

The Professional Certificate for Administrators

Report to the Professional
Educator Standards Board

July 2006

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Background

Since 1995, Washington has pursued an education reform strategy built on higher expectations for all students. A crucial part of this strategy is recruiting, developing, and supporting educators who can help students achieve the new standards. To meet this need, the state has been implementing performance-based residency and professional certificates since 2000. Teacher residency and professional certificates were the first to be developed, followed by residency certificates for administrators and educational staff associates. This document describes the proposed next step, the implementation of the professional certificate for administrators.

The standards underlying this process were developed by the Interstate School Leadership Licensure Consortium (ISLLC) in 1996, and were adopted by Washington in 2002. Following that adoption, a work group representing administrator preparation programs, professional associations, and OSPI refined the standards into distinct strands benchmarked at three career stages: residency, professional, and career. (A copy of the current benchmarks can be found in Appendix A).

When the State Board of Education established requirements for teacher professional certificate programs, it simultaneously enacted identical rules for administrator and ESA programs on the assumption that the process would look the same for all roles. Since the state's experience with teacher professional programs has underlined the importance of being thoughtful and thorough about implementation, the Professional Education and Certification office at OSPI decided to consult with key stakeholders before asking universities to submit professional certificate programs for administrators. This report is a result of those discussions.

The work group

Continuing a collaboration that began with the formulation of administrator standards, the Professional Education and Certification office formed a work group that included representation from the Association of Washington School Principals (AWSP), the Washington Association of School Administrators (WASA), the Washington Council of Educational Administration Programs (WCEAP), and the Professional Educator Standards Board (PESB), as well as several practicing administrators. (See Appendix B for a list of work group members.)

The group met numerous times and has communicated frequently by e-mail. As part of its work, the committee held two focus groups with new administrators to get feedback on the envisioned process. Additional feedback was solicited at the AWSP Assistant Principal Conference in February 2006, and at the WASA Superintendent Workshop in May 2006. We also received feedback from several administrator PEABS and from current candidates in residency principal programs. The feedback process will continue through the summer at the OSPI summer institutes and the WASA/AWSP summer conference.

The proposal

This document describes a process for earning the administrator professional certificate* and makes three related recommendations:

We ask for Board approval to proceed to the program development phase.

We recommend several changes in WAC to accommodate the proposed process.

We recommend several language changes in the current benchmarks for the professional certificate.

Each recommendation is addressed in turn.

*The proposed process would apply to holders of principal residency certificates serving as principals and assistant principals, as well as holders of program administrator residency certificates serving as curriculum directors and similar positions. At present, superintendent certificates are still issued as initial and continuing certificates.

Recommendation 1: *University administrator preparation programs should be asked to develop proposals for professional certificate programs that would follow the guidelines described in this document.*

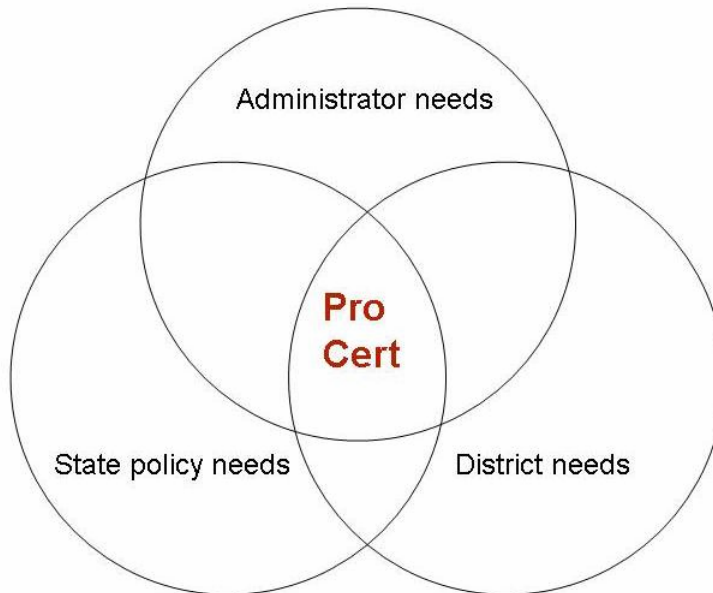
Discussion and Rationale

The challenge

Since a second-level certificate is a form of professional development, the certificate program must satisfy the needs of three groups: administrators, state policymakers, and school districts. While all three share the need for focused professional development that leads to improved student learning, each also has unique needs not necessarily shared by the others:

- Administrators want professional development that is relevant to their work, respectful of their time, and financially affordable.
- State policymakers want focused, coherent professional development that supports state school reform goals.
- Districts want professional development that is aligned with district improvement needs and is respectful of the district context

The challenge for the professional certificate is to create a shared space in which the three sets of needs can be satisfied:

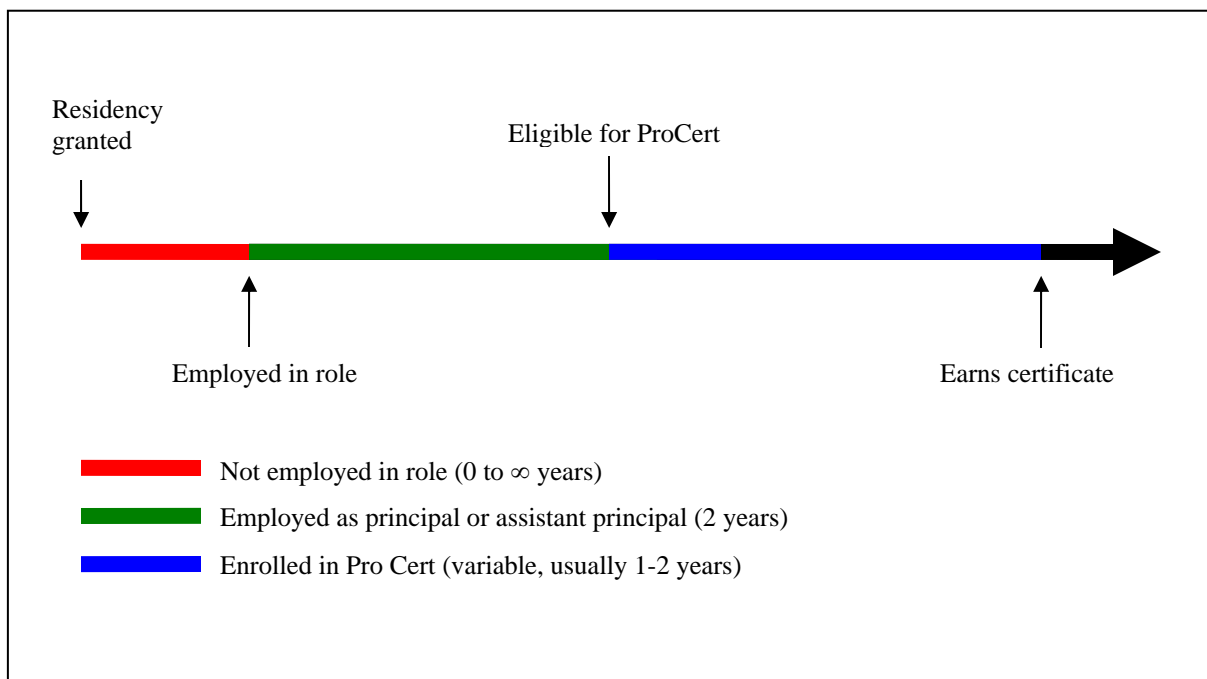


A second challenge arises from the fact that development of the professional certificate for administrators was preceded on the stage by the professional certificate for teachers, which encountered numerous implementation problems in the start-up. The state's early experience with teacher Pro Cert understandably creates some initial skepticism about using a similar process for administrators. More positively, however, that experience provides a rich resource for anticipating potential problems.

At our very first meeting, we spent considerable time on an analysis of what had happened with teacher Pro Cert. That discussion, in turn, led us to develop a statement of guiding principles that we believe to be essential in ensuring a successful administrator Pro Cert process. We ask that our proposal be judged by the degree to which it adheres to these principles (see Appendix C).

From residency to professional certificate: critical timelines

Although the residency certificate was originally designed as a five-year credential, the five-year term placed considerable stress on educators who delayed their entry into the field or who needed to take time off in the first few years. As a result, the state Board of Education in 2005 changed the terms of the residency. When issued, the certificate is undated, and remains so until the holder has completed two years in the role, at which point it becomes a five year certificate. For principals and program administrators, the timeline looks like this:



Thus, from the time a residency certificate holder enters an administrative position, he or she has at least seven years in which to earn the professional certificate. (In addition, WAC 181-79A-250 allows a two-year extension of the residency if the holder is enrolled in a Pro Cert program, so the ultimate timeline could be as long as nine years.)

