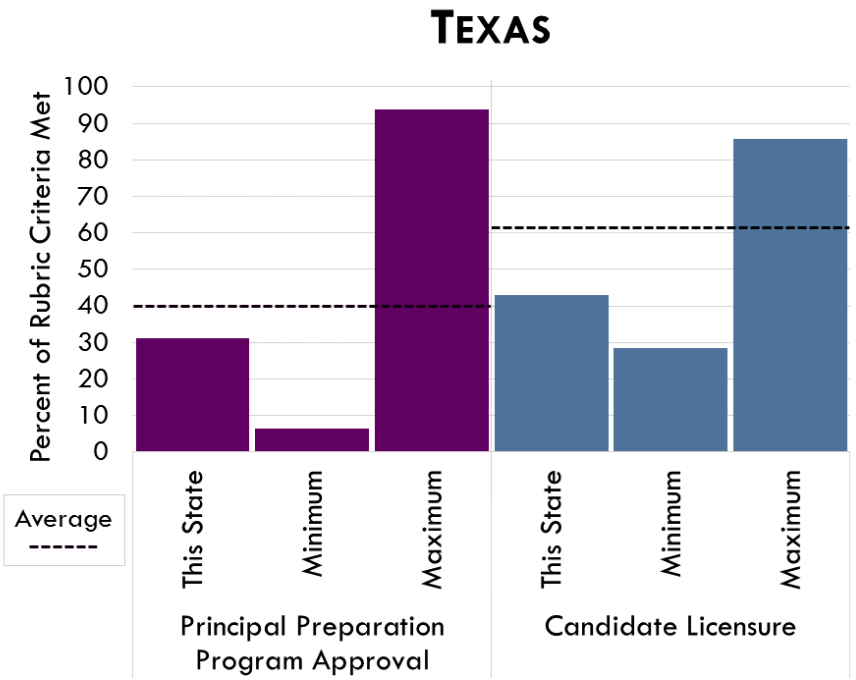
Overview of Texas Policies and Summary of All States

Policy Criteria	Texas	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—State developed standards, effective 2014	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No—2 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—TX Examination of Educator Standards, Principal Test	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**No**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—200 PD hours	45 (88.2%)

How Texas Compares

- Texas meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **slightly below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Texas meets **3 of the 7 criteria for candidate licensure (42.9%)**, which is **slightly below the state average** (4.3 of 8, 61.9%) and **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

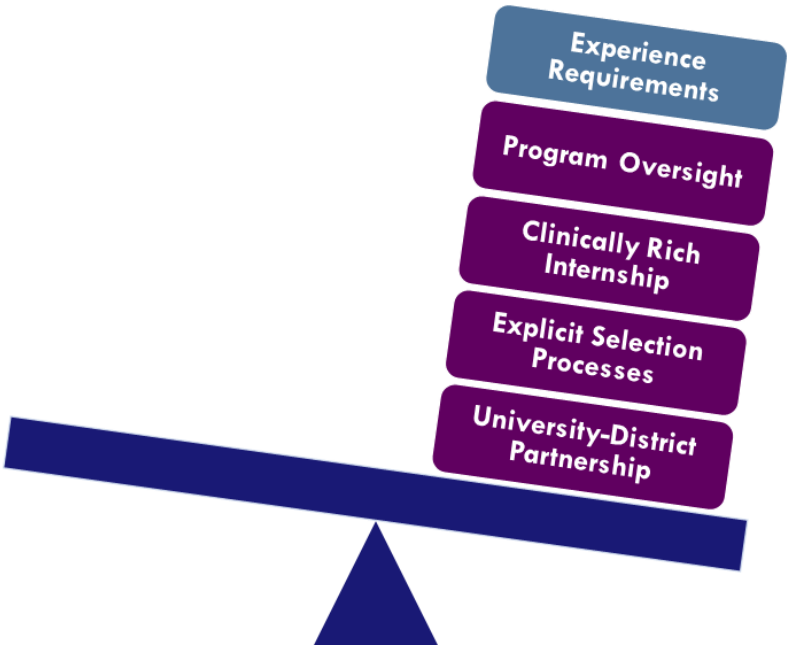


High Leverage Policy in Texas

How does Texas stack up?

Texas has well-developed policy for:

Texas has yet to develop policy for:



What can Texas do?

Well-developed high leverage policy examples to consider for Texas:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Specifically it does not require a trained oversight team. Example policy, pp. 29-31.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

UTAH

Overview of Utah Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	6	1	3	2
Number of degrees awarded in administration (2012-13)*	41	166	26	12	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

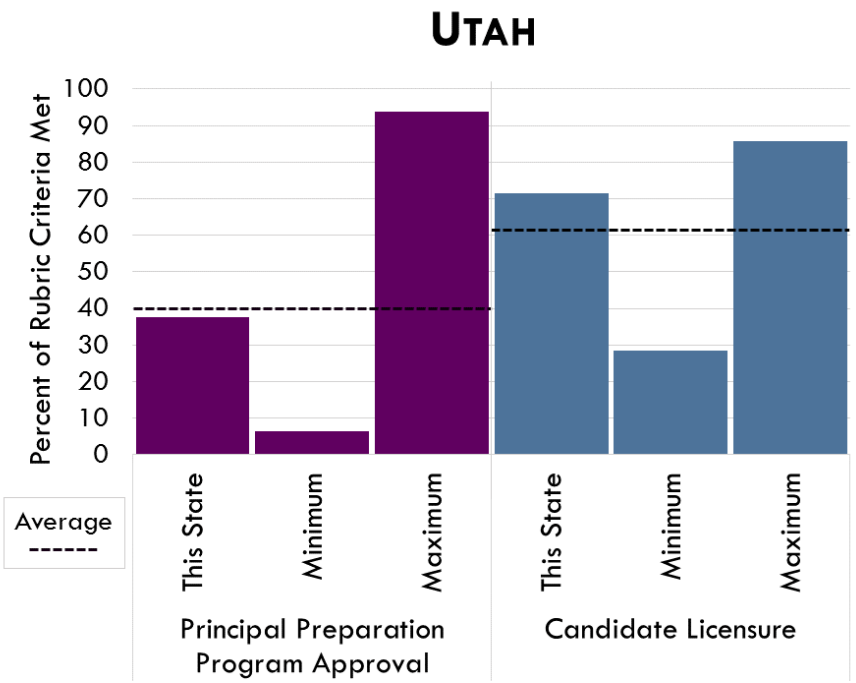
Overview of Utah Policies and Summary of All States

Policy Criteria	Utah	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—450 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Master's in education	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163) or Praxis II Ed. Admin	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—200 renewal points	45 (88.2%)

How Utah Compares

- Utah meets **6 of the 16 criteria for principal preparation program approval (37.5%)**, which is **similar to the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Utah meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



High Leverage Policy in Utah

How does Utah stack up?

