

DISSERTATION

**THE IDENTIFICATION OF ALTERNATIVE PRINCIPAL LICENSING
POLICY ELEMENTS AND ISSUES:
PERCEPTIONS OF COLORADO SUPERINTENDENTS AND PRINCIPALS**

Submitted by

Michelle Hickey-Gramke

School of Education

In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, CO

Summer 2006

UMI Number: 3233340

Copyright 2006 by
Hickey-Gramke, Michelle

All rights reserved.

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI[®]

UMI Microform 3233340

Copyright 2007 by ProQuest Information and Learning Company.

All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

Copyright by Michelle Hickey-Gramke 2006

All Rights Reserved

COLORADO STATE UNIVERSITY

May 22, 2006

WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY MICHELLE HICKEY-GRAMKE ENTITLED "THE IDENTIFICATION OF ALTERNATIVE PRINCIPAL LICENSING POLICY ELEMENTS AND ISSUES: PERCEPTIONS OF COLORADO SUPERINTENDENTS AND PRINCIPALS" BE ACCEPTED AS FULLFILING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

Committee on Graduate Work

Jean P. Lehman Jean P. Lehman
Karen C. Spencer Karen C. Spencer
Gwendolyn H. Glockner GLOCKNER

David C. Whaley David C. Whaley
Adviser
Jean P. Lehman
Department Head/Chair

ABSTRACT OF DISSERTATION
THE IDENTIFICATION OF ALTERNATIVE PRINCIPAL LICENSING
POLICY ELEMENTS AND ISSUES:
PERCEPTIONS OF COLORADO SUPERINTENDENTS AND PRINCIPALS

Given the high stakes accountability that exists today for student success and the responsibility for ensuring a faculty of highly qualified teachers (No Child Left Behind Act, 2001), the role of the school administrator is significantly more challenging and complex (Glickman, 2001) than in the past. In these particularly demanding times, the issue of administrator shortages in school districts has intensified and alternative principal licensing has emerged as a viable option. Given these needs, this investigation followed three lines of inquiry: (a) an examination of state policies related to principal alternative certification programming; (b) an analysis of the information gathered from an expert panel in education; and (c) a study of how superintendents and principals in public education perceived this information related to principal alternative certification policy. The first line of inquiry was conducted through a nation-wide survey. All 50 state licensing agencies were contacted in an effort to determine those states with an alternative principal licensing policy and then to discern the essential elements of each particular policy. Using the state licensing policy elements determined through the initial inquiry process, efforts were undertaken as a part of the second portion of this research to pattern code the various state licensing policy elements into nine representative

categories. This second line of inquiry was carried out using an expert panel of Colorado superintendents and principals. The third line of inquiry was conducted using a two round modified Delphi of Colorado public school superintendents and principals.

This study has extended the current knowledge of alternative principal licensing policy and has generated nine categories that school districts and state licensing agencies can use as a foundation to begin or modify their alternative principal licensing policy. The nine categories include: application, review panel, education requirements, work experience, induction, internships, license length, mentoring, and testing.

Michelle Hickey-Gramke
Education Department
Colorado State University
Fort Collins, CO 80523
Summer 2006

ACKNOWLEDGEMENTS

“Never let the fear of striking out get in your way”
-Babe Ruth

The following dissertation represents a compilation of efforts and support from numerous individuals. As you read this dissertation, note that the support of my husband, the teaching of my parents, the encouragement of my sister, and the guidance of my dissertation chair has made this work complete.

I would like to start by thanking my husband, Brad. Your genuine support, kindness, and love throughout this program have kept me balanced, focused, and determined. The word that would describe you over the past two years is: selfless. You truly are a wonderful man and without your encouragement, this dream could not have been achieved.

To my parents, Mary and Mike Hickey, I would like to thank you for your example as parents and educational leaders. Mom, thank you for providing me with an example of what best practices are in education and in life, you have given me insight beyond my years. By following your example I try to be a reader, thinker, and love people. Dad, thank you for pushing me to never quit; to go after my dreams; and to see education as a profession that is worth dedicating my life to.

I would also like to thank my personal cheerleader, my twin sister, Melissa. Thank you for your years of smiles, “more good stuff” cards, unconditional support, and

your love as my best friend. You have taught me to never give up and dreams do come true.