Could someone begin the Pro Cert program *before* completion of two years in the role? We believe strongly that administrators in their first two years should be focusing on the immediate demands of their new role without also trying to complete a certificate program. In addition, those two years on the job will be critical in giving new administrators a clear picture of their professional development needs. Hence we see the two years of experience as an entry requirement. However, those wanting to get a head start may be able to begin gathering evidence on their progress toward the Pro Cert benchmarks. Guidelines for developing evidence, along with examples, will be available on the OSPI website.

The structure

The proposed structure for the administrator professional certificate resembles the structure for teachers, although with several key differences. Like the teacher programs, it would be a college/university program with three major components:

1. The *entry seminar* (similar to the pre-assessment seminar for teacher programs). The seminar would orient candidates to the process and to the benchmarks; would help candidates evaluate their current professional needs; and would result in a Professional Growth Plan that would guide the remainder of the program. Unlike the teacher professional certificate, however, the administrator program would not mandate formal involvement of a professional growth team.
2. The *implementation phase* (similar to the “core” section of teacher programs). In this phase, candidates would pursue their PGP by gathering evidence on the benchmarks and developing capacity in the major areas they wish to focus on. They would be able to use a variety of formal and informal experiences to do this.
3. The *presentation*. When candidates fulfilled their PGP, they would work with their university advisor to arrange a presentation before a panel that would include practicing administrators.

The following sections elaborate on this process.

The heart of the matter: job-embedded professional development

Very early in the process, we reached the conclusion that if the certificate requirements became merely an “add-on” to the already heavy responsibilities of administrators, the process would collapse under its own weight. When we met with focus groups of new administrators, they repeatedly voiced their concern that meeting the certificate requirements on top of their existing

job responsibilities would simply be impossible. This concern, reinforced by the growing national consensus that job-embedded learning is more effective than traditional approaches, led quickly to two conclusions:

1. *Administrators must be able to use the professional certificate process to meet the challenges they face at their own school and in their own district.* This is not to say that the process should become a search for easy answers or that every activity has to have an immediate practical payoff. Ultimately, however, if candidates cannot see that their work in the program is improving their leadership capacity, they will view it as nothing more than a series of hoops.

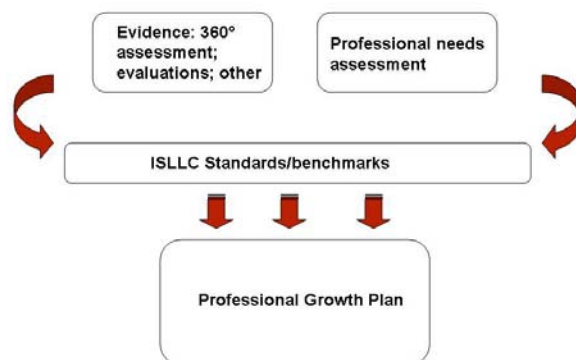
2. *Candidates should own the process.* Since practicing administrators are responsible for their own job performance, they should be able to choose the means to get there. Pro Cert candidates are accountable for demonstrating that they meet the standards, but determining *how* and *when* should rest with the candidates themselves.

For that reason, the candidate’s Professional Growth Plan will be critical to the success of the process. The plan, which will be developed in the entry seminar, has two sources:

1. Since the certificate requires evidence that the standards have been met, candidates will identify the evidence they currently have. We expect that with two years of experience in the role, they will enter the program having already acquired a certain amount of evidence and may even be in a position to demonstrate that one or more benchmarks have been achieved. Possible sources of evidence include performance evaluations, student performance data, artifacts from the school improvement plan or related projects, and results from the 360° evaluation developed by AWSP and the Center for Educational Effectiveness (see Appendix D for more information).

2. The second source is the candidate’s analysis of his or her professional needs. What issues are most urgent at the school or district level? What elements of the job provide the biggest challenge? What changes are needed to assure continued improvement of student learning? The answers to those questions will help determine the content of the PGP.

Shown graphically, the process will look like this:



The goal is to have a plan that is guided by state standards, yet allows candidates to focus their efforts on the needs in their own schools and districts.

Support

As experience with the teacher professional certificate has shown, this kind of process requires scaffolding that provides candidates with the necessary support and guidance.

Much of this support will come during the entry seminar, which is where candidates engage in a deep review of their professional goals and formulate the growth plan. The primary support here is from the university advisor, who will be serving in a coaching as well as an instructional role. In addition, OSPI will coordinate the development of a handbook that will include examples of PGPs, descriptions of the kind of evidence that will document achievement of the benchmarks, general information about the program, and a variety of other resources. Finally, programs will use a cohort model that encourages collaboration among candidates, either in person or electronically.

We have deliberately chosen not to require one support mechanism used in teacher programs, which is the professional growth team. There are several reasons for this. One is concern about possible confusion between evaluation and professional development. Candidates in teacher professional certificate programs have sometimes expressed uneasiness about having principals on their growth team, out of concern that honesty in expressing their development needs will somehow affect their performance evaluation. While teachers can often arrange for a district representative other than their immediate supervisor, it would be much more difficult for principals to do so, particularly if they are working in a small district. In addition, OSPI's ongoing evaluation of teacher Pro Cert programs has found that experience with the professional growth team remains somewhat mixed; candidates often report that the team did not play a critical role. For those reasons, we are reluctant to impose this requirement. We do expect that many candidates will create informal support teams, and districts that already have robust professional development programs for administrators may also provide this kind of support.

Following the entry seminar, candidates will begin implementing their PGP. During this period they will have continuing access to guidance and support of their university advisor. Additional support will be provided by OSPI, which will develop and maintain electronic resources that address the goals that candidates are likely to have. For example, we expect that many candidates will be interested in developing their capacity to use data for instructional improvement. The OSPI website will list major resources on data use, identify upcoming workshops/conferences/presentations on the topic, and offer online forums for discussion of issues related to this subject.

Evidence

In a process that is designed to be highly individualized, we can expect that candidates will produce a wide variety of evidence that reflects the unique contexts in which they

work and the particular professional development needs they have. A critical challenge for the process will be finding a way to ensure that the evaluation of evidence allows for this individuality yet reflects the same underlying set of standards.

One common element will be the use of a 360° assessment developed by AWSP in collaboration with the Center for Educational Effectiveness (CEE). This is an electronically-administered survey aligned with the ISLLC standards; it is taken by the administrator, his or her supervisor, and a number of teachers selected by the administrator. The survey thus provides a comparative perspective on how teachers, supervisor, and administrators themselves see their performance; in addition, because CEE and AWSP will be aggregating results over time, administrators will be able to see how their performance compares with that of a large number of fellow administrators across the state. (For more information, see Appendix D.)

Evidence is also a critical issue at the conclusion of the process: how will candidates demonstrate that they have achieved the standards? Because a job-embedded process is inherently individualized, achieving consistency across candidates and programs will require a major effort. We propose three ways to counteract the possibility that different programs will develop different standards:

- OSPI, in collaboration with AWSP, WASA, and WCEAP, will facilitate the development of evidence protocols that establish guidelines for judging the evidence that candidates provide. These protocols would also become the basis of training for those doing the evaluating.
- OSPI will facilitate periodic meetings of program directors and faculty to engage in shared analysis of candidate work samples. Such collaborative efforts can be powerful tools for identifying divergent interpretations of standards.
- As programs are implemented, OSPI will contract with outside evaluators to sample the documentation being accepted as evidence and review it for consistency with the protocols and with program goals.

The feedback we've received from the field has expressed some skepticism about the viability of the panel process. Primarily, the concern centers around the perceived likelihood that the presentation would become a major "production" that would distract from the core goals of self-reflection and professional improvement. We recognize that concern as valid (everyone on the committee has participated in portfolio presentations that were more show than substance). However, we believe that the steps described above will keep the process focused on what matters most.

In explaining the proposal to focus groups, we have found it helpful to provide several hypothetical scenarios that show how the process would work. The scenario on the next two pages attempts to convey the way that candidates could use the process to further the work they're doing in their schools.

Scenario 1: What does the process look like?

Anne Evanoff is in her 3rd year as principal of a K-6 elementary school in a small/medium-sized district that has one other K-6 school, a 7-8 middle school, and a high school. The first two years have gone without major incident: the school appears to be operating smoothly, and she has received good performance evaluations. She has been particularly pleased with the results of an anti-bullying program she developed in collaboration with the school counselor; disciplinary referrals are down, and a number of teachers have commented on the reduced conflict among students.