Utah has well-developed policy for:

- Clinically Rich Internship
- Experience Requirements

Utah has yet to develop policy for:

- Program Oversight
- Explicit Selection Processes
- University-District Partnership

What can Utah do?

Well-developed high leverage policy examples to consider for Utah:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight**: Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.

VERMONT

Overview of Vermont Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	1	0	1	0
Number of degrees awarded in administration (2012-13)*	0	9	0	11	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

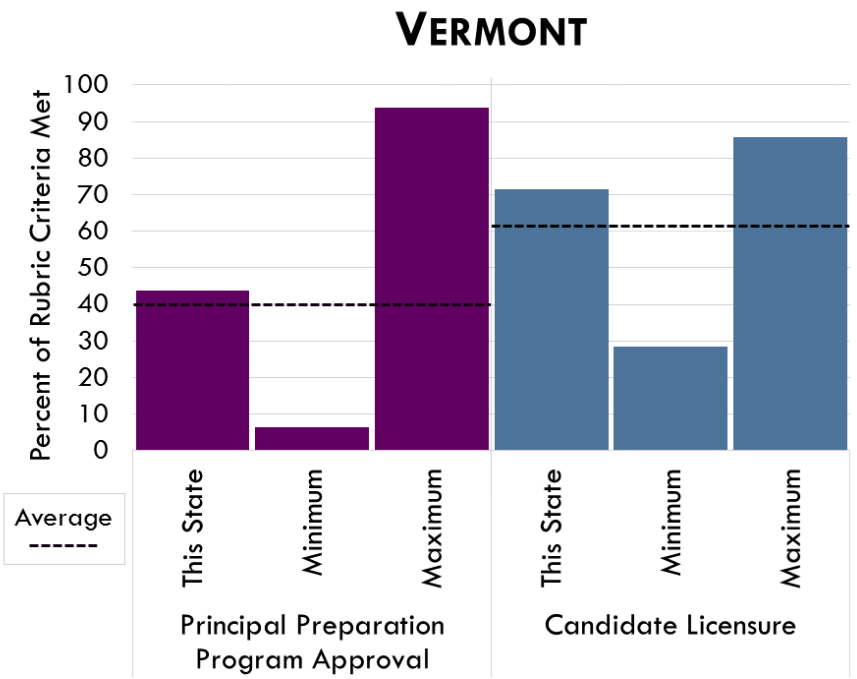
Overview of Vermont Policies and Summary of All States

Policy Criteria	Vermont	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—300 hours	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Documentation	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**No**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	Yes	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Individualized plan w/ 9 credits or 135 hrs. PD	45 (88.2%)

How Vermont Compares

- Vermont meets **7 of the 16 criteria for principal preparation program approval (43.8%)**, which is **slightly above the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Vermont meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

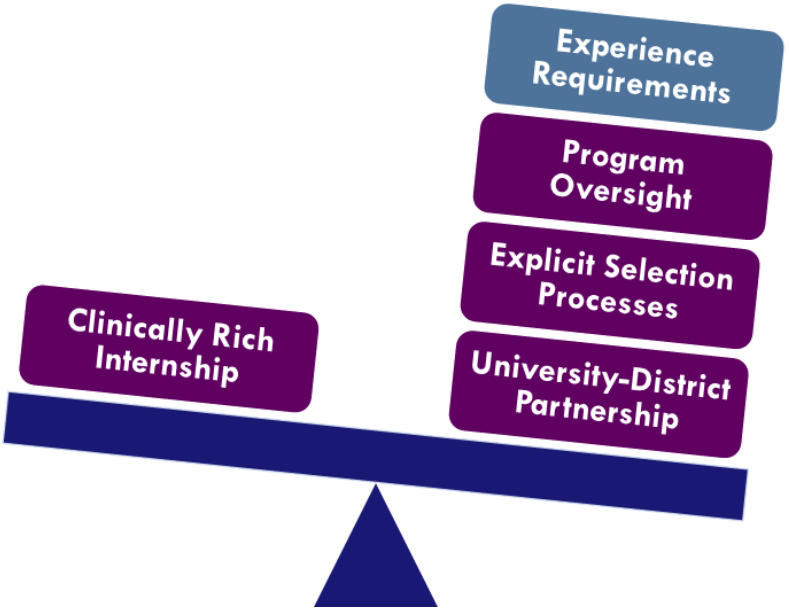


High Leverage Policy in Vermont

How does Vermont stack up?

Vermont has well-developed policy for:

Vermont has yet to develop policy for:



What can Vermont do?

Well-developed high leverage policy examples to consider for Vermont:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Specifically, Vermont does not have policy requiring state review to occur at specified intervals (5.1). Example policy, pp. 29-31.
- **Experience Requirements:** Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

VIRGINIA

Overview of Virginia Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	3	16	10	7	4
Number of degrees awarded in administration (2012-13)*	42	551	528	154	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

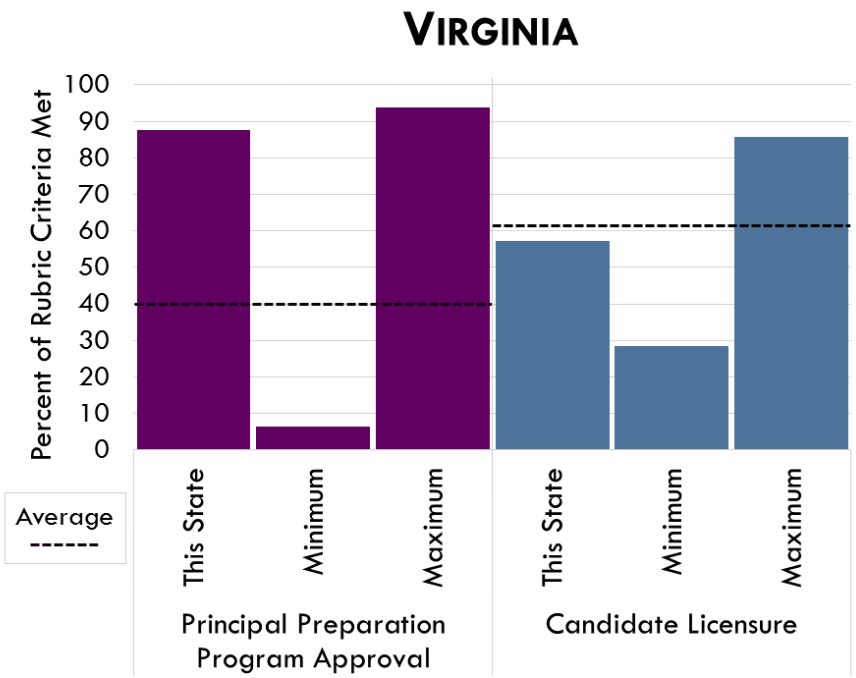
Overview of Virginia Policies and Summary of All States

