



## January Commission Agenda

January 10, 2002  
Commission Offices, 1900 Capitol Avenue  
Sacramento, CA 95814

Web-Posted December 17, 2001

► NOTE: All linked agenda items are in [PDF](#) Format...

**Thursday, January 10, 2002 - Commission Office**

- 1. Appeals and Waivers (Committee Chairman Madkins) 8:00 a.m.**
  - A&W-1 Approval of the Minutes
  - A&W-2 Reconsideration of Waiver Denials
  - A&W-3 Waivers: Consent Calendar
  - A&W-4 Waivers: Conditions Calendar
  - A&W-5 Waivers: Denial Calendar
  
- 2. Executive Committee (Chairman Bersin) 8:30 a.m.**
  - EXEC-1 Approval of the October 3, 2001 Executive Committee Minutes
  - EXEC-2 Committee of Credentials: Expiration of Terms and Declaration of Vacancies
  - EXEC-3 Proposed Amendments to the Commission Policy Manual
  
- 3. General Session (Chairman Bersin) 9:00 a.m.**

The Commission will immediately convene into Closed Session

**Closed Session (Chairman Bersin/Vice Chairman Madkins)**

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)
  
- 4. General Session (Chairman Bersin) 9:30 a.m.**
  - GS-1 Roll Call
  - GS-2 Pledge of Allegiance
  - GS-3 Approval of the December 2001 Minutes
  - GS-4 Approval of the January 2002 Agenda
  - GS-5 Approval of the January 2002 Consent Calendar

- GS-6 Annual Calendar of Events - for Information
- GS-7 Chair's Report
- GS-8 Executive Director's Report
- GS-9 Report on Monthly State Board Meeting

**5. Legislative Committee of the Whole (Committee Chair Madkins)**

- LEG-1 Status of Legislation of Interest to the Commission
- LEG-2 Analyses of Bills of Interest to the Commission

**6. Fiscal Policy and Planning Committee of the Whole (Committee Chair Boquiren)**

- [FPPC-1](#) Update on the Teacher Credentialing Service Improvement Project

**7. Performance Standards Committee of the Whole (Committee Chair Johnson)**

- PERF-1 Recommended Passing Standard for the Preliminary Educational Technology Test

**8. Preparation Standards Committee of the Whole (Committee Chair Katzman)**

- [PREP-1](#) Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities
- PREP-2 Recommended Approval of Grant Awards for Policy Studies Under the Title II Teacher Quality Enhancement State Grant
- PREP-3 Issues and Options in the Preparation And Licensure of School Administrators
  - ▶ [Addendum to PREP-3](#) (In-Folder) -- Posted January 9, 2002

**9. Reconvene General Session (Chairman Bersin)**

- GS-10 Report of Appeals and Waivers Committee
- GS-11 Report of Closed Session Items
- GS-12 Commission Member Reports
- GS-13 Audience Presentations
- GS-14 Old Business
  - Quarterly Agenda for Information
  - January, February and March 2002
- GS-15 New Business
- GS-16 Nominations of the California Commission On Teacher Credentialing's Chair and Vice Chair for 2002
- GS-17 Adjournment

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All Times Are Approximate and Are Provided for Convenience Only  
Except Time Specific Items Identified Herein (i.e. Public Hearing)

The Order of Business May be Changed Without Notice

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are

asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

**Reasonable Accommodation for Any Individual with a Disability**

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, California, CA 95814; telephone, (916) 445-0184.

**NEXT MEETING:**

**February 6-7, 2002**

**California Commission on Teacher Credentialing  
1900 Capitol Avenue, Sacramento, CA 95814**

Updated December 14, 2001

## **Background**

The goals of the Teacher Credentialing Service Improvement Project (TCSIP) are to use Web-based functionality and an improved database management system to:

- Provide application status information and check credentials held electronically,
- Implement online submission of renewal applications, and
- Improve the Commission's ability to compile and analyze data, and prepare reports in response to policymakers' requests.

## **Update**

Phase 1 of the TCSIP was completed on schedule and implemented in October 2001. PricewaterhouseCoopers (PwC), and its subcontractor EzGov, worked with Commission staff in the design and implementation of Phase 1. The result of Phase 1 is an interactive, Web-based system for conducting application and credential status inquiries. The new system was demonstrated for Commissioners at the November 2001 meeting. The system allows credential applicants, credential holders, and stakeholders to use a Web browser to determine the status of a credential application or confirm the credentials held by an individual.