Nonetheless, she has struggled with a number of issues. Most notably, the district faces a need to adopt a new math curriculum & textbook series in the next year. Although the faculty seems to recognize that student achievement on the math WASL is not satisfactory, there is little consensus on what should be done and a great deal of negativity surrounding the issue. Teachers have not formed hard-core factions, but readily find fault with any suggestions that are put forward, so progress has been slow. Some teachers have expressed cynicism, saying, “The board will just do what they want anyway—just like last time,” or “Eastside [the other K-6 school] always gets what they want, so why spend a lot of time talking about it?” In her conversations with teachers, she senses that a number of them seem insecure about their own understanding of math.

The situation has a few additional complicating factors:

- The decision must be made collaboratively with the other elementary school, where faculty already seem to have reached consensus on the choice.
- A small but vocal group in the community has been lobbying for adoption of Saxon math; they have at least one ally on the school board.
- The superintendent is willing to support the recommendation of the two schools, as long as it represents a strong staff consensus that it will improve student math performance.
- The faculty is congenial and cooperative, but does not have a history of deep collaboration.

The entry seminar began by reviewing the benchmarks for the Professional Certificate and discussing the kinds of evidence that could be used to show the benchmarks had been achieved. Participants in the seminar then engaged in a self-assessment based on the benchmarks, using a variety of evidence, including the 360° assessment, job performance evaluations, and other evidence.

Working with the university facilitator and her peers, Evanoff found that she already had some evidence to support some of the benchmarks. For example, she decided that her success with the anti-bullying program provided good evidence about the benchmark, “Ensuring efficient and effective management of the organization.”

However, her analysis also identified a number of benchmarks as areas to concentrate on, including several that seem especially pertinent to her dilemma with the math adoption:

- Standard 1, Strand 1: Creating a Vision for learning [While a district/school vision is in place, the principal realizes there is no real vision for math instruction.]
- Standard 2, Strand 1: Advocating, nurturing, and sustaining a school culture. [The existing culture clearly does not facilitate major decisions such as the math curriculum.]
- Standard 2, Strand 3: Advocating, nurturing, and sustaining Professional Development [If teachers are not secure about their own capacity with math, professional development will be a key part of the solution.]

The remainder of the entry seminar was spent in developing strategies to meet the benchmarks. This was done in consultation with her advisor (as well as collaboration with peers), but the final menu of activities was her choice.

Because of her concern over the math issue, she organized much of her work around the goal of helping her faculty reach an informed consensus on the choice of math materials. To help achieve this goal, she found a number of strategies and resources that proved helpful, including workshops offered by AWSP & Project Leadership on use of WASL data to drive instructional decisions; a presentation at the OSPI January conference on ways to involve parents and community members in mathematics learning; and advice from experienced principals or other Pro Cert candidates grappling with the similar issues (via the OSPI-maintained discussion forum or through contacts established by the university)

After reviewing her growth plan, and considering her work schedule, Evanoff estimated that she could complete it in about a year (some of her peers chose shorter or longer timelines). During this phase of the program, she participated in a seminar that involved periodic meetings with her university advisor and peers. The sessions sometimes focused on common topics of concern, but also allowed time for her to raise individual issues she was encountering as she pursued her growth plan, and to engage in collaborative problem-solving with other candidates.

When Evanoff felt that she had completed the growth plan, she notified her advisor, who reviewed the evidence with her and then scheduled a time when she could present it to a panel that included practicing K-12 administrators. Based on the evidence she provided, she was recommended to receive the Professional Certificate.

What about assistant principals and program administrators?

Throughout our deliberations, we have been mindful of the fact that many candidates for the professional certificate will be serving as assistant principals rather than as principals. While the role of assistant principals is often quite different than that of principals, they must meet the same standards and develop the same capacity as principals. Two issues are especially challenging.

First, some districts prescribe a rather limited scope of duties for assistant principals, asking them to focus on issues such as discipline and attendance and offering little opportunity to deal with instructional issues. Second, assistant principals in some districts work as part of an administrative team with shared responsibility: to what degree can they use team accomplishments as evidence of *their* achievements?

Part of the answer to the first question is that even narrowly defined roles offer opportunities for demonstrating impact on students. For example, an assistant principal who develops an intervention strategy for students who are habitually absent may be able to show the impact on their grades. The ISLLC standards were designed to apply to *all* administrative roles and provide considerable flexibility to meet individual circumstances. In addition, the need to gather evidence on all the standards may actually give assistant principals some leverage to broaden their responsibilities. That is, the requirements of the program may persuade districts to assign them tasks that go beyond their normal responsibilities.

Given the pressures placed on school leaders today, we believe that the program must honor the efforts of districts to develop distributed leadership. Thus, team accomplishments will be a legitimate source of evidence. In those cases, candidates will have to be especially analytical in documenting their particular contributions to the team's efforts, but the evidence they bring forward will be considered fully legitimate.

For the most part, the process will work for program administrators about the same as it does for principals. As noted above, the standards are flexible enough to apply to a variety of administrative roles. The challenge with this group is that their numbers are small, making it more difficult to achieve a critical mass for collaboration and support. For that reason, providing online support and resources will be especially important for this group.

Delivery and access

Washington's 14 approved administrator preparation programs are not evenly distributed across the state. A few areas, such as the I-5 corridor and Spokane, are well-served, but administrators in Okanogan, Forks, and Bridgeport may reasonably wonder how they will have access to programs.

Given the busy schedule of administrators, and their wide geographic distribution across the state, it's clear that a "campus-centric" model will not work. Rather, the access issue will be addressed in several ways.

First, the professional certificate for teachers has already encouraged many institutions to develop models that allow them to take the instruction and support to the candidates, rather than asking the candidates to come to them. Administrator programs are prepared to do the same.

Second, the increasing sophistication of web-based communication systems has greatly enhanced the capacity for online instruction and support. Several teacher professional certificate programs are currently done completely online, and there are no inherent barriers to using the same approach in administrator programs.

Third, we are exploring the possibility of a "summer academy" model that would provide an additional option for program delivery. That is, the entry seminar, or significant portions of it, would be offered in conjunction with the WASA/AWSP summer conference and/or OSPI summer institutes where administrators are already in attendance. In general, summer scheduling will likely be an essential option, as many administrators have a somewhat lighter workload at that time.

Finally, a number of institutions have expressed interest in joining forces as consortia that would work together to meet the needs of administrators in their region. This would allow more efficient allocation of resources to deliver support where it is most needed.

Costs

Feedback from new and future school leaders has made us conscious that program cost is an important issue for potential candidates. Addressing this concern will require a thoughtful balancing act between two conflicting principles. On the one hand, state policy should not casually impose additional costs on administrators who have already completed several required certification programs (in some cases, teacher residency and professional certificate programs followed by a residency administrator program). On the other hand, the state cannot expect universities to operate programs at a loss.

We believe that as programs are developed over the next year a workable balance can be achieved. Discussion of program costs will be an explicit part of the development process, and OSPI will work with institutions to identify models that can deliver programs at a reasonable cost. In particular, we believe those institutions that join together in regional consortia will be well-positioned to make the best use of available resources.

There are also several offsetting factors that may ease the burden for some participants. Districts often provide administrators with funds for professional development that could be appropriately applied to a job-embedded professional certificate program. While we

cannot assume that all districts will do so (nor that all districts have the resources to do so), it does provide an additional avenue of support in some cases.

In addition, principal and program administrator candidates may sometimes wish to continue their preparation beyond the professional certificate by completing a doctoral program and/or a superintendent preparation program. Several institutions have already signaled their willingness to accept the work done for the administrator professional certificate as partial fulfillment of these advanced programs.

However, beyond these considerations, we feel compelled to address a larger issue here: the state's responsibility to provide tangible acknowledgement of the increased skills it has mandated for school leaders. Administrators who complete a professional certificate program will have demonstrated advanced leadership skills, yet there is currently no mechanism in place that would let those skills be reflected in the compensation system. We recognize the complexities of changing the state's educator compensation system, but we believe that the professional certificate will not be fully accepted until its importance is validated by the state's willingness to commit resources.

Next steps

This proposal describes a process that we believe is educationally sound and consistent with best practices in the development of school leadership. However, its ultimate success will depend on how effectively it is implemented. Some crucial steps remain before candidates can begin the process in fall of 2007.

Program development

One of the issues in teacher Pro Cert programs has been the variability across programs. Initially there was little discussion across the state about what the standards meant and what would be considered to be satisfactory evidence. Even after the development of more specific rubrics, programs sometimes interpreted the requirements in very different ways. In our focus groups, we found some concern that the same thing would happen with administrator Pro Cert.

