

Laws and Regulations Governing Principal Preparation Program Redesign

Education Commission of the States reviewed state laws and regulations governing principal preparation program redesign. The following information provides a comprehensive look at these rules in the 8 UPPI states (CA, CT, FL, GA, KY, NY, NC and VA) and answers four key questions:

- *What is the traditional route to certification?*
- *Is there an alternative route to certification?*
- *Where does authority lie for preparation program redesign?*
- *What are the preparation program approval requirements?*

California

What is the traditional route to certification? California has a two-tier credentialing preparation program for education administrators. The first tier, the Preliminary Administrative Services Credential (ASC) program, is typically completed while the candidate is serving in another realm of education—a classroom teacher, a school counselor or nurse. Once the program has been completed, the candidate receives a Certificate of Eligibility which indicates to prospective employers that s/he is qualified for an administrative position. Once a position is obtained, the candidate has one year to enroll in the second-tier program—the Clear Induction ASC program—which is a two-year job-embedded program centered on coaching and professional development of the candidate's choosing.

Is there an alternative route to certification? Yes. Legally, California has authorized an examination route that could replace the program pathway. A candidate can successfully complete the California Preliminary Administrative Credential Examination (CPACE) to earn the Preliminary level credential. The CPACE is about five years old and has a low percentage passage rate (about 23%) due to its extensive rigorous content. While the law also authorizes an examination route for the Clear credential, one has never been developed or identified and there is no big push to see this achieved.

Where does the authority lie for preparation program redesign? A K-12 or college/university level institution with regional accreditation first file to become an approved institution—proving they have the necessary leadership, finances, need, etc. to sponsor a program leading to a credential (teaching, services like administration or nursing, social work). The institution then responds to program standards in a narrative describing how they will implement a program that meets those standards. That narrative is read by trained peers than approved by the Committee on Accreditation. *At any time, that institution may then alter the program design, add a different pathway to the credential (such as an intern pathway), etc. as long as they continue to meet the state's approved program standards.* The institution notifies the California Commission on Teaching Credentials (CTC) of these changes through one of several components of the CTC accreditation system (program review, program addendum or site visit). California's accreditation cycle is a 7-year recursive model that ensures a paper review and in-person verification of implementation every 7 years.

What are the principal preparation program approval requirements? The following are the standards for a preliminary ASC program, which a program must meet in addition to admission requirements:

1. **Program Design and Rationale** Aligns with the California Administrator Performance Expectations (CAPE) and includes both formative and summative assessments based on CAPE.
2. **Collaboration, Communication and Coordination** Establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of the program.
3. **Development of Professional Leadership Perspectives** Facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills.
4. **Equity, Diversity and Access** Provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments.
5. **Role of Schooling in a Democratic Society** Provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship.
6. **Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)**
7. **Nature of Field Experiences** Participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings.
8. **Guidance, Assistance and Feedback** Has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience.
9. **Assessment of Candidate Performance** Determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the [California Administrator Content Expectations](#) and satisfactory performance on the full range of [California Administrator Performance Expectations](#).

Connecticut

What is the traditional route to certification? To obtain an administrative endorsement in intermediate administration or supervision, a candidate completes a state-approved planned program of educator preparation at a regionally accredited college or university, leading to a formal institutional recommendation for certification. This allows the candidate to receive an initial endorsement. The candidate may also choose to advance to a professional level endorsement upon completion of additional graduate coursework.

Is there an alternative route to certification? Yes. State law requires the state department of education to approve an alternative route to certification (ARC) administrator program to -

1. Be provided by a public or independent institution of higher education, a local or regional board of education, a regional educational service center or a private, nonprofit teacher or administrator training organization approved by the state board of education.
2. Accept only those participants who (A) hold a bachelor's degree from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited, (B) have at least forty school months teaching experience, of which at least ten school months are in a position requiring certification at a public school, in this state or another state, and (C) are recommended by the immediate supervisor or district administrator of such person on the basis of such person's performance.
3. Require each participant to (A) complete a one-year residency that requires such person to serve (i) in a position requiring an intermediate administrator or supervisor endorsement, and (ii) in a full-time position

for ten school months at a local or regional board of education in the state under the supervision of (I) a certified administrator, and (II) a supervisor from an institution or organization described in subdivision (1) of this subsection, or (B) have ten school months experience in a full-time position as an administrator in a public or nonpublic school in another state that is approved by the appropriate state board of education in such other state.