Phase 2 of the TCSIP was launched in October 2001. This second phase will enable teachers to renew and pay for their credentials on-line. The project is on schedule to deliver this powerful customer service tool in March 2002, and will subsequently be scheduled for demonstration at a Commission meeting.

The third phase of the project, planned for launch in March 2002, will provide the Commission with a new technology system for credential processing that will enhance the Commission's reporting capabilities in response to the needs of the Legislature, the Governor, and stakeholders. To achieve these results, Phase 3 will result in the replacement of the Commission's COBOL-based information technology systems (that are outdated, cannot be cost-effectively modified, and will soon be without vendor support). Final acceptance of the project is targeted for March 2003.

Staff is available to answer any questions the Commissioners may have.

## Administrator Preparation/Certification Requirements

	State Requirements?	Who Sets Standards and Accredits Programs?	Levels of Certification?	Alternative Paths to Certification?
<b>Illinois</b>	Yes, specific to education, training and experience.	<p>State Board of Education in consultation with the State Teacher Certification Board sets standards.</p> <p>State Board of Education accredits programs.</p>	<p>Administrative Certificate is divided into four areas of “endorsement for positions for which the certificate can be valid:</p> <ol style="list-style-type: none"> <li>1. General Supervisory (supervisors, curriculum directors)</li> <li>2. General Administrative (principal, vice principal, associate superintendent)</li> <li>3. Chief School Business Official</li> <li>4. Superintendent</li> </ol>	For all endorsements with the exception of principal or assistant principal: MA; 5 years experience; pass basic skills and admin. content area exam; intensive coursework in education management, governance, organization and planning; full-time administrative position for one year; comprehensive assessment of performance assessment and recommendation for certification.
<b>Indiana</b>	Yes, specific to education, training and experience.	<p>State Professional Standards Board (specifically for Ed. licensing) write and approve standards. Currently have new draft standards based on the new NCATE standards for administrators.</p> <p>State Professional Standards Board accredits jointly with NCATE.</p>	<p>Currently have 8 authorizations: Elementary, Secondary, Superintendent, General Supervisor and Curriculum Specialist, Director of Reading, Director of School Services Personnel, Director of Special Ed., Director of Vocational Ed.</p> <p>Proposed framework to be considered by State Professional Standards Board and implemented in July 2002 will offer only 2 authorizations: District Administrator and Building Level Administrator.</p>	Not for Administrative Certification.

	State Requirements?	Who Sets Standards and Accredits Programs?	Levels of Certification?	Alternative Paths to Certification?
<b>Massachusetts</b>	Yes, specific to education, training and experience.	<p>State Department of Education sets standards.</p> <p>State Department of Education accredits (no program approval required for induction phase, rely on districts to implement them).</p>	<p>There are 5 licenses for administrators:</p> <ol style="list-style-type: none"> <li>1. Superintendent (and Assistant)</li> <li>2. School Principal (and Assistant)</li> <li>3. Supervisor/Director</li> <li>4. Special Ed. Administrator</li> <li>5. School Business Administrator</li> </ol> <p>Each license has an Initial License and a Professional License. Generally the Professional License requires experience in the position, an induction program and recommendation based on completion of a performance assessment, or completion of an advances program of studies, or completion of a professional portfolio accepted by the Department.</p>	<p>Massachusetts is currently implementing new regulations (effective 10/01/01) that were modified to take into account: 1) the various alternative routes to licensure, and 2) efforts to attract new candidates to the teaching profession (and administrative roles within).</p> <p>New regulations provide for experience and demonstration of competencies to satisfy licensure requirements as long as they satisfy the standards.</p> <p>Allows requirements for all licenses to be waived, with the exception of a passing score on the communication and literacy test (ELL test administered by NES), for candidates with significant managerial experience who meet the standards through both their experience and their formal education.</p>
<b>Michigan</b>	Not for licensure. Only for on-going professional development for renewal (6 semester hours, or 18 hours of State Board Continuing Education.	<p>Local school districts set standards.</p> <p>No accreditation for administrator preparation necessary. Local districts may require certain coursework that could be accredited.</p>	Local school districts determine all policies and procedures related to administrative certification.	Not applicable.