A sincere thank you to Dr. David Whaley, my dissertation chair. I firmly believe if every person had an advisor such as Dr. David Whaley; more individuals would be able to complete their dissertations and be able to reach their goals. You not only helped me research, write, and present; you listened, you cared, and you guided. One of the gifts I hopefully can give back to education will come from my experience with Dr. Whaley; modeling his guidance and mentoring, I will strive to assist students in my career as a university teacher.

Another individual I would like to thank is my methodologist, Dr. Gene Gloeckner. Your teaching style and passion for statistics steered me towards quantitative research, an approach that can be otherwise intimidating. A heartfelt thanks to Dr. Jean Lehmann, for your kindness and help throughout the program and to Dr. Karen Spencer for your questioning, additions to my research, and advice. Finally, I would like to thank my College Professor, Dr. Prisca Moore. She encouraged me a long time ago to “go straight on” for my Ph.D. when I attended Carthage College, and I will always be grateful for her encouragement and advice.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION	1
Statement of the Problem.....	1
Goal of the Study	3
Research Questions.....	4
Definition of Terms.....	5
Delimitations.....	8
Limitations and Assumptions	8
Researcher’s Perspective	9
 CHAPTER 2: REVIEW OF LITERATURE	 11
Background.....	12
Educational Reform	12
The History of Certification.....	16
Certification: An Instrument of Reform	16
Alternative Certification	18
National: Alternative Principal Licensing	18
Role of the Principal	20
Policy in Education.....	26
Colorado.....	29
Focus on Change.....	33
Summary	36
 CHAPTER 3: METHODOLOGY	 37
Research Approach	39
Participants.....	41
Instrumentation	41
Procedure	42
Validity	46
Reliability.....	47
Confidentiality	47
Data Analysis and Form of Results	48
 CHAPTER 4: FINDINGS	 50
State Policy Analysis	52
Review Panel Demographic Data	54

Modified Delphi.....	55
Findings Survey One.....	62
Findings Survey Two.....	81
Results by Demographic Data	103
CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	123
Procedures.....	124
Summary of Findings.....	125
Concerns	137
Conclusions.....	138
Recommendations.....	140
Further Research.....	145
REFERENCES	147
APPENDICES	
APPENDIX	
A Phone Survey Form.....	157
B State Licensing Agencies Contact Information	158
C Alternative Principal Licensing State Responses	163
D Stratified Random Sampling Colorado School Districts	167
E Regions of Colorado Represented	170
F Letter 1 to the Participants	171
G Survey 1	172
H Reminder Letter	197
I Letter for Survey 2 to the Participants	198
J Survey 2	199
K Thank You Letter.....	276

LIST OF TABLES

3.1	Research Questions.....	38
4.1	Composition of the Delphi Panel for Each of the Rounds.....	57
4.2	Attrition Rate of the Delphi Panel by Groups.....	57
4.3	Movement from survey 1 to Survey 2, Agreement Levels.....	99
4.4	Superintendent and Principal Differences for Alternative Principal licensing Policy Elements by Question.....	103
4.5	Superintendent and Principal Differences for Alternative Principal Licensing Policy Elements by Category	106
4.6	Elementary and Secondary Principal Differences for Alternative Principal Licensing Policy Elements by Question	108
4.7	Elementary and Secondary Principal Differences for Alternative Principal Licensing Policy Elements by Category	110
4.8	ANOVA Source Table of Mean Agreement Levels Based on Years Experience as a School Principal by Question	112
4.9	ANOVA Source Table of Mean Agreement Levels Based on Years Experience as a School Principal by Category	115
4.10	ANOVA Source Table of Mean Agreement Levels Based on School District Size by Question	117
4.11	Post hoc Comparisons and Effect Sizes for School District Size and Agreement Ratings on Alternative Principal Licensing Policy Elements	121
4.12	ANOVA Source Table of Mean Agreement Levels Based on School District Size by Category	121
5.1	Percent Agreement for the Elements of an Alternative Principal Licensing Policy	129
5.2	Conclusions Sorted by Agreement Level	140