4. Meet such other criteria as the state department of education requires.

This additional criteria, adopted by the Connecticut State Department of Education, requires the ARC administrator program must -

1. Address a shortage area.
2. Be able to uniquely translate best practices and research to help candidates apply their knowledge, skills and dispositions to instructional leadership challenges.
3. Consist of a beginning cohort group of at least 10 -15 candidates from more than one identified "high needs" district.

Currently, there is only one such ARC administrator program – the Achievement First, Residency Program for School Leadership. Its participants must agree to work in the cities of Hartford, New Haven, or Bridgeport.

Where does the authority lie for preparation program redesign? An appropriate official of the professional education unit - defined as an institution, college, school, department or other administrative body within an institution that is primarily responsible for the initial and advanced preparation of educators - must notify the Commissioner in writing, two years prior to the expiration of current program approval, or two years prior to the anticipated start of a new program, of the intent to seek Connecticut Board of Education approval in one or more specific areas of educator preparation and request that an on-site visit be scheduled. For educator preparation programs that want continued approval, a written self-examination report shall be submitted which addresses the educator preparation program approval standards.

What are the principal preparation program approval requirements? By law, the professional education unit must -

1. Demonstrate that students are knowledgeable about the Common Core of Learning, the Common Core of Teaching, the Connecticut Mastery Tests, the Connecticut Academic Performance Test, the Code of Professional Responsibility for Teachers, and the Code of Professional Responsibility for School Administrators.
2. Provide on-site access to education resource material in current use in public schools including, for example, texts, software, cd rom, and copies of Connecticut Curriculum Frameworks.
3. Ensure that students demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619 inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards.
4. Ensure that the responsibility for recommending candidates for certification centralized in an individual who shall attest, if appropriate, that the candidates have:
 - a. Met admissions standards for the institution's educator preparation program; fulfilled the institution's criteria to student teach; successfully completed the planned program; have the qualities of character and personal fitness for teaching.
 - b. Fulfilled the state's certification and assessment requirements, including Praxis I and Praxis II.

Florida

What is the traditional route to certification? Florida has two levels of certification – through Level I (educational leadership) or Level II (school principal) preparation programs. A Level I program operates in a traditional fashion – through a higher education institution resulting in a master’s degree and eligibility for a certificate in education leadership. Level II programs are offered at the district-level through a professional development program for individuals that have already earned a Level I certification. Upon completion of a Level II program, candidates will be eligible for a Level II certification.

Is there an alternative route to certification? Yes. By law, school districts may also seek to offer Level I programs for employed individuals in a ‘leadership position’ who already have earned a master’s degree in an area other than educational leadership. One school district currently has approval.

Where does the authority lie for preparation program redesign? Once an educational leadership program is approved, the program is required to provide an annual institutional program evaluation plan (IPEP) to the state department of education and must include any changes to its curricula and submit the appropriate matrix to demonstrate alignment to the [Florida Principal Leadership Standards](#).

What are the principal preparation program approval requirements? To be approved as a Level I/education leadership program –

1. A postsecondary institution shall employ faculty who are qualified to teach courses required in the program. Faculty and staff who supervise field experiences shall document annual onsite participation in activities in prekindergarten through grade 12 school settings.
2. A postsecondary institution shall provide evidence of its partnership with at least one school district as approved under this rule.
3. A postsecondary institution may include a modified version of its approved program to individuals who hold a master’s or higher degree, provided the institution has a means to document that the completer of the modified program has met all program requirements.
4. A postsecondary institution and school districts (through the Level I alternative route) shall describe the qualifications used for admission and admit only candidates that demonstrate instructional expertise and leadership potential as approved under this rule.
5. A postsecondary institution and school districts (through the Level I alternative route) shall describe how competency-based training is aligned to the Florida Principal Leadership Standards.
6. A postsecondary institution and school districts (through the Level I alternative route) shall describe how training shall be aligned to the personnel evaluation criteria under [Section 1012.34, Florida Statute](#).
7. A postsecondary institution and school districts (through the Level I alternative route) shall only endorse as program completers candidates who demonstrate all of the Florida Principal Leadership Standards at the initial certification level and earn passing scores on all portions of the Florida Educational Leadership Examination required in [Section 1012.56, Florida Statute](#).
8. School districts (through the Level I alternative route) shall offer its approved professional development program in educational leadership only to its employees who hold a master’s degree from an accredited or approved institution may provide for admission of candidates without this degree, provided that the district’s program documentation includes a process of formally notifying such candidates that they are not eligible to complete the program without official documentation of the master’s degree.

