**COMBINED KAR that applies to all educational/instructional leadership preparation programs (16 KAR 3:010; 16 KAR 3:020; 16 KAR 3: 030; 16 KAR 3: 040; 16 KAR 3:050 and 16 KAR 6:030)**

 **Professional certificate for Advanced Educational Leadership.**

 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 requires that a teacher or other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board.. An educator preparation institution shall be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the preparation and certification program for advanced educational leaders.

      Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the specific position of advanced educational leadership: school principal or assistant principal, school superintendent, director of special education, instructional supervisor, director or assistant director of pupil personnel.

      (2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of advanced educational leadership--school principal or assistant principal, school superintendent, director of special education, instructional supervisor, director or assistant director of pupil personnel.

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

      (2) The provisional or professional certificate for advanced educational leadership shall be valid for the position of school principal or school assistant principal, school superintendent, director of special education, or director of pupil personnel for all grade levels.

      (3) Prerequisites for admission to the program of preparation for the provisional or professional certificate for advanced educational leadership shall include:

      (a) A Rank II

      (b) Three (3) years of documented teaching experience in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association;

      (c) A written statement documenting the candidate’s skills and understanding in the following areas:

      1. Ability to improve student achievement;

      2. Leadership; and

      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 3. Kentucky Administrator Standards for Preparation and Certification. The approved program of preparation for the provisional certificate for advanced educational leadership shall:

      (1) Prepare a candidate for the position of advanced educational leader as specified in nationally appropriate educational leader standards approved by EPSB,

     (2) Document candidate performance using appropriate key assessments for EPSB program approval and review.

      Section 4. Advanced Educational Leadership Preparation Programs.

(1) All advanced educational leadership preparation programs approved or accredited by the Education Professional Standards Board prior to fall 2017 shall be reviwed through the EPSB program approval and review process.

      (a) An advanced educational leadership preparation program approved by the Education Professional Standards Board prior to May 31, 2018 shall cease admitting new candidates after December 31, 2019.

      (b) Candidates admitted to a principal preparation program approved by the Education Professional Standards Board prior to May 31, 2019 shall complete the program by January 31, 2021.

      (c) An institution of higher learning with advanced educational leadership preparation program approved by the Education Professional Standards Board prior to May 31, 2018 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2019.

      (d) An institution’s redesigned advanced educational leadership preparation program may become operational beginning January 1, 2020, if the institution:

      1. Submits a redesigned advanced educational leadership preparation program for review pursuant to the requirements of subsection (2) of this section; and

      2. Receives approval of the redesigned program by the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22.

      (e) Institutions submitting a redesigned advanced educational leadership preparation program shall not be subject to any submission dates for program approval for advanced educational leadership preparation programs after May 31, 2019.

      (f) The Education Professional Standards Board will utilize the program review process to conduct reviews of redesigned advanced leadership preparation programs submitted for approval after May 31, 2019.

 (2) Beginning May 31, 2019, in addition to the requirements established in 16 KAR 5:010, Section 22, the educator preparation provider shall prepare and submit to the Education Professional Standards Board for each advanced educational leadership preparation program for which the institution is seeking approval a concise description of the preparation program which shall provide the following documented information:

      (a) Signed collaborative agreements with school districts that include the following:

      1. Joint screening of advanced educational leadership candidates by both district and university;

      2. Joint identification of potential program leaders and mentors;

      3. District and university code sign and co-delivery of courses; and

     4. The manner in which advanced educational leadership preparation program is based on the identified leadership needs of each district;

      (b) The protocol for screening applicants that ensures the identification and admission of high quality candidates into the program;

      (c) A matrix that illustrates the alignment between the standards and performance indicators identified in Section 3 of this administrative regulation and the program’s curriculum and field experiences;

      (d) A syllabus for each of the program’s required courses identified in the documentation required by paragraph (c) of this subsection;

      (e) 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;

      (f) The program’s plan to collaborate with each district in providing high quality field experiences that:

      1. Enhance courses throughout the entire program;

      2. Ensure that the candidate has a continuum of school-based experiences that range from observing, to participating, to leading; and

      3. Expose the candidate to diverse student populations and school environments;

      (g) The program’s plan to use rigorous formative and summative evaluations of each candidate’s:

      1. Knowledge and skills to advocate, nurture, and sustain a school culture that promotes and supports high levels of learning for all students; and

      2. Knowledge and skills to manage a school for efficiency, accountability, and safety; and

      (h) The program’s plan to require all candidates to conduct a key assessment demonstrating the performance skills required of the professional educator standards.

      Section 5. Assessment Prerequisites for the Provisional Certificate for Advanced Educational Leadership. An applicant for certification for advanced educational leadership, including a career and technical school principal, shall attain the specified minimum score on the School Leadership Licensure Exam or the National Standardized Examination aligned with the professional standards for advanced educational leadership.