Policy Criteria	Virginia	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Both	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—320 hours	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes—TEAC/NCATE**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—180 PD points from 8 approved categories	45 (88.2%)

How Virginia Compares

- Virginia meets **14 of the 16 criteria for principal preparation program approval (87.5%)**, which is **well above the state average** (6.4 of 16, 40.1%) but **slightly below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Virginia meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

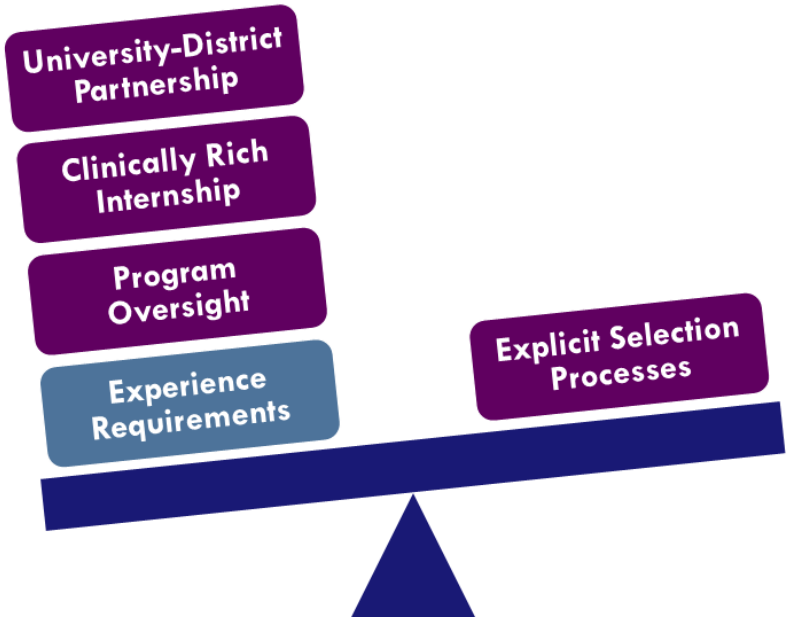


High Leverage Policy in Virginia

How does Virginia stack up?

Virginia has well-developed policy for:

Virginia has yet to develop policy for:



What can Virginia do?

Well-developed high leverage policy examples to consider for Virginia:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.

WASHINGTON

Overview of Washington Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	3	16	2	5	2
Number of degrees awarded in administration (2012-13)*	95	284	11	49	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

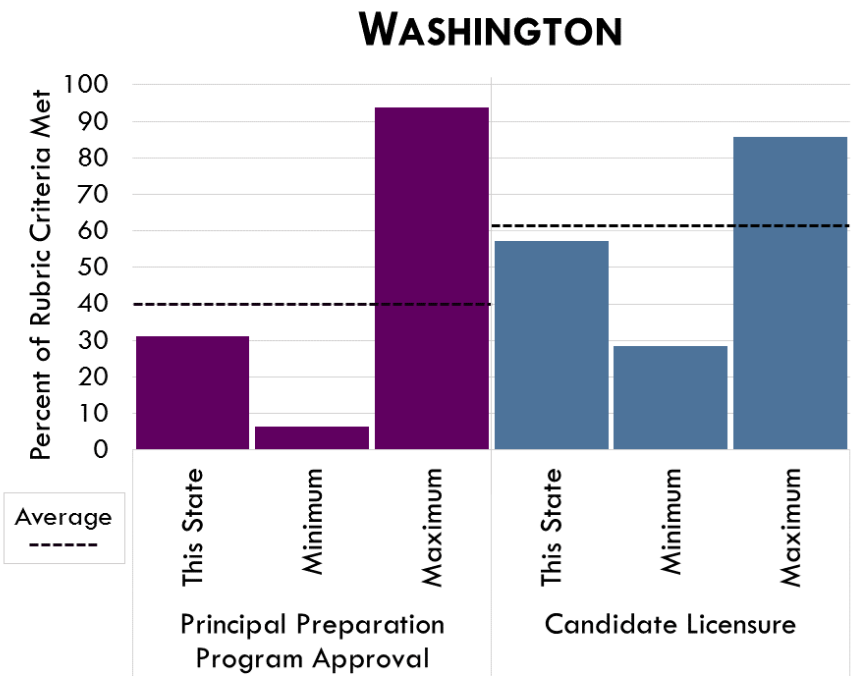
Overview of Washington Policies and Summary of All States

Policy Criteria	Washington	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—4, 1-yr Professional Growth Plans/5 yrs	45 (88.2%)

How Washington Compares

- Washington meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **slightly below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Washington meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

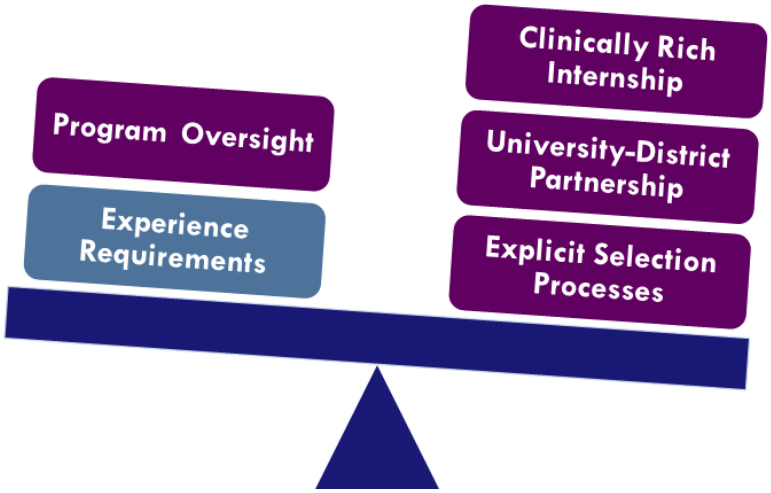


High Leverage Policy in Washington

How does Washington stack up?