Georgia

Traditional route to certification: Georgia has a Tier I and Tier II Educational Leadership certificate. Tier I certification is for school-level leadership positions below principal and district-level leadership positions. A Standard Professional certificate in Educational Leadership is issued upon completion of a Tier I educational leadership certification program. A three (3)-year Non-Renewable Professional certificate in Educational Leadership – Tier I may be issued at the request of an employing Georgia Local Unit of Administration (LUA) to an educator who meets specified requirements. Tier II certification is for any leadership position including principal and superintendent. It is also possible to obtain a three (3)-year Non-Renewable Performance-Based Professional certificate in Educational Leadership – Tier II at the request of an employing Georgia LUA to an educator who meets the following requirements-

1. Employment in a position requiring Tier II Educational Leadership certification
2. Possession of one of the following: (i) A valid Standard Professional certificate in Educational Leadership – Tier I or (ii) A master’s degree or higher from a Georgia Professional Standards Commission (GaPSC)-accepted accredited institution.

Is there an alternative route to certification? Yes. Georgia specifies [program and admission requirements](#) specifically for alternative preparation for educational leadership program at both the Tier I and Tier II levels. These programs are a post-baccalaureate program designed for individuals who have not prepared as leaders in a traditional leadership preparation program. These preparation programs, which lead to an Educator Preparation Provider’s verification of meeting requirements for Georgia certification, but not a degree, recognize candidates’ earlier academic preparation and life experiences.

Where does the authority lie for preparation program redesign? Once an educational leadership program has been approved by the GaPSC, the institution may make changes as data deems appropriate. Those changes are communicated to the GaPSC through a [Substantive Change process](#).

What are the principal preparation program approval requirements? To be approved as Tier I educational leadership preparation program, the requirements are -

1. **Program Admission:** Educator preparation programs (EPPs) shall determine admission requirements for Tier I entry level preparation programs in addition to the minimum degree requirements.
2. **Program Content Standards:** The content standards for Tier I educational leadership programs are the Georgia Educational Leadership Standards in effect at the time of program approval. The functions accompanying the standards inform and support the practice of the educational leader by illustrating some, but not all, leadership practices that define the standards in practice. Programs will be assessed at the standard level. The standards shall be addressed in programs leading to Tier I entry level Educational Leadership certification.
3. **Program Curriculum:** Programs leading to Tier I Entry Level Educational Leadership certification shall address all standards, but shall place emphasis on standards related specifically to practices designed to directly impact the improvement of teaching and learning.
4. **Partnerships:** A partnership agreement shall be established with LUAs, schools, agencies, or other organizations for the purpose of collaborative work to ensure program curriculum and instruction addresses LUA needs and to continuously examine program effectiveness. Such partnerships shall not address

candidate selection since Tier I programs allow entry through self selection. A regular and systematic plan shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

5. **Candidate Support:** At a minimum, Tier I candidates shall receive mentoring by a leader who is actively employed in a leadership position in the P-12 school or LUA. In addition, candidates shall receive EPP support through group coaching or other means whereby candidates have opportunities to interact with program staff and other candidates for reflection, feedback, and support related to their performances in the field.

Additional guidance on educational leadership program requirements can be found [here](#).

Kentucky

What is the traditional route to certification? Kentucky has a two-step process for certification – Level I followed by Level II. When the initial principal program is completed, and the Education Professional Standards Board (EPSB) receives the written confirmation of that program from the university and the applicant receives Level I certification. When a candidate completes Level I, they receive a Statement of Eligibility (SOE) and can begin working on Level II certification. The SOE allows candidates five years to apply and receive employment as a principal/assistant principal in a Kentucky school. During the first year of employment, the Kentucky Principal Internship Program (KPIP) must be successfully completed (however, the KPIP program is currently suspended due to budget constraints). With KPIP suspended, when a person is hired as a principal or assistant principal, the district mails in the Confirmation of Employment on the back of the Principal Statement, and the EPSB adds it to the person’s certificate. The five-year renewal requirement is then to just complete the Level II principal program.