Accordingly, we will ask all institutions interested in offering a program (either singly or in collaboration with others) to attend several meetings to discuss key elements of the process in the interest of ensuring that all programs will be speaking the same language and developing the same criteria for evaluating candidates. These meetings will also help disseminate ideas and strategies among participating institutions. Institutions will be responsible for developing the proposals for their programs, which then must be approved by the PESB.

Concurrent with these efforts, OSPI staff will prepare support structures for the programs, including development of a handbook, articulation of evidence protocols, and

establishment of online support systems. These elements will be in place before any candidates begin the process.

Communication

As the professional certificate takes shape, communication with all parties will be essential. Administrators, districts, professional associations, and state policymakers all have a stake in the process and a need for accurate and up-to-date information. We believe that this kind of communication can be aided by formation of an advisory committee including representation from AWSP, WASA, WCEAP, OSPI, PESB, school districts, and practicing administrators, including those new to the profession. Collectively, these groups have a variety of communication channels that can be used to keep the educational leadership community aware of developments with the professional certificate.

Upon PESB approval of the professional certificate process, this report will be placed on the OSPI website, with links from websites of other participating groups. Letters will be sent to university deans, directors of administrator preparation programs, and chairs of administrator PEABS, and WASA and AWSP will communicate with their membership through newsletters. OSPI will also communicate with school districts so there is widespread understanding of the process. The OSPI web site will be updated periodically as new information and resources become available.

Evaluation plan

As the programs take shape, OSPI will work with the advisory committee and others to develop a comprehensive evaluation plan for the administrator professional certificate. At a minimum, this plan will include:

1. Strategies for surveying program completers, both at the time of program completion and two-three years following completion. The emphasis in these surveys will be on ways that the program has affected their professional practice.
2. Protocols for program reviews and site visits.
3. External review of evidence that has been accepted as satisfying the standards. As noted earlier, this review would seek to confirm that standards are being applied consistently.
4. A long-range research agenda that would seek empirical evidence that the professional certificate program was having a positive impact on student learning.

The detailed evaluation plan will be available by the time institutions bring their programs for approval to the PESB.

Coaching capacity

Success of the professional certificate program will depend on a cadre of skilled facilitators who can help candidates articulate their professional development needs and increase their capacity to meet the standards. In some ways, Washington has significant strengths in this area. AWSP and WASA have a long history of facilitating professional growth in administrators, and the overwhelming majority of faculty in administrator preparation programs have K-12 leadership experience. Nonetheless, leadership coaching requires special skills that must be systematically promoted. A start on increasing statewide capacity has been made by Seattle University, which has received a grant to implement a leadership coaching model used by the New Teacher Center at the University of California—Santa Cruz. In the meantime, OSPI, in collaboration with AWSP, WASA, and WCEAP, will review the growing literature on leadership coaching to gather key resources and guidelines that can be used by those working with professional certificate candidates. These resources will be available by the time programs begin operating.

Other perspectives

What are other states doing?

How does this proposal compare with certification requirements in other states?

Twenty-seven states have second-level certification for administrators; the remainder simply require administrators to renew their certificates periodically through some form of professional development (clock hours, academic credits, etc.).

In most cases, the second-level certificate is earned through some combination of experience and education. However, in recent years at least ten states have adopted more field-based requirements, typically mandating some form of formal induction as a condition of the advanced certificate. Some examples:

Tennessee: 1) completion of a customized professional development program (jointly developed by the principal, superintendent/director of schools, college/university faculty, and assigned mentor), (2) successful local evaluation by superintendent/director of schools or designee, (3) two years of successful experience as a principal or supervisor of instruction, and (4) a recommendation for the Professional Administrator License by the superintendent/director of schools and the college/university Dean of Education.

Louisiana: New principals and assistant principals receive a provisional license and must complete a two-year induction program to advance to the standard certificate

Wisconsin: Between 3-5 years after receiving the initial certificate, a principal/assistant principal must complete a standards-based Professional Development Plan that results in a portfolio. Recommendation for the professional-level certificate is made by a 3-person

team consisting of a peer, an administrator designated by the employing district, and an IHE representative. Wisconsin is also developing a voluntary “Master” level certificate.

Ohio: New principals and assistant principals receive a two-year provisional license and advance to the five-year professional license by completing the entry-year program. The content for the program is provided by the elementary and secondary principal associations; candidates complete a standards-based Personal Learning Plan that results in a portfolio that is assessed by an IHE representative.

California: To obtain the second-level certificate, principals must have at least two years of experience in the role and must complete an approved university program that includes at least 12 academic credits and an evaluation of competency.

In summary, state requirements are all over the map; however, states that have made recent changes seem to be moving toward requiring that the second-level certificate be based on some form of evidence-based professional development.

What does research say?

We’ve been asked on a number of occasions whether there is research evidence to support the process that we’re recommending. Unfortunately, research on the impact of certification practices is virtually non-existent, especially if one is searching for direct empirical evidence that a particular set of certificate requirements (such as the professional certificate process) leads to better student learning than another set of requirements.

However, recent research on school leadership provides considerable evidence that the principles embedded in the professional certificate process are consistent with the goal of improving leadership for student learning. For example, Kenneth Leithwood has reviewed and synthesized a wide range of empirical research on school leadership. He found three factors that characterized effective leaders:

- Setting direction (articulating a vision, establishing high performance expectations, and gaining group acceptance of goals)
- Developing people (motivating, supporting, and challenging employees)
- Redesigning the organization (aligning organizational processes and developing a school culture to support the mission)

Rigorous quantitative analysis by Hallinger and Heck (1998) and Waters, Marzano, and McNulty (2003) has reached remarkably similar conclusions. The themes that emerge from this body of research are present throughout the ISLLC standards and in the proposed professional certificate process.

The ISLLC standards that underlie the professional certificate process also have a strong research base. Joseph Murphy has described how they reflect a large body of empirical

work on leadership for school improvement—work often done in schools that were succeeding with low-income and minority students. This research led to the conclusion that successful school leadership resulted from a strong focus on the school’s “core business” of teaching and learning (Murphy 2003).

In summary, while research on school leadership offers limited direct evidence about specific practices, it does provide a strong sense of direction. One recent analysis of the literature (Lashway 2006) put it this way:

The state of our knowledge does not yet allow us to connect all the dots and develop detailed strategies to suit every context; in that sense, the research provides a compass rather than a road map. But those responsible for implementing leadership preparation or professional development programs can be confident that these findings constitute a defensible and productive starting point.

Does the professional certificate process model best practices?

Current recommendations on leadership development being made at the national level are consistent with the professional certificate process. For example, e-Lead, an organization affiliated with the Laboratory for Student Success at Temple University and the Institute for Educational Leadership, sums it up thusly:

Professional development for school leaders has the strongest impact when it is

- *Focused on leadership for student learning—guiding and monitoring instruction*
- *Driven by a clear definition of leadership understood and accepted by stakeholders across the district.*
- *Conducted within the context of a coherent professional development plan aligned with the district's goals and objectives for long-term improvement.*
- *Anchored by the ISLLC Standards for School Leaders, which define the roles and competencies of effective school leadership.*
- *Designed and implemented according to proven professional development practices.*
- *Evaluated by processes that seek to measure meaningful results, including individual leadership capacities and development needs, as well as the impact on student learning.*

Conclusion

As Washington continues to move toward its goal of success for all students, the need for skillful and committed school leadership is clearer than ever. The state has already made significant progress toward this goal through the adoption of widely-respected national standards and the development of performance-based residency preparation programs for administrators. We believe that approval of the recommendations in this report will take the necessary next step forward.

The process outlined here offers substantial advantages:

- It advances the vision that has guided reform of Washington’s educator preparation programs for the past decade.
- It reaffirms student learning and well-being as the core goals of school leadership.
- It reflects recent research and current best practices in the preparation of school leaders.
- It establishes a foundation for continuing collaboration among professional associations, school districts, higher education, and the state.
- It provides appropriate support for the implementation of professional certificate programs.

While confident that this vision can be realized, we don’t wish to minimize the considerable challenges that lie ahead. We know from the state’s experience with the teacher professional certificate that an attractive vision and good intentions do not by themselves ensure success. The professional certificate for administrators represents a considerable departure from past practices, and everyone involved—candidates, universities, professional associations, and the state—has much to learn. But we believe the journey is worth making.