Washington has well-developed policy for:

Washington has yet to develop policy for:



What can Washington do?

Well-developed high leverage policy examples to consider for Washington:

- **Explicit Selection Process**: Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership**: Policy for this standard supports principal pipeline development. Example policy, p. 27.

WEST VIRGINIA

Overview of West Virginia Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	5	1	0	0
Number of degrees awarded in administration (2012-13)*	0	131	42	0	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

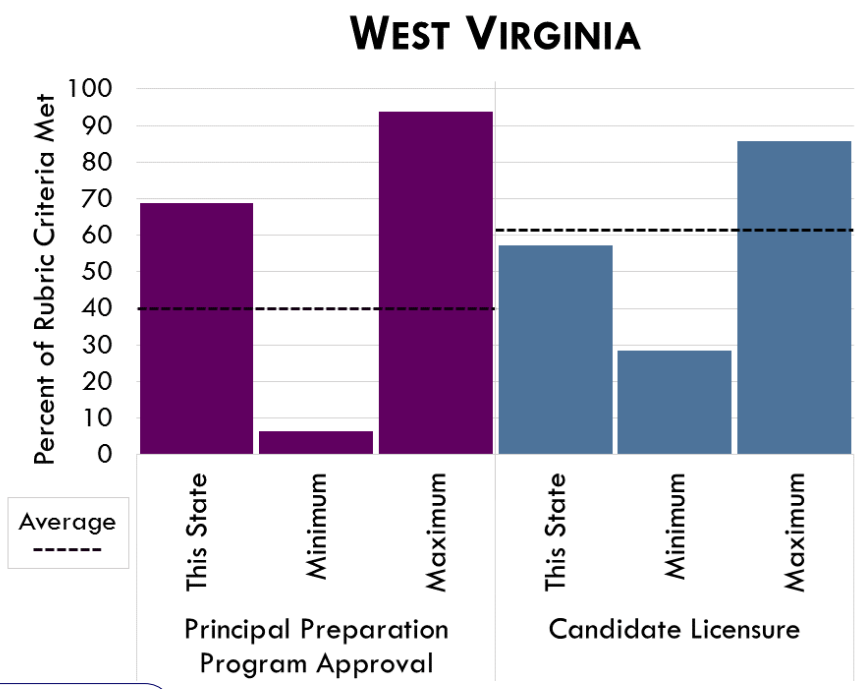
Overview of West Virginia Policies and Summary of All States

Policy Criteria	West Virginia	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**Yes**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	Yes	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—diverse populations	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No—200 hours	14 (27.5%)
4. University-District Partnership	**Yes**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No—2 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**Yes**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	Yes—Praxis II Ed. Admin.	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 semester hours	45 (88.2%)

How West Virginia Compares

- West Virginia meets **11 of the 16 criteria for principal preparation program approval (68.8%)**, which is **above the state average** (6.4 of 16, 40.1%) but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- West Virginia meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average** (4.3 of 8, 61.9%) but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

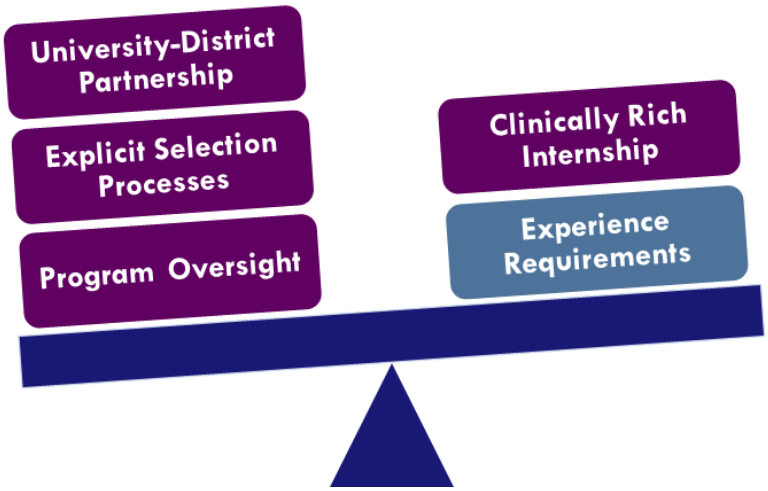


High Leverage Policy in West Virginia

How does West Virginia stack up?

West Virginia has well-developed policy for:

West Virginia has yet to develop policy for:



What can West Virginia do?

Well-developed high leverage policy examples to consider for West Virginia:

- **Clinically Rich Internship**: Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. EExample policy, pp. 24-25.
- **Experience Requirements**: Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.
- **Explicit Selection Process (1.2. Targeted Recruitment)**: Although West Virginia does have policy for the use of performance-based assessments, it does not yet have policy requiring targeted recruitment plans for educational leadership candidates. Example policy, p. 21.

WISCONSIN

Overview of Wisconsin Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	13	6	6	2
Number of degrees awarded in administration (2012-13)*	10	426	119	79	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

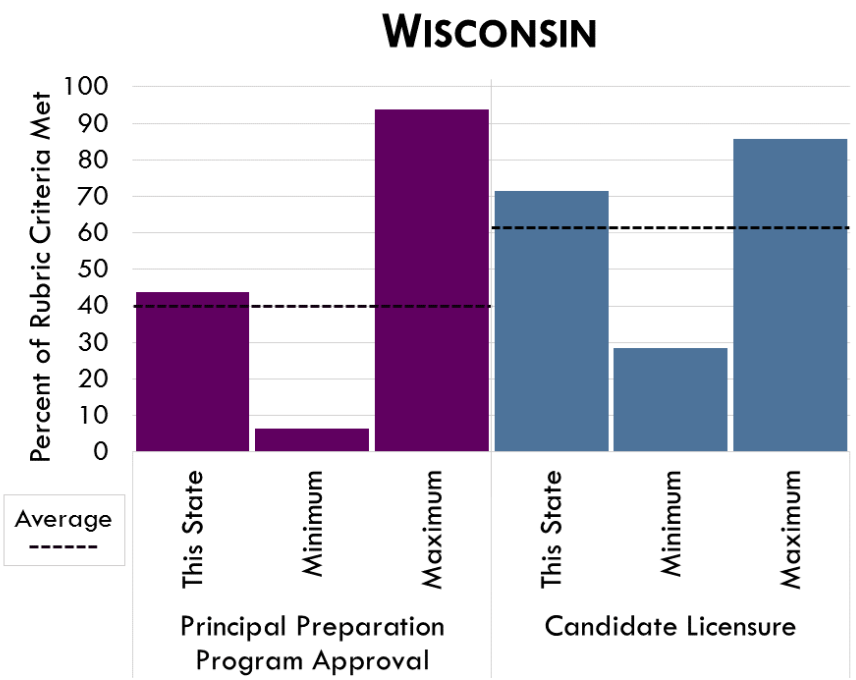
Overview of Wisconsin Policies and Summary of All States