**Section 6. Statement of Eligibility for Internship**.

(1) A statement of eligibility for internship for the provisional certificate for advanced educational leadership (school principal, **school superintendent, director of special education, instructional supervisor, or director of pupil personnel)** shall be issued for a five (5) year period to an applicant who:

      (a) Has successfully completed an approved program of preparation;

      (b) Has three (3) years of full-time teaching experience; and

      (c) Has successfully completed the appropriate assessment requirements for the advanced educational leadership certification or qualifies for a one (1) year period for completion of assessments under KRS 161.027(6).

 (2) Application shall be made on "Application for Kentucky Certification or Change in Salary Rank", Form TC-1, incorporated by reference in 16 KAR 2:010.

 (3) A request for renewal of the Statement of Eligibility pursuant to KRS 161.027(7) shall be made on Form TC-2, incorporated by reference in 16 KAR 4:060.

**Section 7 (1) A professional certificate for advanced educational leadership ~~-~~ school principal, school superintendent, director of special education, instructional supervisor, or director of pupil personnel level I, shall be issued upon successful completion of the appropriate educational leadership internship as provided in KRS 161.027 and 16 KAR 7:020**.

      (2) The renewal of the professional certificate for advanced educational leadership (school principal, **school superintendent, director of special education, instructional supervisor, or director of pupil personnel**) level I shall require a recommendation from the approved recommending authority regarding the successful completion of an approved level II program. The certificate shall be valid for five (5) years.

      (3) Each subsequent five (5) year renewal of the professional certificate for advanced educational leadership (school principal, **school superintendent, director of special education, instructional supervisor, or director of pupil personnel)** level II shall require successful completion of two (2) years of appropriate educational leadership experience within the preceding five (5) years.

      (4) If the applicant has not successfully completed the two (2) years of experience as required by subsection (3) of this section, pursuant to KRS 161.027(9), each subsequent five (5) year renewal of the professional certificate for advanced educational leadership (school principal, **school superintendent, director of special education, instructional supervisor, or director of pupil personnel**) level II, shall require:

      (a) Completion of three (3) semester hours of additional graduate credit directly related to the advanced educational leadership position (school principal, school superintendent, director of special education, instructional supervisor, or director of pupil personnel) for each required year of experience the applicant has not completed; or

      (b) Successful completion of forty-two (42) hours of approved training selected from programs approved by the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101.

 (5) (a)If a lapse in certification occurs for lack of completion of the Level II preparation, the certification may be reissued for a five (5) year period upon successful completion of the Level II preparation.

(b) If a lapse in certification occurs for lack of the renewal requirements, the certificate may be reissued after the completion of an additional six (6) semester hours of graduate study or the equivalent appropriate to the program.

Section 8: Internship Program An Applicant for educational leadership certification requesting exemption from the Kentucky Internship Program shall submit to EPSB proof of:

1. A minimum to two (2) years successful experience serving as a certified educational leader in a Kentucky Public school (district) or nonpublic school (district) which meets the state performance standards or which has been accredited by a regional or national accrediting agency. The two years shall have been within a period of ten (10) years prior to the most recent application for advanced educational leader certification and shall be confirmed by the school (district) official responsible for evaluating the applicant during the time of employment as an advanced educational leader.
2. A minimum of two (2) years of successful out of state experience serving as a state certified advanced educational leader.

Section 9: (1) An applicant shall be eligible to participate in the Kentucky Educational Leader Internship Program if the applicant:

1. Has successfully completed all prerequisites to certification
2. Has been issued either a statement of eligibility, a temporary provision, or a temporary certificate by EPSB,
3. The advanced educational leader internship shall take place when a person holding either a valid statement of eligibility, temporary provision, or temporary certificate is employed as an educational leader in a public school (district) or non-public school (District) which meets the state performance standards or is accredited by a regional or national accrediting agency.

Section 10: The purposes of the Kentucky Advanced Educational Leader Internship Program shall be:

1. To provide beginning advanced educational leaders with the opportunity for learning under the supervision of experienced educators, and
2. To provide continuing certification upon g the demonstration of the principal intern’s ability to meet the educational leader standards adopted by the Educational Professional Standards Board.
3. These Purposes shall be accomplished through the joint collaborative internship committee composed of Educational Preparation Providers and school district personnel which shall be assigned to supervise, assist, and assess the advanced educational leader intern.

Section 11: (1) The administrative standards used in the assessment of the ~~principal~~ educational leader intern shall be the approved educational leadership standards adopted by EPSB.

(2) The intern shall demonstrate to the advanced educational leader intern committee the ability to meet the administrator standards approved by EPSB and Performance Standards identified by the Kentucky Educator Effectiveness System through observations of performance and the preparation of a portfolio.

