

# Building Leadership - Jurisdiction Specific Requirements (JSR)

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# Alabama

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Alaska

Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.

## 4 AAC 12.345

(a) The department will issue an administrative certificate (Type B) with a superintendent or other administrative endorsement, valid for five years, to an applicant who has a master's or higher degree, is recommended by the preparing institution, and

(1) has met the minimum experience requirements, as follows:

(B) for other administrative endorsements, three years of satisfactory employment as a teacher or special services provider in an elementary or secondary program with a teacher certificate under 4 AAC 12.305, a special services certificate (Type C) issued under 4 AAC 12.355, or a comparable certificate issued by another state;

(2) has completed a school administration program accepted by the commissioner under 4 AAC 12.307, or for the special education administrator endorsement a special education administration program accepted by the commissioner under 4 AAC 12.307

# American Samoa

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Arizona

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# California

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Colorado

## Qualifications:

An earned bachelor's or higher degree from a regionally accredited college or university

Completion of an approved program for the preparation of school principals (building-level administrators)

Three or more years of fully licensed teacher (or special services provider) experience in an elementary or secondary school.

A passing score on the PRAXIS 5412 or PRAXIS 5411 (only if taken between 09.01.2016 and 08.31.2019).

## C.R.S.A. § 22-60.5-301

(1) The department of education is designated as the sole agency authorized to issue the following principal licenses to persons of good moral character:

(a) Initial principal license. (I) The department of education, in its discretion, may issue an initial principal license to any applicant who:

(A) Holds an earned baccalaureate degree from an accepted institution of higher education;

(B) Has completed an approved program of preparation for principals;

(C) Has completed three or more years of successful experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state or has three or more years of experience working with students as a professional in a nonpublic school;

(D) Has demonstrated professional competencies in subject areas as specified by rule and regulation of the state board of education pursuant to section 22-60.5-303.

# Connecticut

From website: <https://portal.ct.gov/SDE/Certification/Administrative-Endorsements>

## Planned Program Requirement

Please be aware that applicants requesting endorsements to serve as an intermediate administrator or supervisor, a superintendent of schools, or a reading and language arts consultant must complete a state-approved planned program of educator preparation at a regionally accredited college or university, leading to a formal institutional recommendation for certification. The institution will outline specific courses required for the required institutional recommendation for certification. Administrative endorsements may not be obtained through cross endorsement.

## Intermediate Administration or Supervision

- Master's degree from an approved institution;
- 18 semester hours of graduate credit beyond the master's degree;
- 50 school months of successful teaching experience or service;
- Institutional recommendation based on completion of a state-approved certification program specific to school administration, including graduate course work in each of the following: psychological and pedagogical foundations of learning, curriculum development and program monitoring, school administration, personnel evaluation and supervision, and contemporary education problems and solutions; and
- A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

Regs. Conn. State Agencies § 10-145d-574

To receive an initial educator certificate for intermediate administrator or supervisor an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

- (a) Holds a master's degree from an approved institution;

(b) Has completed 18 semester hours of graduate credit in addition to the master's degree;

(c) Has completed 50 school months of successful teaching or service, which shall have been in public schools or in approved nonpublic schools or nonpublic schools approved by the appropriate governing body in another state in a position or positions requiring certification in the state where employed, or in a position or positions which would have required certification had the service been in Connecticut public schools, or in a state education agency as a professional or managerial staff member. Consideration may be given toward partial fulfillment of the requirements of this subsection to applicants who have completed, as part of a planned program of preparation, a one-year period of internship in areas of school administration and supervision under the supervision of the recommending institution;

(d) Presents the recommendation of an approved institution where the applicant has completed a planned program of preparation for administrative and supervisory personnel. The recommendation shall state that the applicant is personally and professionally qualified to serve as a public school administrator or supervisor, and has completed an approved program at the institution specifically for school administration and supervision. The program on which the institutional recommendation has been based shall aggregate not less than 15 semester hours of graduate credit taken at the recommending institution;

(e) Has completed graduate study in each of the following:

(1) Psychological and pedagogical foundations of learning, which may include topics such as teaching styles, learning styles, theories of human growth and development, and tests and measurement;

(2) Curriculum development and program monitoring;

(3) School administration, which may include topics such as school finance, school law, public relations and leadership training;

(4) Personnel evaluation and supervision, which may include topics such as theories and techniques, current practices, staff development, and human relations; and