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Recommendation 2: *Modify the current professional certificate benchmarks to better reflect the district role in school improvement.*

As we reviewed the existing professional certificate benchmarks for administrator preparation, we became aware that their emphasis on “site-specific” actions do not reflect current perspectives on school reform. The state’s recent experience with improvement planning has shown that instructional improvement depends on actions at the *district* level as well as the school level. The existing benchmarks do not adequately connect the principal’s leadership role to the district perspective.

For that reason, we are recommending several changes in the benchmarks, most of which are designed to embed principal leadership within the district context. The proposed changes are shown below.

Because of our focus on the professional certificate, we did not review benchmarks at the residency and career levels. Since the ISLLC standards are currently undergoing review at the national level, it may be worthwhile to do a more systematic review of the benchmarks next year, taking advantage of the insights gained by the national review.

Note: The benchmarks are not explicitly stated in WAC, but WAC does require PESB approval of any changes.

Proposed revisions
 Washington Principal/Program Administrator
 Standards-Based Benchmarks for Professional Certificate

STANDARD ONE		
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.		
Benchmarks	Description	Rationale for revision
<i>1 Creating a site-specific vision for learning which aligns with the broader district-wide vision</i>	Develops the vision with and among stakeholders at a specific site using demographics, recognition of components of quality instruction , student performance, and other relevant data to overcome barriers to promoting the success of all. Ensures that this vision is aligned with the broader district-wide vision.	--Strengthens the central role of learning in the guiding vision. --Better recognizes the role of the district in improving learning.
<i>2 Operationalizing the vision for learning</i>	Uses action plans and timelines to communicate the school vision to all stakeholders. Uses the vision to create a School Improvement Plan to shape that in collaboration with the district shapes education programs, systems, and resources. Evaluates the effectiveness of the School Improvement Plan in moving the school community toward the vision of promoting success of all students.	--Better recognizes the role of the district in improving learning.
<i>3 Developing stewardship of the vision</i>	Accepts responsibility for role as a keeper of the vision. Communicates, through a variety of media and formats including telecommunications, and models vision to all stakeholders and focuses priorities on student learning. Systematically engages stakeholders in carrying out the vision by developing atmosphere of trust, collaboration, and ownership of the vision. Evaluates match between vision and progress toward promoting success of all students within the district-wide learning community. Facilitates, guides, and celebrates progress toward the vision.	--Better recognizes the role of the district in improving learning.
STANDARD TWO		
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.		

Benchmarks	Description	Rationale for revision
<i>1 Advocating, nurturing, and sustaining a school culture</i>	Identifies the site-specific culture within the broader context of the district wide culture . Creates a School Improvement Plan that utilizes skills and strategies to assure students and parents from diverse racial, ethnic, cultural, and language groups work together cooperatively to develop a group identity that promotes the success of all students. Uses understanding of the school and district culture to analyze the ways current systems and programs, including technology, are affecting student learning.	--Better recognizes the role of the district in improving learning.
<i>2 Advocating, nurturing, and sustaining student learning</i>	Uses EALRS, GLEs , research, assessment data, and district recommendations to help make district wide curriculum decisions as well as site- specific curriculum decisions. Uses classroom-based assessment, district achievement, state measures, and demographic data to identify the barriers to student learning to ensure that all students have equitable opportunities to learn and to meet high standards.	--Recognizes the role of GLEs in improving student learning. --Better recognizes the role of the district in improving learning.
<i>3 Advocating, nurturing, and sustaining Professional Development</i>	Uses a continuous cycle of analysis to create and monitor professional development systems that have a positive impact on student learning. Takes responsibility for effectively supervising and coaching staff to ensure only quality educators are in the classroom. Supports staffs' capacity to use technology to analyze student learning data to establish building goals and direct creation of professional growth plans. Uses professional growth plans to conduct staff evaluations.	
STANDARD THREE A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.		
Benchmarks	Description	Rationale for revision
<i>1 Uses a continuous cycle of analysis to ensure efficient and effective systems</i>	Uses the continuous cycle of analysis for evaluating multiple programs, systems, and school issues. Models and inspires others in the learning community to use the cycle of analysis to examine difficult school issues and to improve student learning.	

<p>2 Ensuring efficient and effective management of the organization</p>	<p>Designs and implements structures for effective and efficient operations, working collaboratively with the district when appropriate. Structures may include: school safety, classroom and school-wide behavior management, and other issues specifically targeted to improve student learning opportunities. Maintains high behavioral expectations and develops a school-wide discipline and support program. Creates a School Improvement Plan that supports and monitors the structures.</p>	
<p>3 Ensuring efficient and effective management of the operations</p>	<p>Guides others to establish procedures related to legal and bargaining issues, student learning, confidential and efficient record keeping, and effective communication plans. Regularly collects data on implementation and effectiveness of the procedures, makes subsequent corrective action based on the data.</p>	
<p>4 Ensuring management of the resources for a safe, efficient, and effective learning environment</p>	<p>Manages and aligns school equipment, time (schedules), technology, human, material, and fiscal resources responsibly. Uses technology to collect the relevant data needed to monitor use of resources effectively. Monitors procedures that assure that the school facility is a safe, efficient, and effective learning environment.</p>	
<p>STANDARD FOUR A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>		
<p>Benchmarks</p>	<p>Description</p>	<p>Rationale for revision</p>
<p>1 Collaborating with families</p>	<p>Views parents as full partners in the education of their children. Identifies the diverse parent groups within the school community and actively invites them into the various roles parents should play in their student’s learning process, involves them in school decision-making, and utilizes family resources for the benefit of student growth. Uses a variety of means, including technology, to communicate with parents.</p>	

<p>2 Collaborating and responding to diverse communities</p>	<p>Ensures that the school is an inclusive learning community that develops mutual respect among students, teachers, parents, and all other stakeholders. act to create or make salient superordinate and crosscutting group memberships in order to improve intergroup relations in the school. Ensures students are taught about stereotyping and other related biases that have negative effects on racial and ethnic relations; values shared by virtually all cultures, such as justice, equality, freedom, peace, compassion, and charity; and social skills that are needed to interact effectively with students from other racial, ethnic, and cultural groups. Students are provided opportunities to interact with students from different racial, ethnic, cultural, and language groups under conditions designed to reduce fear and anxiety.</p>	<p>--Eliminates unnecessary and distracting jargon.</p>
<p>3 Mobilizing community resources</p>	<p>Utilizes funds and distributes resources, including technology, to ensure that all students have equal access to learning. Values resources of diverse community groups. Identifies and nurtures relationships with community leaders. Establishes mutually beneficial relations with businesses, higher education institutions, agencies, and community groups to support the School Improvement Plan.</p>	

STANDARD FIVE

A school administrator is an educational leader who promotes the success of all students through professional leadership by **acting with integrity, fairness, and in an ethical manner.**

Benchmarks	Description	Rationale for revision
<p>1 Uses the continuous cycle of analysis for self-assessment of professional leadership</p>	<p>Uses the continuous cycle of analysis to assess personal progress and revise professional growth plan to include increasingly complex goals. Continually explores better cognitive coaching skills and more successful pre- and post-conferences with teachers. Continually gathers evidence that professional growth has led to increased productivity in the school.</p>	
<p>2 Acts with integrity, fairness, and in an ethical manner</p>	<p>Acts responsibly within legal, ethical, and moral frameworks. Responds to moral dilemmas and treats people fairly, equitably, and with dignity.</p>	

STANDARD SIX

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Benchmarks	Description	Rationale for revision
	<p>Establishes equitable systems within the school that value diversity and prepare citizens for participation in a democratic society, and supports district efforts to ensure fairness throughout the school system. Actively participates in political and policy-making contexts at the local level (e.g., levy, community organizations, PTSA, within the district).</p>	<p>--Better recognizes the role of the district in creating equitable education.</p>

Recommendation 3: *Modify the current WAC to authorize the recommendations in this report.*

When the State Board of Education established WAC language to implement the teacher professional certificate, it also enacted language governing administrator and ESA programs, on the assumption that they would closely resemble the teacher programs. The recommendations in this report are not a radical departure from the original structure, but they would require several changes in WAC language. The most significant change is elimination of the requirement for a professional growth team.

WAC 181-78A-507

Overview — Principal/program administrator professional certificate programs.

By September 1, 2007, all colleges and universities offering a professional certificate program for principals/program administrators must be in compliance with the new program standards. To obtain a professional certificate, the residency principal will need to complete a ~~state board of education approved~~ professional certificate program **approved by the professional educator standards board**, have satisfactory district evaluations for an administrator role, and document three contracted school years of employment as a principal or assistant principal; the residency program administrator will need to complete a ~~state board of education approved~~ professional certificate program **approved by the professional educator standards board** and have satisfactory district evaluations for an administrator role.