( 3)The required entries in the portfolio shall be documentation which illustrates each of the administrator standards and the Kentucky.Educator Effectiveness System

Section 12. (1) Members of the Advanced educational leader internship committee shall include an approopriate educational leader mentor, employing school district superintendent or designee, and an administrator educator.

(2) An individual selected to serve as an advanced educator leader mentor shall have a minimum of three (3) years of appropriate experience and hold a valid Professional Certificate for the appropriate Advanced Educational Leader Position. The three (3) years of appropriate educational leader experience shall have been within five (5) years of appointment to the internship committee.

(3) If the district is unable to identify an advanced educational leader mentor in accordance, the district shall request that the Education Professional Standards Board staff assist in the identification of an advanced educational leader mentor.

(4) The superintendent of the employing local school district shall serve on the committee or shall appoint a designee who has had experience as an appropriate advanced educational leader.

(5) An administrator educator, who is a faculty member in a state-approved administrator training program at an institution of higher education, shall be appointed by the employing institution of higher education. Preference in selection shall be given to an administrator educator who has had experience as an advanced educational leader. If an administrator educator is not available, the Education Professional Standards Board staff shall identify a person who has had advanced educational leader experience in consultation with the district and the preparation provider.

Section 13. (1) Each member of the advanced educational leader intern committee shall successfully complete a training program approved by the Education Professional Standards Board in the supervision, assistance, and assessment of educational leader interns.

(2) Training for all individuals assigned to advanced educational leader internship committees shall be scheduled through an institution of higher education.

Section 14. (1) The period of internship shall include no less than 140 contract days during the term of employment covered by the contract with the school district.

Section 15. The superintendent of the employing school district shall provide an orientation meeting for each advanced educational leadership intern to clearly inform the intern of the requirements of the program.

Section 16. (1) The superintendent of the local school district employing the principal intern shall schedule a meeting of the members of the advanced educational leader internship committee to be held not later than fifteen (15) days following appointment of all committee members. At that time, the committee shall meet with the principal intern to clarify roles, procedures and expectations. The committee shall also select a chairperson who shall be responsible for scheduling all future visits and conferences and for the completion of required reports.

      (2) The mentor shall spend appropriate number outside of scheduled school hours with the intern. The number of hours spent with the intern and the administrator standards and performance indicators addressed shall be discussed with the internship committee at each committee meeting, and the committee shall make a final report of the total number of hours in writing to the superintendent of the local school district employing the intern and the Educator Preparation Provider.

      (3) Each committee member shall make a minimum of performance observations of the intern and conduct a review of the advanced educational leader intern portfolio. The committee in conjunction with the EPP shall determine the number and length of observations. Committee members to provide information on the skill level on each administrator standard demonstrated and suggestions for professional growth shall hold a conference with the intern.

      (4) The final meeting of the advanced educational leader internship committee shall include a decision reached by a majority vote regarding completion of the internship.

Section 17. (1) In arriving at a professional judgment of the completion of the internship, the committee shall consider the progress of the advanced educational leader intern throughout the entire internship, with particular emphasis on the progress demonstrated during the final months of the internship.

      (2) At the completion of the internship experience, the chairperson shall report to the Education Preparation Provider and to the superintendent of the employing local school district, if the superintendent is not a member of the committee, the committee's decision regarding the intern's completion of the internship.

      (3) If an advanced educational leadership intern's performance is judged by the internship committee to be unsatisfactory, the intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship.

Section 18. Appeals. (1) If an intern is determined by the advanced educational leadership internship committee to have been unsuccessful, the intern may appeal to the Education Preparation Provider within thirty (30) calendar days of the date of receipt of the notice of a finding of unsuccessful.

      (2) The EPP and the cooperating school district shall provide an appeals process to review and recommend action regarding the success of the internship.

Section 19. An advanced educational leadership intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in an Internship Program shall not be eligible for the appropriate Kentucky advanced educator leadership certificate under this administrative regulation.

**PRINCIPAL**

**Section 20. Principal**

An applicant for certification as principal shall complete the following tests and attain the minimum scores specified for each test.

1. School Leaders Licensure Assessment (6011) – 160 and
2. Kentucky Specialty Test of Instructional and Administrative Practices (1015) – 158

The successful completion of the School Leaders Licensure Assessment shall not be required for an applicant who has:

1. Two years of experiences as a certified principal in another state; and
2. Successfully complete a nationally administered test in the area of educational leadership and administration.

An applicant shall pay all fees assessed by the Educational Testing Service for above tests.

An applicant who fails to achieve a minimum score on a required test shall be permitted to retake the test or tests during a regularly scheduled test.

A score on a test completed more than five years prior to application for certification shall not be acceptable.

A temporary certificate shall not be extended for an applicant who does not successfully complete the assessments within the year.