(5) Contemporary educational problems and solutions from a policy-making perspective, which may include the use of research; and

(f) Has completed a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

# Delaware

From website:<https://www.doe.k12.de.us/Page/3499>

Education Requirements - must meet one of the selections below:

- A master's or doctoral degree in Pre-K to 12 educational leadership from a regionally accredited college or university with advanced preparation accreditation by NCATE/CAEP; or
- A master's or doctoral degree from a regionally accredited college or university in any field and satisfactory completion of an alternative route to licensure or certification program for school principals as provided in 14 Del.C. §§1260 ñ 1266; or
- A master's or doctoral degree from a regionally accredited college or university in any content area and satisfactory completion of a Department-approved educator preparation program for school principals as provided in 14 DE Admin. Code 290 Approval of Education Preparation Programs.

14 Del. Admin. Code 1591

4.0 Prescribed Education, Knowledge, and Skill Requirements

4.1 The Department may issue a School Principal and Assistant School Principal Standard Certificate to an applicant who has satisfied the requirements in subsections 4.1.1 through 4.1.3.

4.1.1 The applicant shall have satisfied one of the following education requirements:

4.1.1.1 Earned a master's or doctoral degree with a Major or Its Equivalent in Pre-K to 12 educational leadership from a Regionally Accredited college or university with advanced preparation accreditation by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP); or

4.1.1.2 Earned a master's or doctoral degree in any content area from a Regionally Accredited college or university and satisfactorily completed an alternative routes for licensure or certification program for school principals as provided in 14 Del.C. §§ 1260 -- 1266; or

4.1.1.3 Earned a master's or doctoral degree from a Regionally Accredited college or university in any content area and satisfactorily completed a Department-approved educator preparation program for school principals as provided in 14 DE Admin. Code 290 Approval of Educator Preparation Programs.

4.1.2 The applicant shall have achieved a Passing Score on one of the following examinations:

4.1.2.1 A Passing Score of 160 on the School Leaders Licensure Assessment (ETS Test Code # 6011); or

4.1.2.2 A Passing Score of 160 on the School Superintendent Assessment (ETS Test Code # 6021); or

4.1.2.3 A Passing Score of 151 on the School Leaders Licensure Assessment (ETS Test Code # 6990); or

4.1.2.4 A Passing Score of 162 on the School Superintendent Assessment (ETS Test Code # 6991).

4.1.3 The applicant shall have completed a minimum of five years of experience as an educator with satisfactory annual summative evaluations or the equivalent thereof on a state-approved educator evaluation system under a state credential in any Pre-K to 12 public school setting or an equivalent setting as approved by the Department.

## District of Columbia

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Florida

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Georgia

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Guam

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Hawaii

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Idaho

IDAPA 08.02.02.015

- a. School Principal Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal, a candidate must have satisfied the following requirements: (7-1-21)T
- i. Hold a master's degree from an accredited college or university. (7-1-21)T
  - ii. Have four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting. (7-1-21)T
  - iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator. (7-1-21)T
  - iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (7-1-21)T
  - v. An institutional recommendation is required for a School Principal Endorsement. (7-1-21)T

# Illinois

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Indiana

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Iowa

Iowa Admin. Code 282-18.9

18.9(1) PK-12 principal and PK-12 supervisor of special education.

a. Authorization. The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade twelve, a supervisor of instructional special education programs for children from birth to the age of 21, and a supervisor of support for special education programs for children from birth to the age of 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

b. Program requirements.

(1) Degree--master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

1. Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (Mission, Vision, and Improvement).
2. Advocate for ethical decisions and cultivate and enact professional norms (Ethics and Professional Norms).
3. Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture (Equity, Inclusiveness, and Cultural Responsiveness) to include meeting the needs of all learners, as well as ensuring teachers meet the needs of diverse learners, including:

Students from diverse ethnic, racial and socioeconomic backgrounds.

Students with disabilities, including preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.

Students who are struggling with literacy, including those with dyslexia.

Students who are gifted and talented.

English language learners.

Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk

behaviors including, but not limited to, behaviors related to substance abuse.

4. Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment (Learning and Instruction).
5. Strengthen student learning, support school improvement, and advocate for the needs of their school and community (Community and External Leadership).
6. Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations, including a dedicated course in current issues of special education administration (Operations and Management).
7. Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning, including the completion of Iowa evaluator training (Building Professional Capacity).
8. Successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills pursuant to this section in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school, including planned experiences in elementary and secondary administration with special education administration.

c. Other.