	State Requirements?	Who Sets Standards and Accredits Programs?	Levels of Certification?	Alternative Paths to Certification?
<b>South Carolina</b>	Yes, specific to education, training and experience.	<p>State Department of Education, Division of Teacher Quality – Office of Teacher Certification (set to adopt new standards based on NCATE draft administrator standards)</p> <p>State department of Education (division separate and distinct from certification) in conjunction with NCATE.</p>	<p>Administrative Certificate is divided into 4 areas:</p> <ol style="list-style-type: none"> <li>1. Administrator</li> <li>2. Elementary Principal and Supervisor</li> <li>3. Secondary School Principal and Supervisor</li> <li>4. School Superintendent</li> </ol>	<p>Administrator and Superintendent allow candidates to substitute a Master’s Degree, additional coursework in administration, a qualifying score on a nationally recognized approved administrator examination (Praxis II) and work experience in the field for program of administrator or superintendent preparation.</p> <p>Every candidate for school principal must complete the Principal Assessment Center (they are reviewed and get diagnostic feedback that becomes part of their professional development program prior to appointment as a principal).</p>
<b>Maryland</b>	Yes, specific to education, training and experience.	<p>(Standards are called “Regulations” in MD)</p> <p>State Board of Education developed and approved the principal standards. The Professional Standards and Teacher Education Board developed and approved all other administrator standards. The State Board of Education can initiate and approve standards and can overrule the Professional Standards Board with a supermajority vote.</p> <p>They are currently revising the principal standards to make them more consistent with the ISLLC standards. They are also revising regulations (standards) for the Supervisor</p>	<p>The State Board of Education and the Professional Standards Board determine levels of certification. Maryland issues certificates in the following administrative or supervisory areas:</p> <ol style="list-style-type: none"> <li>1. Assistant in Administration and Supervision</li> <li>2. Superintendent</li> <li>3. Supervisor and Principal</li> <li>4. Educational Media Administrator</li> <li>5. Supervisor of Guidance</li> <li>6. Supervisor of School Psychological Services</li> <li>7. Supervisor of Pupil Personnel</li> <li>8. Supervisor of Special Education</li> <li>9. Supervisor of Speech Pathologists and Audiologists</li> <li>10. Supervisor of Teachers of Hearing Impaired</li> </ol> <p>To qualify for principal assignments, individuals are required to successfully</p>	<p>There are two “alternative routes” to certification.</p> <p>The first is specific to principal certification authorizing an Alternative Principal certificate. The certificate qualifies an applicant, who is recommended by the local superintendent of schools, to serve as a school principal for 1 year at a specific school in that school system (the certificate is not transferable). It is renewable each year upon satisfactory performance and the written recommendation to the State Superintendent of Schools from the local superintendent of schools. Individuals who successfully serve 5 consecutive years and obtain an MA qualify for an Administrator II certificate.</p> <p>The second alternative route is a waiver authorized by regulation that allows the</p>