In addition to the examination requirement specified in this regulation, an applicant for certification shall successfully complete a one-year internship program if the applicant has had less than two years of successful experiences as a principal in another state.

On an annual or biennial basis, the EPSB shall collect and analyze data provided by the ETS through score and institution reports which permit evaluation of the examination prerequisites covered by the administrative regulation.

***Director of Special Education***

Section 21. (1)Additional prerequisite requirements for directors of special education in additional to Section 2 (above)

* three years of full-time experience as a teacher or school psychologist with minimum of one (1) year as a teacher of exceptional children or school psychologist.

(2)Each person whose job description includes supervising, directing, administering, or coordinating special education programs, at the district-wide level shall be required to hold one (1):

1. Endorsement for director of special education;
2. Professional certificate for director of special education;
3. Endorsement for supervisor of special education;
4. Endorsement for teacher consultant for special education;
5. Certificate valid for supervisor of instruction for persons serving in that positon on July 14, 1992 as provided by KRS 157.250; or
6. Valid certificate possessing the code ASDE for approval of director of special education.

(3)If a qualified application is not available for the position of director of special education, the superintendent on behalf of the local board of education may request a professional certificate for direction of special education for a two (2) year period for an applicant who has:

1. A valid Kentucky certificate for teachers of exceptional children;
2. A Rank II;
3. Three (3) years of full-time experience teaching exceptional children;
4. Completed a course in special and regular education case law; and
5. Been admitted to the preparation program for the professional certificate for director of special education.

(4) Complete an application for the two (2) year certificate for director of special education shall be made on Form CA 28.

(5)The applicant shall complete the total curriculum for the professional certificate for director of special education by September 1 of the year of expiration.

**Director of Pupil Personnel**

Section 22. (1) If a qualified applicant for director of pupil personnel services is not available as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a one (1) year probationary certificate for a director of pupil personnel services who has:

      (a) A valid Kentucky classroom teaching certificate;

      (b) A Rank II;

      (c) Three (3) years of successful teaching experience; and

      (d) Been admitted to the preparation program for the professional certificate for director of Pupil Personnel services.

 (2) Application for the one (1) year probationary certificate for a director of pupil personnel services shall be made on Form CA-40.

 (3) Each annual renewal of the probationary certificate for director of pupil personnel services shall require completion of an additional nine (9) semester hours selected from the approved program.

**INSTRUCTIONAL SUPERVISOR**: No additions are needed

**SUPERINTENDENT**

Section 23: Additional requirements for position of school superintendent: at least two years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services.

Section 24: (1) Additional requirements for admission to a superintendent preparation program:

1. A written letter of recommendation from a supervisor or an education agency representative attesting to the applicant’s suitability for school leader;
2. an admissions portfolio which documents that the applicant demonstrates the following:
3. The ability to improve student achievement;
4. Knowledge of school laws related to school finance, school operations, and personnel matters;
5. The ability to implement curriculum, instruction, and assessment;
6. A commitment to ongoing professional growth;
7. Effective communication skills; and
8. The ability to build relationships, foster teamwork, and develop networks;

( c) Proof the application has completed a Rank I program

(2) Beginning August 1, 2014, a superintendent preparation program shall:

1. Utilize a clinical model which requires candidates to
2. Work in diverse school and district central office settings; and
3. Solve problems based on school district’s needs.
4. Develop a mentoring plan for each candidate; and
5. Design a method to assess the effectiveness of a candidate’s field experience.

(3). Beginning August 1, 2014, a superintendent preparation program’s course work shall include a minimum of twelve (12) credit hours.

(4) Beginning August 1, 2014, a superintendent preparation program’s curriculum of study shall include the following:

1. The study of roles and responsibilities of a superintendent which includes:
2. Leadership theory and development;
3. The impact of board leadership on student learning;
4. Community engagement focused on student learning;
5. Capacity building;
6. District management;
7. Culturally responsive leadership;
8. Ethics;
9. Time management; and
10. Professional development.
11. The federal, state, and local laws governing school system administration with an emphasis on the following school function:
12. Finance
13. Personnel;
14. Food service;
15. Facilities;
16. Transportation
17. School safety; and
18. School based councils; and

(5) Coursework, which will assist the candidate to:

1. Develop skills that facilitate rigorous curriculum, engaging instruction, professional development, and a comprehensive assessment system;
2. Implement an aligned, rigorous, standards-based curriculum in every school which prepares all students to be globally competitive for postsecondary education and work;
3. Collaborate with district staff and school leaders to coordinate a system of support that ensure engaging and relevant instruction in every classroom;
4. Ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning;
5. Work with district and school staff to develop and implement a coordinated system of student academic support for students whose achievement does not meet established benchmarks; and
6. Ensure that the school system has an articulated designed for preschool, early childhood, middle childhood, adolescent, and adult education that represents research and best practice.