- (1) The applicant must have had three years of teaching experience at the early childhood through grade twelve level while holding a valid license or have had six years of teaching and administrative experience while holding a valid license, provided that at least two years are teaching experience.
- (2) Graduates from out-of-state institutions who are seeking initial Iowa licensure and the PK-12 principal and PK-12 supervisor of special education endorsement must meet the coursework requirements for an Iowa teaching license in addition to the experience requirements.

Iowa Admin. Code 282-18.1

18.1(1) Definitions.

Coursework means requirements completed for semester hour credit through a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

Degree means a specific qualification earned through a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

Recognized non-Iowa institution means an institution that is state-approved and is accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

State-approved means a program for administrator preparation approved for state licensure.

18.1(2) Administrator licenses. Administrator licenses are issued upon application filed on a form provided by the board of educational examiners and upon completion of the background check requirements set forth in rule 282-13.1(272).

18.1(3) Temporary permits. The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check and registries and records check set forth in 282--paragraphs 13.1(2)b and c. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

18.4(1) Eligibility for applicants who have completed a teacher preparation program. Applicants for the administrator license must first comply with the requirements for all Iowa practitioners set out in 282--Chapter 13.

18.4(2) Specific requirements for an initial administrator license for applicants who have completed a teacher preparation program. An initial administrator license valid for a minimum of one year with an expiration date of June 30 may be issued to an applicant who:

- a. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- b. Has completed an evaluator approval program; and
- c. Provides a recommendation for the specific license and administrator endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed; and
- d. Has met the experience requirement set forth for the desired administrator endorsement; and
- e. Is not subject to any pending disciplinary proceedings in any state; and
- f. Complies with all requirements with regard to application processes and payment of licensure fees.

18.4(3) Eligibility for applicants who have completed a professional service endorsement program. Applicants for the administrator license must first comply with the requirements set out in 282--Chapter 27.

18.4(4) Specific requirements for an initial administrator license for applicants who have completed a professional service endorsement. An initial administrator license valid for one year may be issued to an applicant who:

- a. Is the holder of an Iowa professional service license; and

- b. Has three years of experience in an educational setting in the professional service endorsement area or has six years of professional service and administrative experience provided that at least two years are professional service experience; and
- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- d. Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and
- e. Has completed the required coursework in human relations, cultural competency, diverse learners and reading instruction set forth in 281--subrules 79.15(2) and 79.15(3); and
- f. Has completed the professional education core in 281--paragraphs 79.15(5)ia to ikî; and
- g. Has completed an evaluator approval program.

# Kentucky

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Louisiana

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Maine

## Section A:

1. Advanced degree (master's or Doctorate)field of education or leadership
2. Three years of satisfactory public or private teaching experience
3. Criminal history record check approval ñ based on fingerprints

## SECTION B:

1. Federal and Maine Civil Rights and Education Laws (3)
2. Special Education Law (3)

## SECTION C: Part I

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff

Effective June 10th, 2022

8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

School Leader Licensure Assessment: Test 6990 Score 151

## SECTION D: (Choose one.)

Approved internship for a building administrator

1. Completion of a graduate level state-approved building administrator internship program (minimum of fifteen weeks)

2. Completion of one school year as a certified assistant principal, assistant career and technical education administrator, principal out-of-state, or an out-of-state certified career and technical administrator

# Maryland

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Massachusetts

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Michigan

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Minnesota

Minnesota Rules, part 3512.0200

Subp. 3. Kindergarten through grade 12 superintendents, principals, and directors of special education.

A. An applicant for licensure as a superintendent, principal, or director of special education must complete, at a regionally accredited institution, a specialist or doctoral program consisting of a minimum of 60 semester credits or a program consisting of 60 semester credits beyond a bachelor's degree that includes a master's degree and a demonstration of competence in the core areas identified in part 3512.0510. Completion of an administrative licensure program approved by the board under part 3512.2500 shall be evidence that an applicant has demonstrated competence in the core areas identified in part 3512.0510. Applicants who complete preparatory programs that have not received board approval under part 3512.2500 must meet the requirements of part 3512.2600.