Is there an alternative route to certification? Yes. While there are eight alternative certification programs for teachers, only one of these options is extended to administrators/principals - Option 6: University-Based Alternative Route to Certification. Candidates for this route must have a bachelor’s or master’s degree and meet university admission standards. Currently, WKU has an approved alternative route for certification as school principal.

Where does the authority lie for preparation program redesign? Universities submit their education programs for approval to the EPSB, which is housed in the state department of education.

What are the principal preparation program approval requirements? To be approved as a principal/instructional leadership program, programs must provide -

1. A plan to collaborate with academic disciplines outside the field of education to supplement the candidate's knowledge and skills.
2. A plan to collaborate with districts to provide high quality field experiences that accomplish the following:
 - a. Enhance coursework throughout the program.
 - b. Ensure a continuum of school-based experiences that range from observing, to participating, to leading.
 - c. Expose candidates to diverse student populations and school environments.
3. A plan to use rigorous formative and summative evaluations of each candidate's knowledge and skills to accomplish the following:
 - a. Advocate, nurture, and sustain a school culture that promotes high levels of learning for all students
 - b. Manage a school for efficiency, accountability and safety

4. A plan for a capstone project at the end of Level I that requires the candidate to conduct research and defend the project to a panel composed of faculty and practicing school administrators
5. The program prepares candidates for school principal according to the following standards:
 - a. Educational Leadership Policy Standards: ISLLC 2008.
 - b. Technology Standards for School Administrators.
 - c. Dispositions, Dimensions, and Functions.

New York

What is the traditional route to certification: Candidates who obtain a master’s degree - or a bachelor’s degree and successfully completed the clinically rich principal preparation pilot program – and have the required examination scores and 3 years’ experience qualify for an initial certificate as a school building leader. A candidate with an initial certification can then qualify for a professional certificate after additional experience in an educational leadership position.

Is there an alternative route to certification? No state policy found. New York provides two alternative routes for district-level leaders, but no policy was found for school building leaders.

Where does the authority lie for preparation program redesign? To change an existing program in educational leadership, the program must fill out and submit a [Teacher and Education Leader Program Change Form](#) with the state department of education. This form is used for any changes in curriculum.

What are the principal preparation program approval requirements? General requirements for all programs preparing education leaders are -

1. Programs for the preparation of education leaders shall be graduate programs offered by institutions of higher education, or by institutions of higher education collaborating with school districts or with educational or leadership associations.
2. Programs shall demonstrate a commitment to:
 - a. Preparing candidates to be education leaders who understand child and adolescent development and learning and who focus on student achievement, including meeting State learning standards.
 - b. Recruiting candidates from groups historically underrepresented in educational leadership.
 - c. Preparing candidates to be education leaders who demonstrate the following nine essential characteristics of effective leaders:
 - i. Leaders know and understand what it means and what it takes to be a leader.
 - ii. Leaders have a vision for schools that they constantly share and promote.
 - iii. Leaders communicate clearly and effectively.
 - iv. Leaders collaborate and cooperate with others.
 - v. Leaders persevere and take the long view.
 - vi. Leader support, develop and nurture staff.
 - vii. Leaders hold themselves and others responsible and accountable.
 - viii. Leaders never stop learning and honing their skills.
 - ix. Leaders have the courage to take informed risks.

3. Programs shall establish and maintain formal relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or the professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement.
4. Other requirements.
 - a. Programs shall ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law. Such coursework or training shall include but not be limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.
 - b. Programs shall ensure that candidates complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.
 - c. Programs shall ensure that candidates complete six clock hours, of which at least three hours must be conducted through face-to-face instruction, of coursework or training on the social patterns of harassment, bullying and discrimination, in accordance with the requirements of section 14 of the Education Law.

There are additional requirements for approval as a school building leaders and school district leader that can also be found [here](#).

North Carolina

What is the traditional route to certification? In general, a candidate for principal licensure must complete an approved Master of School Administration (MSA) program with an approved college or university. There are, however, some school districts that have partnered with approved university providers to develop an "in-house" principal preparation program. These programs provide some (or all) of the training/coursework required for the MSA with the university exercising control over the program of study and instruction

Is there an alternative route to certification? No state policy found. There is no alternative route to licensure given that an approved program provider (college or university) must oversee any path to principal licensure.