Policy Criteria	Wisconsin	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**Yes**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**Yes**	**38 (74.5%)**
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Individualized plan	45 (88.2%)

How Wisconsin Compares

- Wisconsin meets **7 of the 16 criteria for principal preparation program approval (43.8%)**, which is **slightly above the state average** (6.4 of 16, 40.1%) but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Wisconsin meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average** (4.3 of 8, 61.9%) but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

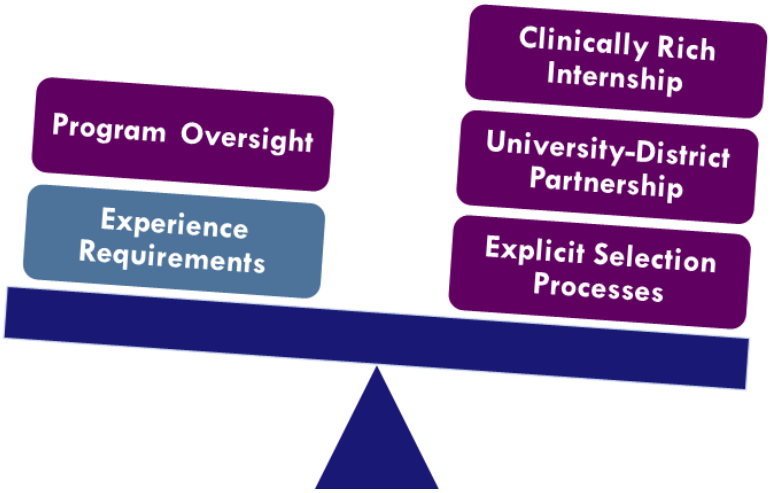


High Leverage Policy in Wisconsin

How does Wisconsin stack up?

Wisconsin has well-developed policy for:

Wisconsin has yet to develop policy for:



What can Wisconsin do?

Well-developed high leverage policy examples to consider for Wisconsin:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.

WYOMING

Overview of Wyoming Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	0	0	0	0
Number of degrees awarded in administration (2012-13)*	7	0	0	0	

**Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.*

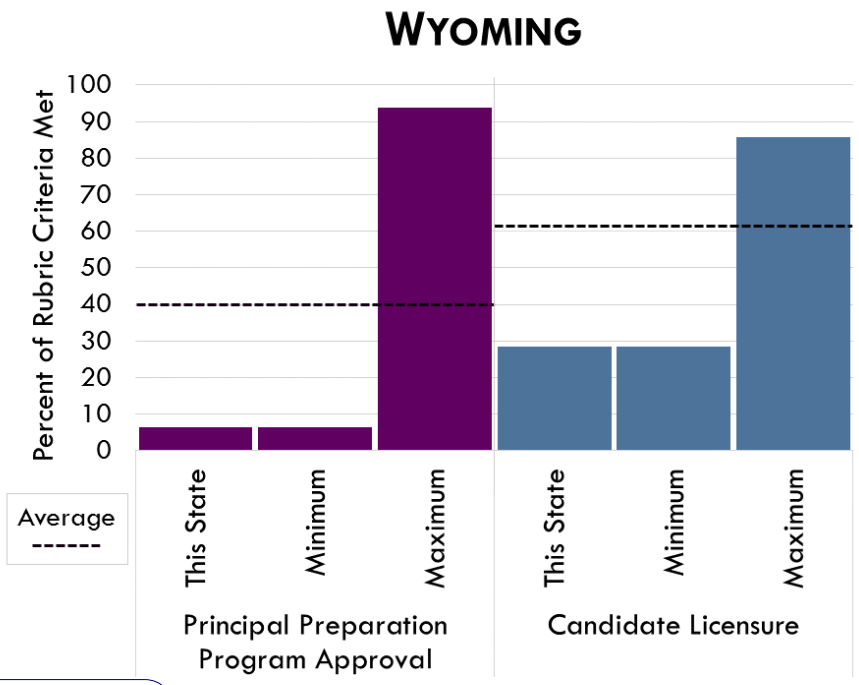
Overview of Wyoming Policies and Summary of All States

Policy Criteria	Wyoming	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	**No**	**6 (11.8%)**
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	**Yes**	**51 (100%)**
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	**No**	**20 (39.2%)**
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	**No**	**16 (31.4%)**
4.1.Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	**No**	**38 (74.5%)**
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	**Yes**	**50 (98.0%)**
1.1. Requires 3+ years of teaching or related school experience	No	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No	20 (39.2%)
2.2. Completion of an accredited preparation program	Yes	43 (84.3%)
2. Assessment Requirements	**No**	**36 (70.6%)**
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	**Yes**	**47 (92.2%)**
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—5 PD credits/5 yrs.	45 (88.2%)

How Wyoming Compares

- Wyoming meets **1 of the 16 criteria for principal preparation program approval (6.3%)**, which is **well below the state average** (6.4 of 16, 40.1%) and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Wyoming meets **2 of the 7 criteria for candidate licensure (28.6%)**, which is **below the state average** (4.3 of 8, 61.9%) and **well below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

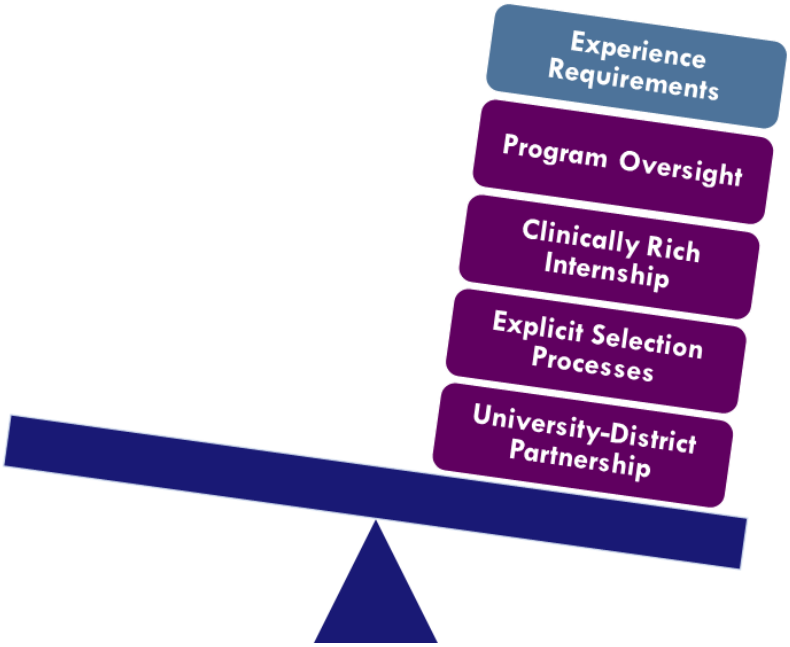


High Leverage Policy in Wyoming

How does Wyoming stack up?