		<p>certificate so that all will satisfy the same requirements for the first level of certification.</p> <p>State (Maryland Program Approval and Assessment Branch (similar to COA) and national accreditation (colleges and universities with an enrollment of 2000 FTE are required to become accredited by the National Council for Accreditation of Teacher Education (NCATE).</p>	<p>meet the state qualifying score on the School Leaders Licensure Assessment* (based on Interstate School Leaders Licensure Assessment Consortium (ISLLC) standards, which is Maryland's principal candidate assessment.</p> <p>*The School Leaders Licensure Assessment is required by Arkansas, District of Columbia, Kentucky, Maryland, Mississippi, Missouri, North Carolina, Pennsylvania, Tennessee, and Virginia as part of their licensure process for principals.</p> <p><b><u>Supervisors and Principals:</u></b>  <b>Administrator I:</b> This certificate qualifies an individual to be assigned as a supervisor in instruction. The requirements are that the applicant shall have:</p> <ul style="list-style-type: none"> <li>• A master's degree from an accredited institution;</li> <li>• 27 months of satisfactory teaching performance or satisfactory performance as a specialist; and</li> <li>• complete one of the following: <ol style="list-style-type: none"> <li>1. A MD Department of Education approved program in administration and supervision,</li> <li>2. An approved program in school administration having an on-site review as listed in the interstate contract approved programs,</li> <li>3. An approved administration program using State-approved standards or programs in school administration approved by other states for certification (as determined to be comparable), or</li> <li>4. 18 semester hours of graduate</li> </ol> </li> </ul>	<p>State Superintendent of Schools to waive any requirement based on an individual's experience. Staff indicated that this is mostly used for teacher certification, however it can be used for all levels of certification.</p>
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			<p>course work taken at an accredited college/university at the post-baccalaureate level in administration and supervision (including a Practicum/internship or a collaboratively designed and supervised experience by the local school system and institution of higher education with verification of this experience submitted by the applicant).</p> <p><b>Administrator II:</b> This certificate qualifies an individual to be assigned as a school principal (prior to initial appointment the applicant must complete the requirements for Administrator I and present evidence of a qualifying score as established by the State Board on a Department-approved principal certification assessment). To renew an Administrator II certificate (valid for 5 years), the local school system and each Administrator II shall develop an Individualized Professional Development Plan (IPDP) for each renewal period by the end of the third year of service as a principal, according to guidelines issued by the local superintendent of schools with the approval of the local school board.</p> <p><b>Superintendents:</b> The requirements for certification as a superintendent, deputy superintendent, associate superintendent, assistant superintendent or equivalent position are that the applicant shall:</p>	
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			<ol style="list-style-type: none"> <li>1. Meet the requirements for certification in early childhood education, elementary education or a secondary education area;</li> <li>2. Have a master's degree from an accredited institution;</li> <li>3. Have 3 years of successful teaching experience and 2 years of administrative or supervisory experience; and</li> <li>4. Have successfully completed a 2-year program with graduate courses in administration and supervision in an institution or institutions approved by an accrediting agency recognized by the State Superintendent of Schools. Graduate may be applied toward the requirements of this section, provided that a minimum of 60 semester hours of graduate work is presented.</li> </ol>	
<b>New York</b>	Yes, specific to education, training and experience.	<p>In New York, accreditation is known as “program registration”. New 1999 standards include program registration by State Department of Education staff, modified to comply with New York teacher education program standards.</p> <p>Teacher education programs must also achieve national accreditation such as: TEAC, NCATE, or special Regents accreditation in coordination with the professional Teachers Board.</p>	<p>Requirements and levels of certification are established by the Commissioner of Education in regulation.</p> <p>There are three levels of teaching certificates:</p> <ol style="list-style-type: none"> <li>1. Administrative and supervisory (school district administrator, and school administrator and supervisor, and school business administrator)</li> <li>2. Classroom teaching</li> <li>3. School service (counselors, psychologists)</li> </ol> <p>All administrative and supervisory certificates require a BA and specified levels of graduate education as well as</p>	<p>Current flexibility is limited scope: The Commissioner of Education may authorize the issuance of a certificate as school district administrator (superintendent) to persons who do not meet the requirements, but whose experience are the substantial equivalent. This certificate is valid for service only in the district for which the exception was granted.</p> <p>New York is currently in the process of reviewing its requirements for administrative certification in their efforts to deal with the shortage of administrators. This review has focused on the following:</p> <ol style="list-style-type: none"> <li>1. What is being taught?</li> </ol>

<p><b>New York</b></p>			<p>three years teaching or administrative experience in the K-12 setting.</p>	<ol style="list-style-type: none"> <li>2. Who is teaching it?</li> <li>3. What is leadership about – common understanding?</li> <li>4. What do future leaders need to see this as a career path?</li> <li>5. Alternative career paths?</li> <li>6. Keep the certificate at two levels or make it one?</li> </ol> <p>The Center for School Leadership (leading revision efforts) plans to put out a paper in March 2002 to summarize their findings to date and then conduct further discussion and eventually take action:</p> <ol style="list-style-type: none"> <li>1. Presenting efforts to date at AASA in San Diego</li> <li>2. Statewide in the Summer 2002</li> <li>3. Create all new standards</li> </ol> <p>Likely assessment system to accompany new certification requirements.</p>
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*California*  
*Commission on Teacher Credentialing*  
*Meeting of*  
*January 10, 2001*

**AGENDA ITEM NUMBER:**        **PREP - 3 INFOLDER ITEM**

**COMMITTEE:**                    **Preparation Standards Committee**

**TITLE:**                            **Issues and Options in the Preparation and Licensure of School Administrators**

       **Action**

  **X**   **Information**

       **Report**

**Strategic Plan Goal(s):**

**Goal 1: Promote educational excellence through the preparation and certification of professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

**Prepared By:**                    \_\_\_\_\_                    **Date:** 1/8/02  
**Mary Vixie Sandy**  
**Director, Professional Services Division**

**Authorized By:**                \_\_\_\_\_                    **Date:** 1/8/02  
**Dr. Sam W. Swofford**  
**Executive Director**



# **Issues and Options in the Preparation and Licensure of Administrators**

## **Professional Services Division**

**January 9, 2002**

### **Executive Summary**

At the direction of the Executive Director, Commission staff conducted a focussed review of the Administrative Services Credential during 2001. This report provides additional information about preparation and licensure of administrators in other states.