Where does the authority lie for preparation program redesign? Institutions of higher education (IHE) must submit a "blueprint" to the NC State Board of Education for approval. The blueprint identifies that courses and requirements for granting a candidate an MSA degree. If an institution wishes to change in its program, they must submit those proposed changes to the NC State Board of Education for approval. The state board of education does not design MSA programs for IHEs, but only approve or deny blueprint that are submitted by the IHEs. If there are legislative changes or state board of education policy changes to principal preparation policies, the IHEs would be required to alter their blueprints to align with the new statutes or policies.

What are the principal preparation program approval requirements? Principal preparation programs are required to address the North Carolina Standards for School Executives. Candidates seeking the School Administrator - Principal license are assessed using the [North Carolina School Executive Evaluation Rubric for Pre-service Candidates](#). The North Carolina Standards for School Executives are -

1. **Strategic Leadership:** School executives will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21st century.
2. **Instructional Leadership:** School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment.
3. **Cultural Leadership:** School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school.
4. **Human Resource Leadership:** School executives will ensure that the school is a professional learning community.
5. **Managerial Leadership:** School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building.
6. **External Development Leadership:** A school executive will design structures and processes that result in community engagement, support, and ownership.
7. **Micropolitical Leadership:** The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success.

Additional MSA blueprint guidelines are currently under revision.

Virginia

What is the traditional route to certification? An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal.

Is there an alternative route to certification? Yes. There are two alternative routes to certification in Virginia. Route 1 is a certification restricted to the Virginia school division in which the school superintendent submitted the recommendation for endorsement. The candidate must have completed graduate coursework in school law, evaluation of instruction and other areas of study requirement by the employing Virginia school superintendent. This endorsement is valid only in the designated Virginia school division and would not be portable or reciprocal. Route 2 has a more stringent graduate coursework requirement and is portable or reciprocal.

Where does the authority lie for preparation program redesign? The state department of education conducts biennial reviews of educator preparation programs. In this review, the program must describe any major changes that have taken place since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the professional education program, etc.)

What are the principal preparation program approval requirements? To be approved, a program in administration and supervision preK-12 shall ensure:

1. The candidate has demonstrated the following competencies:
 - a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:
 - i. Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment.
 - ii. Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning.
 - iii. Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment.
 - iv. Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention.
 - v. Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity.
 - vi. Integration of technology in curriculum and instruction to enhance learner understanding.
 - vii. Identification, analysis, and resolution of problems using effective problem-solving techniques.
 - viii. Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
 - b. Knowledge understanding, and application of systems and organizations, including:
 - i. Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models.
 - ii. Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans.
 - iii. Information sources and processing, including data collection and data analysis strategies.
 - iv. Using data as a part of ongoing program evaluation to inform and lead change.
 - v. Developing a change management strategy for improved student outcomes.
 - vi. Developing empowerment strategies to create personalized learning environments for diverse schools.
 - vii. Effective communication skills including consensus building, negotiation, and mediation skills.
 - c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including:
 - i. Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level.
 - ii. Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community.
 - iii. Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture,

- innovation and creativity, conflict resolution, adult learning and professional development models.
- iv. Principles and issues related to fiscal operations of school management;
 - v. Principles and issues related to school facilities and use of space and time.
 - vi. Legal issues impacting school operations and management.
 - vii. Technologies that support management functions.
 - viii. Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.
- d. Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including:
- i. Emerging issues and trends within school/community relations.
 - ii. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population.
 - iii. Developing appropriate public relations and public engagement strategies and processes.
 - iv. Principles of effective two-way communication, including consensus building and negotiation skills.
 - v. Integration of technology to support communication efforts.
- e. Knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including:
- i. Historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior.
 - ii. Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community.
 - iii. Reflective understanding of theories of leadership and their application to decision-making in the school setting.
 - iv. Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions.
 - v. Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
- f. Knowledge understanding and application of basic leadership theories and influences that impact schools including:
- i. Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory.
 - ii. Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations.
 - iii. Identify and respond to internal and external forces and influences on a school.
 - iv. Identify and apply the processes of educational policy development at the state, local, and school level.
 - v. Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

- g. Embedded learning strategies for improved student learning totaling at least 120 clock hours including:
 - i. Experiential activities that complement, implement, and parallel the university curriculum.
 - ii. Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.
- 2. Complete a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school.
- 3. Satisfy the requirements for the school leaders licensure assessment prescribed by the state board of education (individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the state board of education).