Wyoming has well-developed policy for:

Wyoming has yet to develop policy for:



What can Wyoming do?

Well-developed high leverage policy examples to consider for Wyoming:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.
- **Experience Requirements:** Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.

50-State Summary—Sorted

Table 9. Summary of state policy findings sorted by high impact policy

The table extending over this page and the next summarizes the state policy findings and sorts them by high impact policy areas. Within the sorting by high impact policy areas, states are organized by the total count of policies addressed, including both high impact and monitoring policies.

As discussed on page 19, there are five high leverage policy areas based on research: explicit selection process, clinically rich internship, university -district partnership, program oversight, and experience requirements.

In order to count as having substantive policy, states must have the following for each area:

1. Selection—one of two
2. Clinically Rich Internship—three of six
3. University-District Partnership—all three
4. Program Oversight—all four
5. Experience—at least 3 years teaching experience (1.1) and either (or both) completion of an accredited/approved preparation program (1.3) or requiring a Master's in Educational Leadership (1.2).

Only Tennessee and Illinois had evidence of all five high impact policy areas. Kentucky, Virginia, Iowa, Pennsylvania, and Alabama each had evidence for four of the high impact policy areas. There were an additional 9 states showed evidence for three areas, 11 showed evidence for two areas, another 12 shows evidence for just one area, and 11 did not meet the criteria for evidence of any of the high leverage policy areas.

State	Selection		Standards	Clinically Rich Internship					
	1.1	1.2	2.1	3.1	3.2	3.3	3.4	3.5	3.6
TN	X	X	X	X	X	X	X	X	
IL		X	X	X	X	X	X	X	
KY			X	X	X	X	X	X	
VA			X	X	X	X	X	X	X
IA		X	X	X	X	X	X	X	X
PA		X	X	X			X		X
AL		X	X	X	X	X	X	X	
MA			X	X	X	X	X	X	X
CA			X	X	X	X	X	X	
MN			X	X	X	X	X	X	X
ME			X	X	X	X	X		X
WV		X	X				X	X	
AR			X	X			X	X	
CO			X	X	X		X		X
RI			X				X	X	X
DE			X			X	X		X
CT			X	X	X			X	
GA			X	X	X	X	X	X	
AZ			X	X	X	X	X		
NY			X	X	X		X	X	X
WI			X			X	X		
UT			X	X		X	X	X	X
LA			X						
NC			X				X		
ND			X						
KS			X						
NM			X						
WA			X						
ID			X						
VT			X				X	X	X
MO			X	X	X	X	X		X
NJ			X			X			X
MD			X						
MS			X						
NV			X						
OR			X						
SC			X						
NH			X						
AK			X						
MT			X						
FL			X			X	X		
TX			X	X					
DC			X						
SD			X					X	
IN			X						
MI			X						
NE			X						
OH			X	X					
HI			X						
OK			X						
WY			X						
Total	1	6	51	21	16	18	25	18	14

University-District Partnerships			Program Oversight				Experience			Assessment Reqs.		Licensure Renewal		Total Count	High Impact Policy Areas
4.1	4.2	4.3	5.1	5.2	5.3	5.4	1.1	1.2	1.3	2.1	2.2	3.1	3.2		
X	X	X	X	X	X	X	X	X	X	X		X	X	21	5/5
X	X	X	X	X	X	X	X		X	X			X	18	5/5
X	X	X	X	X	X	X	X	X	X	X		X	X	19	4/5
X	X	X	X	X	X	X	X		X	X			X	18	4/5
X		X	X	X	X	X	X		X			X	X	18	4/5
X	X	X		X			X	X		X	X	X	X	15	4/5
X	X	X					X		X	X			X	14	4/5
	X	X	X	X	X	X	X		X	X	X	X	X	19	3/5
X	X	X		X	X	X	X		X	X	X	X	X	18	3/5
			X	X	X	X	X	X	X		X	X	X	17	3/5
			X	X	X	X	X		X	X		X	X	15	3/5
X	X	X	X	X	X	X			X	X		X	X	15	3/5
			X	X	X	X	X	X	X	X		X	X	14	3/5
			X	X	X	X	X		X	X		X	X	14	3/5
			X	X	X	X	X	X	X	X		X	X	14	3/5
			X	X	X	X	X	X	X			X	X	13	3/5
			X	X	X	X	X		X	X		X	X	13	3/5
		X	X	X	X	X		X	X	X		X	X	16	2/5
X		X		X	X	X	X		X	X		X	X	15	2/5
X		X			X		X		X	X		X	X	14	2/5
			X	X	X	X	X	X	X			X	X	12	2/5
							X	X		X		X	X	11	2/5
			X	X	X	X	X		X	X		X	X	10	2/5
X	X	X					X	X	X		X		X	10	2/5
			X	X	X	X	X	X	X			X	X	10	2/5
			X	X	X	X	X		X	X		X	X	10	2/5
			X	X	X	X	X	X	X	X				9	2/5
			X	X	X	X	X		X			X	X	9	2/5
			X	X	X	X	X		X					7	2/5
				X	X	X	X			X	X	X	X	12	1/5
						X		X	X	X		X	X	12	1/5
					X		X	X	X	X		X		9	1/5
		X		X	X		X		X	X			X	8	1/5
							X	X	X	X		X	X	7	1/5
			X				X	X	X				X	6	1/5
							X		X	X		X	X	6	1/5
							X		X	X		X	X	6	1/5
				X		X	X	X						5	1/5
							X		X			X	X	5	1/5
							X	X					X	4	1/5
X		X	X	X		X			X	X			X	11	0/5
			X	X		X			X	X			X	8	0/5
				X	X				X	X			X	6	0/5
				X	X		X						X	6	0/5
						X	x		X	X		X	X	6	0/5
			X						X			X	X	5	0/5
								X	X			X	X	5	0/5
										X			X	4	0/5
							X					X		3	0/5
									X	X				3	0/5
									X				X	3	0/5
13	10	16	25	31	28	29	39	20	43	35	5	34	45		

50-State Summary—Alphabetical

Table 10. Summary of state policy findings sorted alphabetically

The table extending over this page and the next summarizes the state policy findings for each state and sorts them alphabetically by state abbreviation.