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 and college or university shall develop an individual professional growth plan ~~to be reviewed and agreed upon after input from and consultation and collaboration with his/her professional growth team. The individual growth plan 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.

WAC 181-78A-535

Approval standard — Program design.

The following requirements shall govern the design of the professional certificate program:

(2) Principal/program administrator.

(a) To be eligible to apply for enrollment in a professional certificate program, a candidate shall hold a contract as an administrator for which the credential is required in a public school or state board of education approved private school.

(b) The professional certificate program must be available to all qualified candidates.

(c) Using the six knowledge and skills standards, and the standards-based benchmarks as approved by

the ~~state board of education~~ professional educator standards board and published by the office of the superintendent of public instruction, which may not be changed without ~~state board~~ approval of the ~~standards board~~, the professional certificate program shall be developed by a college or university and its professional education advisory board. Additional agencies may participate in the development of the program if the college or university and professional education advisory board so choose.

(d) Each program shall consist of:

(i) ~~A preassessment~~ An entry seminar during which the professional growth plan shall be developed. The plan ~~will be agreed upon after input from and consultation with his/her professional growth team (WAC 180-78A-010 [181-78A-010] (10)(b)). The individual professional growth plan~~ shall be based on an assessment of the candidate's ability to demonstrate six standards at the professional certificate benchmark level (WAC 180-78A-270 [181-78A-270] (2)(b)), performance evaluation data, and an analysis of the administrative context and assignment.

(ii) Formalized learning opportunities, past and current experience, professional development opportunities, and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill, and performance at the professional certificate benchmark level, or above, on all standards as defined in WAC 180-78A-270 [181-78A-270] (2)(b).

(iii) ~~A culminating seminar~~ A final presentation to a panel that includes experienced administrators, during ~~in~~ which the candidate ~~documents~~ presents his/her final documentation and provides evidence of professional certificate level knowledge, skill and performance; positive impact on student learning; and ~~development~~ of a professional growth plan that includes the identification of future goals and professional/career interests as well as a five-year plan for professional development designed to meet the requirements for certificate renewal.

(e) Candidates who do not successfully complete a ~~final presentation culminating seminar~~ shall receive an individualized analysis of strengths and weaknesses and a plan for assistance, and shall be allowed additional opportunities to present evidence pertaining to benchmarks not previously met.

~~(f) No limit shall be placed on the number of times a candidate with a valid residency certificate may enroll in the culminating seminar.~~

Appendix A

Washington Principal/Program Administrator Standards-Based Benchmarks

STANDARD ONE

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.**

Strand 1 Creating a site-specific vision for learning

Pre-Service (Residency Certificate)

Articulates purposes and rationale for a school vision and demonstrates how one develops the vision for a school.

Professional Certification

Develops the vision with and among stakeholders at a specific site using demographics, student performance, and other relevant data to overcome barriers to promoting the success of all students.

Career Continually reviews and restructures the vision to address changing circumstances and relevant data reflective of the learning community. Guides others in establishing the vision.

Strand 2 Operationalizing the vision for learning

Pre-Service (Residency Certificate)

Identifies objectives and strategies to implement a school vision. Analyzes how systems are affected by a school vision and suggests changes to an existing system. Uses systems theory to understand the dynamics of change promoting success for all students.

Professional Certification

Uses action plans and timelines to communicate the school vision to all stakeholders. Uses the vision to create a School Improvement Plan to shape education programs, systems, and resources. Evaluates the effectiveness of the School Improvement Plan in moving the school community toward the vision of promoting success of all students.

Career Implements a vision in multiple settings. Uses data to continually monitor and

revise systems to reflect the vision. Solicits from and gives feedback to other administrators to analyze the effectiveness of the school vision in shaping education programs, systems, and resources to positively impact student learning.

Strand 3 Developing stewardship of the vision

Pre-Service (Residency Certificate) Understands principal's role as keeper of the vision. Identifies ways, including technology, to evaluate match between vision and students within the learning community. Understands how to use the vision to facilitate effective communication, to nurture and maintain trust, and to develop collaboration among stakeholders. Develops plan to celebrate efforts and achievement of the vision.

Professional Certification Accepts responsibility for role as keeper of the vision. Communicates, through a variety of media and formats including telecommunications, and models vision to all stakeholders and focuses priorities on student learning. Systematically engages stakeholders in carrying out the vision by developing atmosphere of trust, collaboration, and ownership of the vision. Evaluates match between vision and progress toward promoting success of all students within the learning community. Facilitates, guides, and celebrates progress toward the vision.

Career Continually evaluates match between vision and the learning community. Expands base of stakeholders and empowers their participation in shaping education programs, systems, and resources to move the learning community toward the shared vision of promoting success of all students. Stakeholders take responsibility for renewing the vision and designing supporting systems, as well as acknowledging and celebrating progress toward the vision.

STANDARD TWO

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Strand 1 Advocating, nurturing, and sustaining a school culture

Pre-Service (Residency Certificate) Understands that student learning is the fundamental purpose of schools. Identifies the features of a site-specific culture. Analyzes how the school culture affects student learning. Uses a variety of skills and strategies to design systems that respect and support a culture of diversity in order to promote success of all students. Engages in the creation or implementation of a School Improvement Plan that supports a culture of continuous learning.

Professional Certification Identifies the site-specific culture. Creates a School Improvement Plan that utilizes skills and strategies to assure students and parents from diverse racial, ethnic, cultural, and language groups work together cooperatively to develop a group identity that promotes the success of all students. Uses understanding of the school culture to analyze the ways current systems and programs, including technology, are affecting student learning.

Career Empowers the stakeholders to define, maintain, and monitor the ways in which the site-specific culture is affecting student learning. Collaborates with other administrators to give and receive feedback on effectiveness of expectations, implementation, respect and fairness in improving the overall systems and programs reflective of the school learning culture.

Strand 2 Advocating, nurturing, and sustaining student learning

Pre-Service (Residency Certificate) Understands theories of how student learning is structured for understanding, learning experiences are designed to engage and support all students in learning, assessment is used to direct learning, effective learning environments are maintained, and students are prepared to live and work in our changing world. Knows how to use a continuous cycle of analysis and technology to ensure that all students have equitable opportunities to learn and to meet high standards.

Professional Certification Uses EALRS, research, assessment data, and district recommendations to make site-specific curriculum decisions. Uses classroom-based assessment, district achievement, state measures, and demographic data to identify the barriers to student learning to ensure that all students have equitable opportunities to learn and to meet high standards.

Career Establishes role as instructional leader. Supports skillful teaching that empowers students to take ownership of and to monitor their learning processes. Builds greater capacity for system support for student learning in collaboration with parents, peers, and district staff.

Strand 3 Advocating, nurturing, and sustaining Professional Development

Pre-Service (Residency Certificate) Understands process for using data to create professional development systems. Understands that professional development is embedded within a continuous learning process, including technology proficiency. Knows processes for effective use of School Improvement Plans to support professional development. Knows processes for coaching teachers and conducting staff evaluation using a professional growth plan to improve student learning.

Professional Certification Uses a continuous cycle of analysis to create and monitor professional development systems that have a positive impact on student learning. Takes responsibility for effectively supervising and coaching staff to ensure only quality educators are in the classroom. Supports staffs' capacity to use technology to analyze student learning data to establish building goals and direct creation of professional growth plans. Uses professional growth plans to conduct staff evaluations.

Career Focuses staff dialogue on student learning using a variety of sources of information. Facilitates systems that focus staff on reflection, collaboration, and peer mentoring to support successful completion of teachers' professional growth plans. Builds staff leadership in creating and maintaining student-centered building goals. Learns from and with peers to gather and interpret data to build greater capacity for

professional development support.

STANDARD THREE

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Strand 1 Uses a continuous cycle of analysis to ensure efficient and effective systems

Pre-Service (Residency Certificate)

Understands how to use a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and examining school issues. The continuous

cycle of analysis includes problem framing, data collection and interpretation, synthesis, using data to outline options for action, implementing chosen action, and gathering data to check progress and to judge effectiveness.

Professional Certification Uses the continuous cycle of analysis for evaluating multiple programs, systems, and school issues. Models and inspires others in the learning community to use the cycle of analysis to examine difficult school issues and to improve student learning.

Career Creates and sustains a culture of continuous analysis in every aspect of the learning community. Coaches and mentors emerging leaders. Collaborates with other administrators to use the continuous cycle of analysis to improve structures, procedures, and resources to positively impact student learning, adult professional development, the parent community, and the community at large.