B. An applicant for licensure as a superintendent or principal must complete within 12 continuous months at least 320 hours of field experience in elementary, middle or junior high, and high schools as an administrative intern to a licensed and practicing school principal for principal licensure or a licensed and practicing superintendent for superintendent licensure. The applicant must complete at least 40 hours of field experience at each school level not represented by the applicant's primary teaching experience.

# Mississippi

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Missouri

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Montana

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Nebraska

From website:

<https://www.education.ne.gov/tcert/administrative-certificates-and-permits/administrative-standard-certificate/>

In order to qualify for a Standard Administrative Certificate, an applicant needs to qualify for or have held a Nebraska Standard or Professional Teaching Certificate and have submitted evidence of two years of teaching experience or employment as an administrator, school counselor, or school psychologist in an approved or accredited or otherwise legally operated prekindergarten through grade twelve school.

Official Transcript(s) showing a Master's Degree in Educational Administration or Educational Leadership or have received a subject area master's degree with completion of additional coursework in an approved program in the area(s) of endorsement sought by the applicant.

# Nevada

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# New Hampshire

N.H. Code Admin. R. Ed 506.04 (a) An individual shall have the following entry level requirements to be certified as a principal:

- (1) Have completed at least 5 years' experience as an educator; and
- (2) One of the following:
  - a. Completed a master's program in educational leadership or a related area approved by the state board of education and been recommended for this certification by the designated official of the preparing collegiate department of education; or
  - b. Completed a master's program in education and demonstrated:
    1. The competencies, skills, and knowledge as listed in (c) below; or
    2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03.

(b) Candidates shall file the following materials and documents with the bureau of credentialing:

- (1) Completed application forms containing the information required in Ed 508.04;
- (2) Previous work record;
- (3) Education record; and
- (4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.

(c) Qualifications for principal shall include the following skills, competencies, and knowledge:

- (1) Educational leadership;
- (2) Knowledge of school culture and instructional programs;
- (3) Management of the organization and operation of the school;
- (4) Relationships with the school and community;
- (5) Integrity, fairness, and ethics in learning;
- (6) The social and cultural context of learning; and
- (7) Knowledge of how to develop local district goals.

(d) In the area of educational leadership, the candidate shall have the ability to:

- (1) Facilitate the development, articulation, implementation, and stewardship of a vision of learning to share with and supported by the school community;

- (2) Engage all shareholders in the development of the vision and make clear the relationship between vision and mission;
- (3) Listen, analyze and respond clearly and appropriately to issues related to the needs of the school community;
- (4) Communicate the school's vision regularly with parents, community members, and those connected directly with the school using a variety of methods; and
- (5) Shape the educational plan and actions within the school reflecting the district's mission, planning, and assessment processes.

(e) In the area of the knowledge of school culture and instructional programs, the individual shall:

- (1) Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and
- (2) Have the ability to:
  - a. Establish clear goals, a vision and expectations for students, with assessment processes in place, promoting student growth and development;
  - b. Demonstrate knowledge of learning and motivational theories and has the ability to create and implement research based strategies while providing support for educators;
  - c. Encourage educators to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines;
  - d. Demonstrate knowledge of effective teaching practices, acknowledge current methods and practices, and demonstrate the ability to evaluate and improve the school's educational program;
  - e. Demonstrate the knowledge to provide for, develop strategies for, and enhance opportunities for diverse learners;
  - f. Plan and implement professional development activities for self and staff members;
  - g. Demonstrate knowledge of effective use of technology and support current methods and practices among students and staff; and
  - h. Understand the change process and recognize the levels of individual and institutional change.

(f) In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to:

- (1) Provide a safe school environment and plan and execute systematic emergency drills, training, and revisions as needed;
- (2) Recognize and communicate facility maintenance needs with appropriate personnel to resolve concerns;
- (3) Manage human resources responsibly, efficiently, and effectively in a collaborative manner while addressing staff needs;
- (4) Demonstrate the selection, retention and final evaluation procedures for effective supervision of teachers and support personnel;
- (5) Generate reports and maintain records in an efficient, timely and succinct manner while preserving confidentiality; and
- (6) Demonstrate knowledge of school cultures and gather feedback to develop and maintain a positive school climate.

(g) In the area of management of the relationships with the school and community, the candidate shall have the ability to:

- (1) Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- (2) Recognize and respond to emerging issues impacting the school and community;
- (3) Create and promote an atmosphere where diversity and tolerance are recognized and valued; and
- (4) Utilize community resources to assist in addressing issues and achieving school community goals.