For ease of reading, this table does not include color coding based on evidence for the criteria of high impact policies.

State	Selection		Standards	Clinically Rich Internship					
	1.1	1.2	2.1	3.1	3.2	3.3	3.4	3.5	3.6
AK			X						
AL		X	X	X	X	X	X	X	
AR			X	X			X	X	
AZ			X	X	X	X	X		
CA			X	X	X	X	X	X	
CO			X	X	X		X		X
CT			X	X	X			X	
DC			X						
DE			X			X	X		X
FL			X			X	X		
GA			X	X	X	X	X	X	
HI			X						
IA		X	X	X	X	X	X	X	X
ID			X						
IL		X	X	X	X	X	X	X	
IN			X						
KS			X						
KY			X	X	X	X	X	X	
LA			X						
MA			X	X	X	X	X	X	X
MD			X						
ME			X	X	X	X	X		X
MI			X						
MN			X	X	X	X	X	X	X
MO			X	X	X	X	X		X
MS			X						
MT			X						
NC			X				X		
ND			X						
NE			X						
NH			X						
NJ			X			X			X
NM			X						
NV			X						
NY			X	X	X		X	X	X
OH			X	X					
OK			X						
OR			X						
PA		X	X	X			X		X
RI			X				X	X	X
SC			X						
SD			X					X	
TN	X	X	X	X	X	X	X	X	
TX			X	X					
UT			X	X		X	X	X	X
VA			X	X	X	X	X	X	X
VT			X				X	X	X
WA			X						
WI			X			X	X		
WV		X	X				X	X	
WY			X						
Total	1	6	51	21	16	18	25	18	14

University-District Partnerships			Program Oversight				Experience			Assessment Reqs.		Licensure Renewal		Total Count	High Impact Policy Areas
4.1	4.2	4.3	5.1	5.2	5.3	5.4	1.1	1.2	1.3	2.1	2.2	3.1	3.2		
							X		X			X	X	5	1/5
X	X	X					X		X	X			X	14	4/5
			X	X	X	X	X	X	X	X		X	X	14	3/5
X		X		X	X	X	X		X	X		X	X	15	2/5
X	X	X		X	X	X	X		X	X	X	X	X	18	3/5
			X	X	X	X	X		X	X		X	X	14	3/5
			X	X	X	X	X		X	X		X	X	13	3/5
				X	X				X	X			X	6	0/5
			X	X	X	X	X	X	X			X	X	13	3/5
X		X	X	X		X			X	X			X	11	0/5
		X	X	X	X	X		X	X	X		X	X	16	2/5
							X					X		3	0/5
X		X	X	X	X	X	X		X			X	X	18	4/5
			X	X	X	X	X		X					7	2/5
X	X	X	X	X	X	X	X		X	X			X	18	5/5
						X			X	X		X	X	6	0/5
			X	X	X	X	X		X	X		X	X	10	2/5
X	X	X	X	X	X	X	X	X	X	X		X	X	19	4/5
			X	X	X	X	X		X	X		X	X	10	2/5
	X	X	X	X	X	X	X		X	X	X	X	X	19	3/5
		X		X	X		X		X	X			X	8	1/5
			X	X	X	X	X		X	X		X	X	15	3/5
			X						X			X	X	5	0/5
			X	X	X	X	X	X	X		X	X	X	17	3/5
						X		X	X	X		X	X	12	1/5
							X	X	X	X		X	X	7	1/5
							X	X					X	4	0/5
X	X	X					X	X	X		X		X	10	2/5
			X	X	X	X	X	X	X			X	X	10	2/5
								X	X			X	X	5	0/5
				X		X	X	X						5	0/5
					X		X	X	X	X		X		9	1/5
			X	X	X	X	X	X	X	X				9	2/5
			X				X	X	X				X	6	1/5
X		X			X		X		X	X		X	X	14	2/5
										X			X	4	0/5
									X	X				3	0/5
							X		X	X		X	X	6	1/5
X	X	X		X			X	X		X	X	X	X	15	3/5
			X	X	X	X	X	X	X	X		X	X	14	3/5
							X		X	X		X	X	6	1/5
				X	X		X						X	6	0/5
X	X	X	X	X	X	X	X	X	X	X		X	X	21	5/5
			X	X		X			X	X			X	8	0/5
							X	X		X		X	X	11	1/5
X	X	X	X	X	X	X	X		X	X			X	18	4/5
				X	X	X	X			X	X	X	X	12	1/5
			X	X	X	X	X		X			X	X	9	2/5
			X	X	X	X	X	X	X			X	X	12	2/5
X	X	X	X	X	X	X			X	X		X	X	15	3/5
									X				X	3	0/5
13	10	16	25	31	28	29	39	20	43	35	5	34	45		

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METHODOLOGICAL APPENDIX

The following methods section is an excerpt from the paper, "The State of State Policies for Principal Preparation Program Approval and Candidate Licensure" by Anderson and Reynolds (2015).

Methods

The methods used in this study required multiple phases, including development of the rubrics, data collection, and data analysis.

Rubric Development. After the initial development of the rubric discussed in the rationale for this paper, we conducted a pilot study including nine states (CA, FL, KY, MA, MS, ND, NY, OR, and VA), purposively selected by the expert panel to represent diverse policy contexts, ensure inter-rater reliability, and further revise the rubric. To establish a minimum of 85% inter-reliability we first jointly coded a few example policy documents before we each independently coded a common set of documents, which we then used for a coding comparison. Based on our experience with using the rubrics in the pilot study, we then revised the rubrics to eliminate redundancy and to better capture the content and structure of the state policies. In addition, we did a crosswalk of the standards reviewed by Roach, Smith, and Boutin (2011) in their analysis of state policy and those that we intended to include in our rubric, looking for trends. After noting the similarities, we reviewed the rubric and made final revisions prior to the pilot.