### **Policy(s) Issue to be Considered**

How should school administrators be prepared and licensed in California?

### **Fiscal Impact Statement**

Activities related to the review and potential revision of this credential are covered under the Commission's base budget.

## Administrator Preparation/Certification Requirements

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<b>Michigan</b>	Not for licensure. Only for on-going professional development for renewal (6 semester hours, or 18 hours of State Board Continuing Education).	<p>Local school districts set standards.</p> <p>No accreditation for administrator preparation necessary. Local districts may require certain coursework that could be accredited.</p>	Local school districts determine all policies and procedures related to administrative certification.	Not applicable

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<p><b>Maryland</b></p>	<p>Yes, specific to education, training and experience.</p>	<p>(Standards are called "Regulations" in MD)</p> <p>State Board of Education developed and approved the principal standards. The Professional Standards and Teacher Education Board developed and approved all other administrator standards. The State Board of Education can initiate and approve standards and can overrule the Professional Standards Board with a supermajority vote.</p> <p>They are currently revising the principal standards to make them more consistent with the ISLLC standards. They are also revising regulations (standards) for the Supervisor certificate so that all will satisfy the same requirements for the first level of certification.</p> <p>State (Maryland Program Approval and Assessment Branch (similar to COA) and national accreditation (colleges and universities with an enrollment of 2000 FTE are required to become accredited by the National Council for Accreditation of Teacher Education (NCATE).</p>	<p>The State Board of Education and the Professional Standards Board determine levels of certification. Maryland issues certificates in the following administrative or supervisory areas:</p> <ol style="list-style-type: none"> <li>1. Assistant in Administration and Supervision</li> <li>2. Superintendent</li> <li>3. Supervisor and Principal</li> <li>4. Educational Media Administrator</li> <li>5. Supervisor of Guidance</li> <li>6. Supervisor of School Psychological Services</li> <li>7. Supervisor of Pupil Personnel</li> <li>8. Supervisor of Special Education</li> <li>9. Supervisor of Speech Pathologists and Audiologists</li> <li>10. Supervisor of Teachers of Hearing Impaired</li> </ol> <p>To qualify for principal assignments, individuals are required to successfully meet the state qualifying score on the School Leaders Licensure Assessment* (based on Interstate School Leaders Licensure Assessment Consortium (ISLLC) standards, which is Maryland's principal candidate assessment.</p> <p>*The School Leaders Licensure Assessment is required by Arkansas, District of Columbia, Kentucky, Maryland, Mississippi, Missouri, North Carolina, Pennsylvania, Tennessee, and Virginia as part of their licensure process for principals.</p> <p><b><u>Supervisors and Principals:</u></b>  <b>Administrator I:</b> This certificate qualifies an individual to be assigned as a supervisor in instruction. The requirements are that the applicant shall have:</p> <ul style="list-style-type: none"> <li>• A master's degree from an accredited institution;</li> <li>• 27 months of satisfactory teaching performance or satisfactory performance as a specialist; and</li> <li>• complete one of the following: <ol style="list-style-type: none"> <li>1. A MD Department of Education approved program in administration and supervision,</li> <li>2. An approved program in school administration having an on-site review as listed in the interstate contract approved programs,</li> <li>3. An approved administration program using State-approved</li> </ol> </li> </ul>	<p>to app</p> <p>There certific</p> <p>The fir certific Princij qualifi recom of schc for 1 y school transfe upon s writer Superi superii who su years a Admin</p> <p>The se author State S any rec experi mostly howev certific</p>
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<b>New York</b>	Yes, specific to education, training and experience.	In New York, accreditation is known as “program registration”. New 1999 standards include program registration by State Department of Education staff, modified to comply with New York teacher education program standards.  Teacher education programs must also achieve national accreditation such as: TEAC, NCATE, or special Regents accreditation in coordination with the professional Teachers Board.	Requirements and levels of certification are established by the Commissioner of Education in regulation.  There are three levels of teaching certificates: <ol style="list-style-type: none"> <li>1. Administrative and supervisory (school district administrator, and school administrator and supervisor, and school business administrator)</li> <li>2. Classroom teaching</li> <li>3. School service (counselors, psychologists)</li> </ol> All administrative and supervisory certificates require a BA and specified levels of graduate education as well as three years teaching or administrative experience in the K-12 setting.	Curren Comm author: school (superi meet tl experie This ce the dis grantee  New Y review admini to deal admini on the <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol> The Ce (leadin a pape: finding discuss <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> Likely new ce
<b>New York</b>				