(h) In the area of integrity, fairness, and ethics to promote the success of all students, the candidate shall have the ability to demonstrate:

- (1) A leadership style that promotes organizational stability and confidence;
- (2) Professional ethics and demeanor in daily interactions with members of the school community; and
- (3) Treatment of members of the school community in a fair, equitable, and dignified manner while respecting confidentiality as well as individual rights.

(i) In the area of social and cultural context of learning, the candidate shall have the ability to:

- (1) Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;
- (2) Promote, model, and communicate a positive school culture in response to the larger political, social, economic, legal and cultural context;
- (3) Communicate among the school community concerning political, social, economic, legal and cultural issues and potential impact on the school; and
- (4) Demonstrate knowledge of following policies, laws, and regulations.

(j) In the area of the knowledge of how to develop local district goals, the candidate shall:

- (1) Develop professional goals which complement and support building and district level goals; and
- (2) Have the ability to demonstrate that he or she can collaboratively develop and implement building level goals such as, but not limited to:
  - a. Recognize the nexus between national, state, district, community, and school goals;
  - b. Develop a plan to promote and implement building goals in relationship to district goals; and
  - c. Engage district-wide staff in the development and implementation of goals for the building.

# New Jersey

This endorsement authorizes the holder to be employed in a position that involves services as an administrative officer of a school or other comparable unit within a school or district in public schools in grades preschool through grade 12. Positions include principal, assistant principal, vice principal, assistant superintendent for curriculum and instruction and director.

## master's Degree Requirement

A master's or higher degree from a regionally accredited college or university in educational leadership, in curriculum and instruction, or in one of the recognized fields of leadership or management; OR

A master's degree from a regionally accredited college or university and complete a post-master's program resulting in a certificate of advanced study in educational administration and supervision; OR

A master's degree from a regionally accredited college or university and complete a post-master's program in a coherent sequence of 30 semester hour credits. The study must be completed at one institution in the fields outlined above OR

A master's degree in educational leadership from an NCATE or TEAC-approved program at out-of-State college or university

All credits/degree(s) must appear on a regionally accredited 4-year college/university transcript.

## Required Graduate Study

A minimum of 30 graduate credits, either within the master's program or in addition to it, in the following quality components of preparation to promote student learning as set forth in N.J.A.C. 6A:9-3.4(a)1-6, the Professional

Standards for School Leaders. These areas align with NPBEA standards.

If you have completed a program in an area other than Educational Leadership, you must submit both official college catalog course descriptions for review AND an original letter from the Department Chairperson at the college or university outlining the course or courses in which the areas above are included. All graduate credits must appear on a regionally accredited 4-year college/university transcript.

## Internship Requirement

Complete a 300-hour internship in educational leadership aligned to the professional standards for school leaders in N.J.A.C. 6A:9-3.4 in accordance with the roles and responsibilities as a principal, independent of other course requirements.

PLEASE NOTE: You must submit an original letter from the Educational Leadership Department Chairperson from the university where your program was completed detailing the hours and assignment of your internship experience. You may utilize the Verification of Program Completion form for this purpose.

# New Mexico

Official sealed transcripts reflecting completion of a Bachelor's degree and Master's degree from a regionally accredited college or university; and must include:

- 18 graduate hours in Educational Administration Program; and apprenticeship or internship that consists of a minimum of 180 clock hours
- Holds a current level 2 or level 3A teacher's license; or
- Holds a current level 2 or level 3 instructional support provider license
-

# New York

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# North Carolina

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# North Dakota

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Northern Mariana Islands

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Ohio

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Oklahoma

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Oregon

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Pennsylvania

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Puerto Rico

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Republic of Palau

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Republic of the Marshall Islands

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Rhode Island

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# South Carolina

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Tennessee

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Texas

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# US Virgin Islands

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Utah

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Vermont

From website:

<https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-faq-interstate-agreement.pdf>

A master's degree

Three or more years of PK-12 teaching experience as a licensed educator

Vt. Admin. Code 7-1-13:5320

5321 An applicant who is not licensed and has successfully completed an Educator preparation program approved by a nationally recognized accrediting body in a state which has signed the NASDTEC Interstate Agreement will be considered for licensure as if they had completed an approved Educator preparation program in Vermont. Applicants will be subject to the same requirements for initial licensees awarded in Vermont including testing, criminal background checks, and affirmations. The applicant shall meet requirements for updated knowledge and skills when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5323 An applicant for licensure or an endorsement in Vermont who holds a professional license in another state which has signed the NASDTEC Interstate Agreement, holds the degree required for the endorsement, and meets the specified Jurisdiction Specific Requirements shall be issued a Level Professional Educator License with a comparable endorsement(s). Educators already holding a Vermont Professional Educator License will have the endorsement added to a Level Professional Educator License regardless of the license held.