Data Collection

Data collection was executed using the frame developed by Roach et al. (2011) in their analysis of school leadership policy trends. We adapted their methodology and only included published state code (or statutes) and the accompanying rules and regulations (or administrative code). Roach et al. suggested, "By sticking to approved rules and regulations, the researchers ensured that the data relate to actual state policy versus plans or the wishful thinking' of respondents" (pp. 83-84). This assertion from Roach et al. was the basis for the assumption that these primary sources would be the most reliable, and it guided our data collection process.

We determined that the most reliable and current state policy resources were the official state code volumes, with addendums, held in the University of Virginia Law Library. We developed this strategy after consultation with the Senior Reference Librarian regarding the published code and use of LexisNexis Academic. After a thorough scan of the Education sections of the published state codes and identification of relevant sections, we recorded the associated code/title/statute numbers in order to locate and obtain a digital copy of the records in online databases through individual state legislatures. Then we searched published administrative codes/rules and regulations associated with the statutes for each state. Additionally, we obtained documents from state boards and departments of education regarding principal preparation program approval and licensure to include in the analysis. All code and accompanying documents were collected between August 2013 and April 2014.

As part of the ongoing project and in order to ensure the reliability of the data, we revisited state code in the spring of 2015 to make note of any revisions to the code that were not captured during the original data collection. These revisions and any new findings are also reflected in this paper.

Data Analysis

All of the policy documents described above were uploaded into NVivo 10 for coding and analysis. A hierarchical node structure was created to correspond to each element and associated sub-elements in the rubrics. After establishing a minimum 85% inter-rater reliability between researchers in the pilot study, we divided and coded all remaining documents collected for each state and the District of Columbia. We used descriptive coding to identify where state policy demonstrated the features identified in the rubrics. The coding process was used as a means of identifying where policy language addressed a standard, rather than where it did not, in order to streamline the data analysis process. In other words, coded sections were examples of policy addressing a standard, whereas the absence of coding reflects the absence of policy language for a given standard. In instances where the policy language was unclear, the researchers flagged that section and determined the coding together.

Coding matrices for both rubrics were generated to examine the intersection of coded text with each element and sub-element. We reviewed the coded text segments cell by cell within the coding matrices using the process described above in order to assign a value of one or zero to each corresponding cell in the rubric, reflecting the presence or absence of evidence for each sub-element present in any of the policy documents analyzed. The coding matrices and completed rubrics were used in order to analyze the data and identify descriptive trends. Data analysis included two approaches: states by standard (Tables 1, 2, and 3) and standards by state (Table 1 and Figure 1). These analyses predominantly looked across states, with limited within state analysis. Descriptive statistics were generated as a means of understanding the nature of and variation of the findings generated from the qualitative analysis.

MORE RESOURCES FROM UCEA

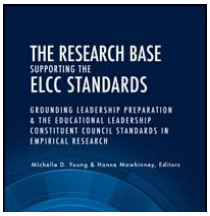
UCEA offers a variety of resources for research, teaching, practice and evaluation. We invite you to explore UCEA's journals, books, briefs, webinars, curriculum modules and other resources offered free of charge and available through our resources page on the ucea.org website.

INSPIRE-Leadership Survey Suite

A survey suite developed to assist graduate programs in educational leadership with program understanding, improvement, and planning. The INSPIRE Leadership follows the initial work of UCEA-LTEL Sig, which began in 2000, and the subsequent survey and evaluation work of the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice that began in 2008. In 2011, UCEA refocused its efforts on creating a valid and reliable survey suite. From this development work, the INSPIRE Leadership Survey Suite emerged.

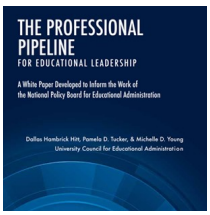
Developing Evaluation Evidence: A Formative and Summative Evaluation Planner for Educational Leadership Preparation Programs (Orr, Young, & Rorrer, 2013)

This publication was developed and produced by the UCEA's Center for the Evaluation of Educational Leadership Preparation and Practice. The purpose of the center is to make available valid and reliable evaluation research tools, methods and training materials and strategies for leadership preparation programs as well as a systematic process for collecting and analyzing state data on degrees and certification by institution, and career advancement and school progress by graduates and institutions.



The Research Base Supporting the ELCC Standards (Eds. M.Young & H. Mawhinney, 2012)

A publication released by UCEA grounding the Educational Leadership Constituent Council Standards for leadership preparation in empirical research. The research summaries provide guidance in specifying the knowledge and skills needed for successful building and district leadership.



The Professional Pipeline for Educational Leadership (Hitt, Tucker, Young, 2012)

A report released by UCEA, which addresses the professional pipeline for leadership in K-12 education. This paper provides a set of strategies for supporting a strong leadership pipeline. The report was developed to inform the work of the National Policy Board for Educational Administration (NPBEA) www.npbea.org, a group dedicated to quality leadership development and practice.

Institutional and Program Quality Criteria: Guidance for Master's and Doctoral Programs in Educational Leadership (Young, Orr, & Tucker, 2012)

A guidebook consisting of rubrics for masters and doctoral programs in educational leadership, grounded in UCEA's Institutional and Program Quality criteria, which differentiate between very effective, effective, and developing practices.

Coming soon from UCEA!

State Evaluation of Principal Preparation Programs (Ikemoto, Kelemen, Tucker, & Young, forthcoming)

This set of resources provide State Education Agencies (SEAs) with detailed guidance on fair and reasonable data sources and processes SEAs might use to evaluate preparation programs. The guidance document (a) outlines core design principles, (b) describes a model two-stage evaluation processes that could be used to, (c) suggests the types of data that could be used in the evaluation system, and (d) describes necessary state conditions for effective implementation of the proposed evaluation strategies.

About UCEA

The University Council for Educational Administration (UCEA) is an international consortium of doctoral-granting universities with programs in educational leadership and administration and are marked by a distinguishing commitment and capacity to lead the field of educational leadership and administration. UCEA has a single standard of excellence for membership: superior institutional commitment and capacity to provide leadership for the advancement of educational leadership preparation, scholarship, and practice consistent with UCEA's established mission. UCEA's mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools. UCEA fulfills this purpose collaboratively by (a) promoting, sponsoring, and disseminating research on the essential problems of practice; (b) improving the preparation and professional development of school leaders and professors; and (c) influencing policy and practice through establishing and fostering collaborative networks. To learn more about UCEA, please visit our website at www.ucea.org

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Quality Leadership Matters