LIST OF FIGURES

1.1	Alternative Principal Licensing Framework	3
2.1	Concept Map Showing Themes and Sequence of Review of Literature	11
2.2	Scale Scores for Mathematics, Colorado vs. National Public	30
2.3	Scale Scores for Reading, Colorado vs. National Public	31
3.1	Delphi Study Procedure	43
3.2	Example of Expert Group/Field Test Survey	45
4.1	Respondents Roles in a School District	59
4.2	Years as a Principal	60
4.3	Path to Education	60
4.4	Size of School District	61
4.5	Years as a Superintendent	61
4.6	Gender of Responding Participants	62
5.1	States with Alternative Principal Licensing	127
5.2	Questionable Alternative Principal Licensing States	127
5.3	States without Principal Licensing Requirements	127
5.4	Participants Agreement Level by Question; Agree to Strongly Agree	131
5.5	Recommendations for Alternative Principal Licensing Policy Elements	144

CHAPTER 1: INTRODUCTION

Statement of the Problem

Given the high stakes accountability that exists today for student success and the responsibility for ensuring a faculty of highly qualified teachers (No Child Left Behind Act, 2001), the role of the school administrator is significantly more demanding and complex (Glickman, 2001) than in the past. In these particularly demanding times, the issue of administrator shortages in school districts has intensified. Trend data reveal that the nation is facing a crisis level administrator shortage (Institute for Educational Leadership, 2000, p.3). Further, the Bureau of Labor Statistics (2004) anticipates that the number of available jobs in school administration will grow 10-20 percent over the next five years.

Principal preparation has taken many shapes in response to the nation's changing needs for effective school leadership. The National Center for Education Information (NCEI) found that nineteen states have started alternative principal licensing programs or will be pursuing alternative certification in the next few years (Feistritz, 2003). Alternative licensing programs were not prominent in the past due to the sufficient supply of new principals from traditional administrator preparation programs (Daresh, 2001). During the past decade, however, the momentum towards alternative licensing programs increased for a variety of reasons. As reported by Lovely (2004), forty percent of all public school principals will retire or leave the profession before 2010. With this high

turnover, the presence of alternative licensing programs will become evermore apparent. Even today the smaller pool of principal candidates is alarming in a number of school districts and has led to many districts scrambling to find leaders (Lovely, 2004). Fullan (2001) aptly projected that the effects of alternatively trained administrators in the workplace must be explored.

The need to provide high quality administrators during a time of shortage has given impetus to the creation of alternative principal licensing programs. Alternative licensing programs provide an opportunity for individuals to begin the principalship without formal administrative training. During the training period, individuals participating in such programs can earn salaries and obtain the same rights and responsibilities of traditionally trained principals.

There is an urgent need to research alternative routes to the principalship because questions exist as to the efficacy of non-traditional administrator licensing routes. Natriello (1992) suggested that alternative routes to licensing "...are like many other education innovations, an idea that has been widely adopted well ahead of evidence of its effectiveness" (p. 7). The National Conference of State Legislatures (NCSL) recommended that a discussion among policymakers and the education community address these urgent issues and reexamine the policies and practices that affect school leadership. Although this recommendation was made, a limited number of research studies have been conducted on alternative principal licensing nationally since 1993 and few studies have been conducted on the state level in Colorado.

Hence, using a modified Delphi, this study has extended the current knowledge of alternative principal licensing policy. This investigation included three lines of inquiry:

(a) an examination of state policies related to principal alternative certification programming; (b) an analysis of the information gathered from an expert panel in education; and (c) a study of how superintendents and principals in public education perceived this information related to principal alternative certification policy.