5440-91 Principal

The holder is authorized to serve as a School Principal. An Educator serving as an Assistant Principal, however named, shall hold a Principal endorsement.

1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below:

- 1.1. Master's Degree
  - 1.2. Leadership coursework
  - 1.3. Coursework required for the specific administrator license
  - 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies
  - 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders.
2. To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented.
  3. ETS Test Code 6990 is required for all Educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement
  4. In order to qualify for a Principal endorsement, the candidate shall also demonstrate the following:
    - 4.1. Three or more years of PK-12 teaching experience as a licensed Educator

# Virginia

8 VAC 20-23-620

A. An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office instructional supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. Individuals shall meet the requirements for the administration and supervision preK-12 endorsement through one of the four options listed in this section. A school leader's assessment prescribed by the Virginia Board of Education shall be passed for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Virginia Board of Education.

B. Level I, Option I: Approved program route to Level administration and supervision preK-12 endorsement. To become eligible for a Level endorsement under this option, the candidate shall have:

1. Earned a master's degree from a regionally accredited college or university;
2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;
3. Completed an approved program in administration and supervision from a regionally accredited college or university;
4. Completed a deliberately structured and supervised internship that is focused on student academic progress for all students and that:
  - a. Provides significant experiences within a school environment for candidates to synthesize and apply content knowledge and develop professional skills through school-based leadership experiences;
  - b. Shall occur in a public or accredited nonpublic school;

- c. Provides exposure to five different multiple sites, such as elementary, middle, high, central office, and agency, with diverse student populations; and
- d. Documents a minimum of 320 clock hours, of which 120 clock hours are embedded as experiential field-based opportunities experienced during coursework; and

5. Satisfied the requirements for the school leaders licensure assessment prescribed by the Virginia Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Virginia Board of Education.

# Washington

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# West Virginia

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Wisconsin

From website: <https://dpi.wi.gov/licensing/general/administrators>

## Degree and Experience Requirements

- Completion of a state-approved educator preparation program in the licensure area.
- A minimum of master's degree or the equivalent. Superintendent license requires a specialist degree or equivalent; program coordinator licenses require a bachelor's degree.
- A valid or eligibility to hold a provisional educator license in teaching or pupil services. School business administrator and program coordinator licenses are waived from this requirement.
- Six semesters of successful full-time classroom teaching experience, or six semesters of successful experience as a pupil services professional including 540 hours of classroom teaching experience. School business administrator and program coordinator licenses are waived from this requirement.

(1) AUTHORIZATION. A license issued under this section authorizes an individual to work as a principal or assistant principal at any grade level.

(2) ELIGIBILITY. The state superintendent may issue a principal license under this section to an applicant who meets all of the requirements under s. P 34.065. Wis. Adm. Code § P 34.066

In order to be eligible for a license under this subchapter, an applicant shall meet all of the following requirements:

(1) MASTER'S DEGREE. Except as provided under ss. P 34.067 and 34.072 the applicant has a master's degree.

(2) APPROVED PROGRAM. The applicant completed an approved program in the applicable administrative area.

(3) PROFESSIONAL EDUCATION. Except as provided under ss. P 34.071 and 34.072, the applicant meets one of the following requirements:

(a) The applicant holds or is eligible to hold a tier II, III, or IV teacher license in kindergarten through grade 12, or the applicant

completed an approved program which leads to a license to teach in kindergarten through grade 12.

(b) The applicant holds or is eligible to hold a tier II, III, or IV license as a school counselor, a school psychologist, or a school social worker, or has completed an approved program which leads to one of these licenses.

(4) EXPERIENCE. Except as provided under ss. P 34.071 and 34.072, the applicant meets one of the following requirements:

(a) The applicant has 6 semesters of successful classroom experience teaching in any grade.