Strand 2 Ensuring efficient and effective management of the organization

Pre-Service (Residency Certificate) Demonstrates understanding of organizational theory and applies these to analyzing structures within a building that promote school safety, classroom and school-wide behavior management, and other site-specific issues. Demonstrates understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs.

Professional Certification Designs and implements structures for effective and efficient operations including: school safety, classroom and school-wide behavior management, and other site-specific issues specifically targeted to improve student learning opportunities. Maintains high behavioral expectations and develops a school-wide discipline and support program. Creates a School Improvement Plan that supports and monitors the structures.

Career Focuses all organizational elements of the school toward furthering the School Improvement Plan ensuring a safe and positive learning environment. Continually improves disciplinary procedures. Seeks feedback from and gives feedback to other

administrators. Shares organizational expertise with others and actively mentors other educational leaders.

Strand 3 Ensuring efficient and effective management of the operations

Pre-Service (Residency Certificate)

Demonstrates understanding of legal and ethical issues impacting school operations, bargaining and other contractual agreements, group process and consensus-building, and problem-framing and problem-solving skills necessary to the establishment of effective building-wide procedures.

Professional Certification Guides others to establish procedures related to legal and bargaining issues, student learning, confidential and efficient record keeping, and effective communication plans. Regularly collects data on implementation and effectiveness of the procedures, makes subsequent corrective action based on the data.

Career Establishes practices that become ingrained in school systems and daily life to ensure that everyone in the learning community actively carries out the management procedures outlined in the School Improvement Plan. Collaborates with other administrators to seek and give feedback to improve the effectiveness of management procedures system-wide.

Strand 4 Ensuring management of the resources for a safe, efficient, and effective learning environment

Pre-Service (Residency Certificate) Demonstrates understanding of procedures necessary to management and maintenance of a clean and orderly learning environment. Identifies the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts. Engages in the creation or implementation of a School Improvement Plan to ensure responsible management of the resources.

Professional Certification Manages and aligns school equipment, time (schedules), technology, human, material, and fiscal resources responsibly. Uses technology to collect the relevant data needed to monitor use of resources effectively. Monitors procedures that assure that the school facility is a safe, efficient, and effective learning environment.

Career Maximizes financial, human, technological, and material resources. Acts creatively to support continuous school improvement in response to the changing environment. Collaborates with other administrators to seek and give feedback to increase available resources for the school.

STANDARD FOUR

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Strand 1 Collaborating with families

Pre-Service (Residency Certificate) Understands that parental support affects student success in school. Understands that sustaining successful partnerships with parents is not easy, knows the critical partnership issues that must be addressed, the barriers to success, and ways, including technology, to overcome them. Demonstrates collaboration and partnership skills with diverse students and families in support of student academic performance.

Professional Certification Views parents as full partners in the education of their children. Identifies the diverse parent groups within the school community and actively invites them into the various roles parents should play in their student's learning process, involves them in school decision-making, and utilizes family resources for the benefit of student growth. Uses a variety of means, including technology, to communicate with parents.

Career Regularly seeks information and responds to families' concerns, expectations, and needs. Validates differences in values, opinions, and views, acknowledging that families and educators have the best interests of the children in mind, leading to common goals for providing learning opportunities for all students.

Strand 2 Collaborating and responding to diverse communities

Pre-Service (Residency Certificate) Recognizes the diversity within the community. Understands the complex characteristics of U.S. ethnic, racial, and cultural groups. Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work. Demonstrates understanding of the importance of all students having opportunities to participate in extra- and co-curricular activities that are congruent with the academic and interpersonal goals of the school.

Professional Certification Ensures students, teachers, parents, and all other stakeholders act to create or make salient superordinate and crosscutting group memberships in order to improve intergroup relations in the school. Ensures students are taught about stereotyping and other related biases that have negative effects on racial and ethnic relations; values shared by virtually all cultures, such as justice, equality, freedom, peace, compassion, and charity; social skills that are needed to interact effectively with students from other racial, ethnic, and cultural groups. Students are provided opportunities to interact with students from different racial, ethnic, cultural, and language groups under conditions designed to reduce fear and anxiety.

Career Leads teachers in examining the personal, social, and cognitive consequences of policies and practices on equity in the schools. Works on the district level to assure district policies encourage the use of multiple ways of assessing student learning that are culturally sensitive and that measure complex cognitive and social skills. Advocates recruitment of a racially, culturally, and ethnically diverse administrative and teaching

staff.

Strand 3 Mobilizing community resources

Pre-Service (Residency Certificate)

Recognizes the importance of funding and distribution of resources, including technology, to ensure that all students have equal opportunities to access learning. Engages in the creation or implementation of a School Improvement Plan to obtain adequate resources. Investigates potential community resources appropriate to the furthering of the Plan.

Professional Certification Utilizes funds and distributes resources, including technology, to ensure that all students have equal access to learning. Values resources of diverse community groups. Identifies and nurtures relationships with community leaders. Establishes mutually beneficial relations with businesses, higher education institutions, agencies, and community groups to support the School Improvement Plan.

Career Develops strategies to ensure that all schools, regardless of their locations in the district, are funded equitably. Advocates state and district level officials to provide additional funding for schools with low-income populations. Develops and maintains effective media relations. Prioritizes high visibility, active involvement, and regular communication, using technology, to facilitate the school and community serving one another as resources.

STANDARD FIVE

A school administrator is an educational leader who promotes the success of all students **through professional leadership by acting with integrity, fairness, and in an ethical manner.**

Strand 1

Uses the continuous cycle of analysis for self-assessment of professional leadership

Pre-Service (Residency Certificate) Understands the standards, responsibilities, and indicators for the principal's role in a democratic school. Knows how to create a professional growth plan, identify needed growth, plan professional growth activities, and gather data to document that professional growth has led to improvements in school systems and increased student learning.

Professional Certification Uses the continuous cycle of analysis to assess personal progress and revise professional growth plan to include increasingly complex goals. Continually explores better cognitive coaching skills and more successful pre- and post-conferences with teachers. Continually gathers evidence that professional growth has led to increased productivity in the school.

Career Uses the professional growth plan to collaborate with other professionals to identify and sustain needed professional growth. Coaches and mentors emerging

instructional leaders. Contributes to the advancement of the profession through sharing experience, advancing best practice, and extending learning beyond the ISLLC and Washington State standards.

Strand 2 Acts with integrity, fairness, and in an ethical manner

Pre-Service (Residency Certificate)

Understands the career expectation for working within legal, ethical, and moral frameworks. Articulates one's personal values and beliefs to guide actions. Treats people fairly, equitably, and with dignity.

Professional Certification Acts responsibly within legal, ethical, and moral frameworks. Responds to moral dilemmas and treats people fairly, equitably, and with dignity.

Career Serves as a role model for the educational community. Responds to moral dilemmas and inspires others to demonstrate integrity and exercise ethical behavior.

STANDARD SIX

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Pre-Service (Residency Certificate)

Understands the role of education in renewing a democratic society and the career expectation that the leader influence the larger political, social, economic, legal, and cultural context.

Professional Certification Establishes equitable systems within the school that value diversity and prepare citizens for participation in a democratic society. Actively participates in political and policy-making contexts at the local level (e.g., levy, community organizations, PTSA, within the district).

Career Actively participates in influencing the quality of a democratic education beyond the local level (e.g., state and federal policy and legislation, professional associations, shares knowledge and experience through workshops and written work, mentors fellow educators through a continuing dialogue around educational issues).

Empowers others to create school-based accountability models using the continuous cycle of analysis that goes beyond state standards for improvement of student learning (e.g., character development, the arts, culturally responsive citizenship, service learning).

Appendix B

Members of the work group

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Appendix C

Professional certificate process for principals and program administrators Guiding principles

With the steadily escalating demands on schools and the continuing need for improving student learning, the preparation and development of school leaders is a higher priority than ever. The professional certificate process provides a significant opportunity to help principals and assistant principals not only to perform their daily work more effectively, but to be leaders in creating a school system that meets the need of all students. To accomplish this goal, we believe the professional certificate process must adhere to the following principles:

The process should be deeply focused on improvement of student learning. This goal remains at the heart of Washington’s reform efforts and is also the core principle for the ISLLC standards that guide administrator preparation. No matter how elegant the structure or how rigorous the expectations, the program will be successful only to the degree that it helps K-12 students be successful.

The process should be deeply job-embedded and aligned with school and district improvement goals. Principals today are being asked to reinvent schools while they run them, a formidable task that requires them to use every resource at their disposal. The professional certificate will be helpful—and respected by principals—only to the degree that it increases their capacity to lead the improvement of their schools.

The process should foster reflectiveness and a commitment to research-based strategies. The rapidly changing nature of schools and society means that principals cannot rely on traditional, time-tested strategies to accomplish their goals. They need to be able to invent and evaluate new strategies, deal objectively with value-laden issues, and set priorities among competing goals. This requires access to quality scholarship and research, as well as a high capacity for thoughtfulness.

While programs will include university coursework, candidate success should be measured by performance on standards. In a system that is becoming increasingly performance-based, the preparation and development of school leaders should also focus on evidence keyed to standards. The ISLLC standards, including the professional-level benchmarks that have been developed for Washington state, provide a solid platform for professional growth.

The process should be adequately supported. The design of the professional certificate for principals will require time, attention, and resources from districts, professional associations, institutions of higher education, and state agencies. Effective implementation requires that all partners have the capability to carry out their designated roles, and allocation of new resources may be necessary.

The process should strike a balance between rigor and reasonableness. The challenges faced by today's principals demand an exceptionally high degree of skill and professionalism; at the same time, those challenges place exceptional demands on the time of principals. The professional certificate program should help principals reach a distinctly higher level of performance but in a way that allows them to meet the demands of their daily work life.

The process should involve a true collaboration among universities, professional associations, and districts. The professional certificate is not entering an empty playing field. Professional associations, districts, universities, and the state have all made substantial efforts to further the professional development of school leaders. The professional certificate should take advantage of the work that is already being done and should also serve as a unifying agent in creating a seamless system of preparation and development for principals. Accordingly, all partners must endorse the goals of the program and have a clear understanding of their respective roles.

The process should model what it teaches. Just as candidates will be asked to provide evidence of performance to standards, the professional certificate process itself should, over time, be able to demonstrate that the program is having a positive impact on candidates and the children they serve.

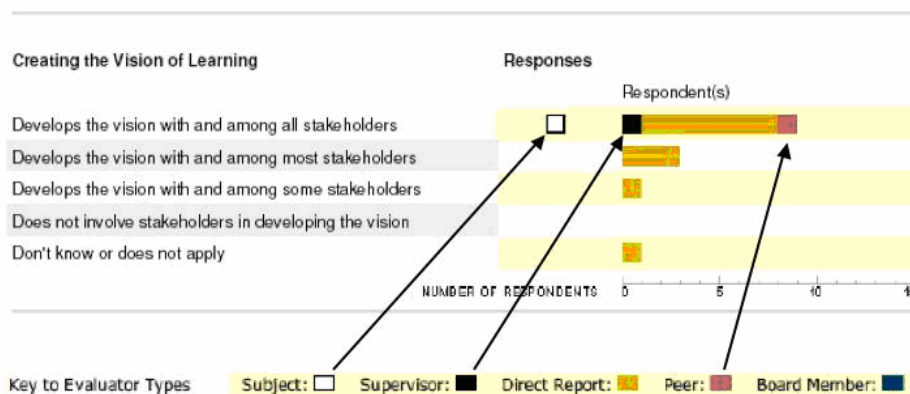
Appendix D

Leaders' ISLLC 360 Assessment

The Leaders' ISLLC 360 Assessment was developed by the Center for Educational Effectiveness in collaboration with AWSP. The assessment is designed to be completed by a school or district leader; the leader's supervisor(s); and a sample of teachers or other staff from the leader's school or district. In addition, the leader may choose to have several peers complete the assessment. The results provide feedback fully aligned with the ISLLC standards, offering a comparative perspective that encourages analysis and reflection. (See below for sample feedback on one item.)

During the past year, the assessment has been piloted with Cohort V principals in the School Improvement Assistance program. Results are still being analyzed, but early indications are that principals who took the assessment saw it as a positive experience. In addition, preliminary analysis indicates that results on the assessment are consistent with other sources of evidence.

Within the professional certificate program, the assessment will be administered at entry, and will be used formatively to guide professional development. Their role in the process will be to serve as a source of information that will allow administrators to see how others view them, and to stimulate thinking about their professional development needs. (See p. xiv for an example). Results of the assessment will be owned by the candidate. Typically, they will be shared with the university advisor, but not with the candidate's supervisor (unless the candidate wishes to do so). In addition to viewing their own results, candidates will have access to aggregate results of other administrators around the state, providing an additional comparative perspective.



How is the 360° assessment used?

Melissa Ayala is in her 2nd year as principal at Foothills High School, the sole high school in a district that also has a middle school and two K-6 elementary schools. Prior to this job, she served for a year as assistant principal in a suburban high school.

Just after enrolling in a Pro Cert program, she is asked to complete the 360° leadership assessment. She will take the survey, and a copy will go to her superintendent, but she is uncertain about which teachers she should ask to participate. Foothills has 25 teachers, so asking 6-7 to complete the survey sounds about right. But which teachers?

She knows that not all faculty are happy with her. When she arrived at Foothills, she saw a lot of instruction that was not aligned with the curriculum, and had pushed pretty hard on that issue. While some teachers appreciated her leadership in this area, a small nucleus of veteran teachers were disgruntled. She predicts that their ratings of her leadership will be low. She wonders if she would get more meaningful feedback from the teachers who understand what she's trying to do. However, after consultation with her advisor and several peers, she decides that a random sampling would give her a clearer picture of where she stood and would be seen as more credible. Her advisor also assures her that no one at the school will see her results unless she chooses to share them.

When Ayala receives the results of the survey, she finds that in most areas there is considerable agreement across raters. What she viewed as strengths were also rated strongly by teachers and the superintendent. Likewise, the areas in which she rated herself as needing improvement were viewed the same way by the teachers and superintendents. This broad agreement gave her greater confidence in her ability to assess her professional development needs.

Nonetheless, there were several surprises:

- Teachers rated her much higher on vision than she herself did. After reflection, she concluded that her strong stand on instructional alignment, while not universally popular, was perceived as evidence of a clear vision. She also began to recognize other areas in which she had established a strong vision.
- On the other hand, both the teachers and the superintendent rated her lower than she expected on family and community involvement. She wasn't aware of any unusual problems with parents or community members, but after some reflection and consultation with her advisor, she realized that most of her energy the past two years had been focused on getting established within the building; community outreach was on the back burner. She decided this might be one area to concentrate on in her professional growth plan.

Appendix E

Questions we've been asked

In the course of gathering feedback on our proposal, we've been asked a number of thoughtful questions. Many of those questions are addressed in the narrative of the report, but we wanted to provide an extended response to several of them.

Q: Why not run a pilot first?

A: Given the substantial differences between the old continuing certificate and the proposed professional certificate process, it's reasonable to ask whether we should conduct a pilot test before implementing it on a large scale (as was done with the teacher professional certificate).

We have not chosen to recommend that alternative for several reasons. First, participants in pilot programs do not necessarily comprise a representative sample of the population. They are volunteers who are drawn to the program for a variety of reasons, and thus approach it with a different mindset than candidates whose participation is required.

Second, the first several years of experience with the teacher professional certificate has, in effect, provided an extended "pilot" for the administrator programs. While there are important contextual differences between teachers and administrators, many of the basic processes are similar. As noted earlier in this document, our proposal has already been strongly influenced by an analysis of the implementation of teacher Pro Cert.

Third, a pilot project would last two-three years, substantially delaying implementation of the professional certificate. The teacher pilot program was completed before any residency certificates had been issued; OSPI has been issuing administrator residency certificates since September, 2004. Delaying full implementation until completion of a pilot would leave many residency holders without a clear pathway to earning the certificate.

Finally, we intend to continue using focus groups of new principals as programs are developed. While not the same as a full pilot, this feedback loop give us some of the benefits of a pilot study.

Q: Why should administrators be expected to take yet another certification program?

A: Since many administrators will enter this program having already completed a teacher residency, teacher professional certificate, and administrator residency, this is a

reasonable question. Given the considerable pressures under which administrators are working, the state certainly should not impose this kind of program lightly. However, the rationale is straightforward: the needs of students require systemic alignment and a laser-sharp focus on the improvement of learning. The existence of the achievement gap alone provides evidence of this need, while NCLB and implementation of the WASL as a graduation requirement add urgency.

Q: Why should the professional certificate be earned through colleges and universities?

A: This question may reflect the long-standing division of labor in which institutions of higher education recommend candidates for the first-level administrator certificate, while work for the second-level certificate occurs primarily in the field. However, involvement of colleges and universities at this level brings some advantages:

- They bring a reflective, research-based perspective to the process.
- They already have considerable experience with the legal and practical issues associated with certification.
- Involvement in the professional certificate process will provide an opportunity for universities to work with their graduates (and the graduates of other programs) in the field; the insights gained from this involvement will likely improve the initial preparation of administrators.