(b) The applicant has 6 semesters of successful experience as a school counselor, school psychologist, or a school social worker, and the applicant has at least 540 hours of successful classroom teaching experience. Wis. Adm. Code  $\beta$  P 34.065

# Wyoming

Out-of-state approved principal preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# US Virgin Islands

## How to Qualify for Certification

For initial certification in the U.S. Virgin Islands, all candidates must:

Earn a baccalaureate degree.

Submit appropriate applications.

Submit official transcripts from all accredited institutions.

Demonstrate proof of U.S. citizenship, permanent residency or other approved work status.

Complete a course in U.S. Virgin Islands history within the first year of employment.

Pass the Praxis® tests for their certification area.

According to the U.S. Virgin Island's Board of Education's Certification document, there are also general course requirements for any person who would like to teach in the U.S. Virgin Islands.

Elementary school teachers need 36 education credits, and secondary school teachers need 26 education credits.

The areas are:

1. Foundations of Education. (This group includes areas such as philosophy of Education, school effectiveness, history of education, and comparative education);
2. Educational Psychology (This group includes such areas as growth and development of children from birth through life span, psychology of learning, child-adolescent psychology and mental hygiene);
3. Curriculum and Methods (This group includes a minimum of [18 for elementary, 8 for secondary] semester hours of credit in teaching language arts, reading, mathematics, fine arts, science, social studies, and effective teaching skills, classroom management, measurement and evaluation);
4. Educational Technology;
5. Special Education;
6. Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 but not more than 12 semester hours of credit).  
Teachers who have taught in the Virgin Islands public school system with satisfactory or better evaluations for five consecutive years do not have to complete a student teaching course. This applies only to teachers hired in 1997 or before.

All teachers must have a minimum of a Bachelor's Degree, and secondary school teacher applicants must possess a minimum of a college major and/or 30 credits in a content area. Secondary school applicants with less than 30 credits in their content area, but more than 15 credits in that area, can take the Praxis exam in that subject area to show content area competency.

# Virginia

## 8 VAC 20-23-100

A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual (i) has completed a state-approved teacher preparation program through a regionally accredited four-year college or university or (ii) holds a valid out-of-state teaching license (full credential without deficiencies) that shall be in force at the time the application for a Virginia license is made. An individual shall meet licensure requirements set forth in the Code of Virginia. An individual seeking licensure shall establish a file in the Virginia Department of Education by submitting a complete application packet that includes official student transcripts. Unless exempted by the criteria in this chapter, professional teacher's assessment requirements prescribed by the Virginia Board of Education shall be satisfied.

## 8 VAC 20-23-160

1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or
2. The candidate for the elementary education preK-6 endorsement shall have earned a baccalaureate degree from a regionally accredited college or university majoring in the liberal arts or sciences (or equivalent) and meet the following semester-hour requirements:
  - a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete 6 semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
  - b. Mathematics (shall include algebra, geometry, probability and statistics, and teaching elementary mathematics): 15 semester hours; or complete 6 hours in mathematics, complete a methods in teaching elementary mathematics course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
  - c. Laboratory sciences: 15 semester hours in at least three science disciplines and at least a three credit science methods course; or complete 9 semester hours (in two science disciplines), complete a methods in teaching elementary science course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
  - d. History (shall include American history and world history): 6 semester hours, and Social Science (shall include geography and economics): 6 semester hours; or complete 3 semester hours in history, complete 3 semester hours in social science (geography or economics), complete a methods in teaching elementary history and social sciences course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; and
  - e. Arts: 3 semester hours.

# Wisconsin

Wisconsin standards are aligned with CAEP (and relevant SPA) standards.

Wis. Adm. Code § P 34.040

(g) Out-of-state program. The applicant meets all of the following requirements:

1. Completed an out-of-state educator preparation program that meets all of the following requirements:

- a. Is approved by the state education agency of the state in which it is located.
  - b. Is comparable to an approved program, including student teaching experience.
2. Received an institutional endorsement from the preparation program.
3. Demonstrated content knowledge by meeting the requirements under s. P 34.021 (1) (c).
4. Demonstrated pedagogical knowledge, as required under s. P 34.021 (1) (d).

Wis. Adm. Code § P 34.002

Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following:

- (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- (6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- (7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

(8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

(9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

(10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.