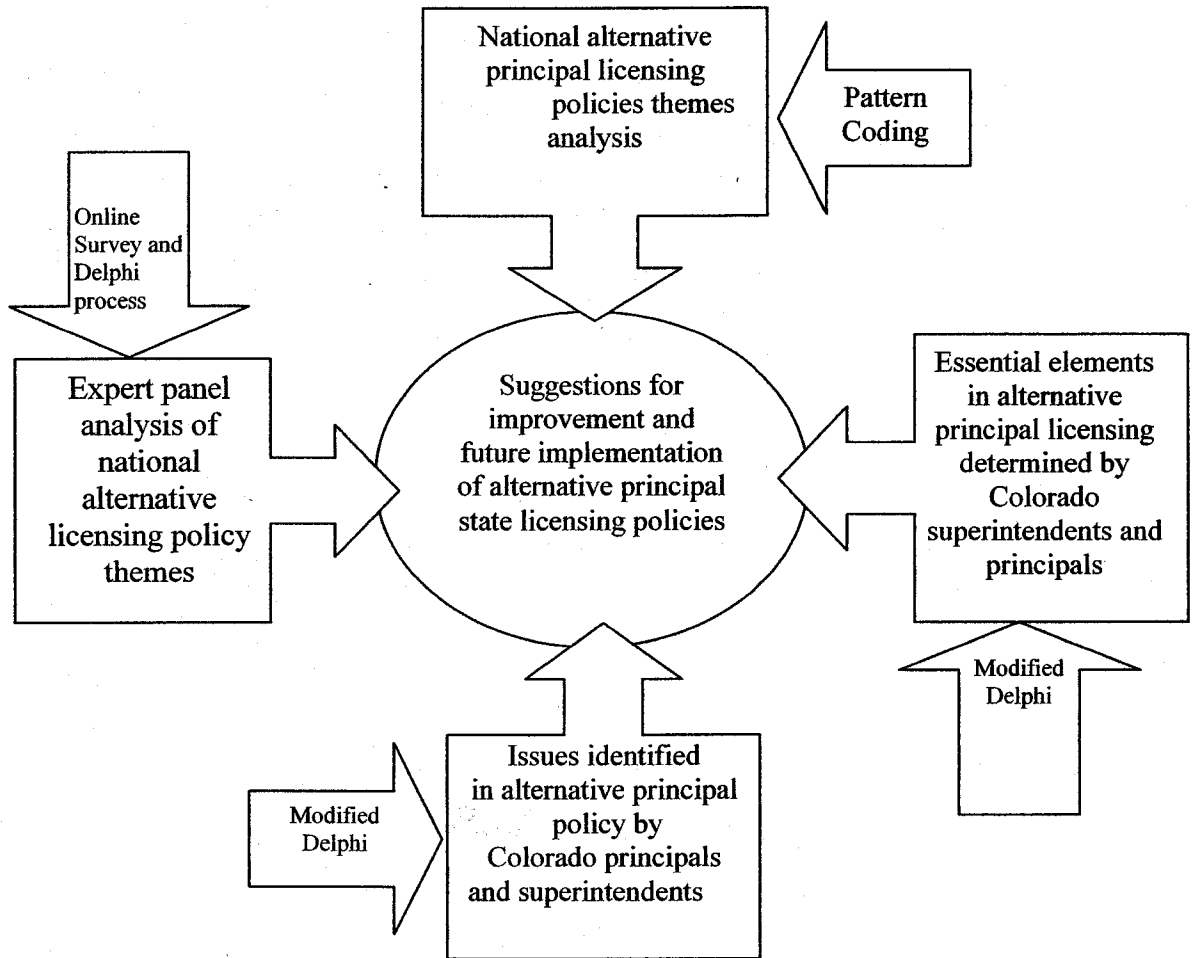


Figure 1.1. Alternative principal licensing framework.

Goal of the Study

The goal of this study to was to generate the essential elements for a statewide alternative principal licensing policy and determine the issues that surround alternative principal licensing policies.

Research Questions

Question 1: What are the major elements found in state policies for alternative licensing of principals?

- 1.1 Nationwide, what are the major elements found in state policies, pertaining to the alternative licensing of principals?
- 1.2 Which elements are consistently found in state policies relevant to alternative licensing of principals?

Question 2: What are the issues that impact principal alternative licensing policy requirements?

- 2.1 What are the issues identified by Colorado district superintendents and principals that affect the efficacy of alternative certification of principals?
- 2.2 According to district superintendents and principals, what is the agreement level of alternative principal licensing elements?

Null Hypothesis

- 1 There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies.
2. There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school district size.
3. There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on years of principal experience.
4. There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school level.

Definition of Terms

Traditional principal certification: “A person who has successfully completed an approved program of preparation; has three years of full-time teaching experience; has successfully completed the appropriate assessment requirements; and holds a master's degree in education from an accepted institution” (Educator Licensing Act of 1991, 22-60.5-R-111 (14)).

Accepted institution of higher education: “An institution of higher education that offers at least the standard bachelor’s degree and is recognized by one of the following regional associations: Western Association of Schools and Colleges, Northwest Association of Schools, Colleges and Universities, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Southern Association of Colleges and Schools, or Middle States Association of Colleges and Schools” (Educator Licensing Act of 1991, 22-60.5-R-111 (14)).

Alternative principal certification: “The Department of Education may issue a principal authorization to a person who does not hold a principal license, but who holds an earned baccalaureate or higher degree from an accepted institution of higher education” (Educator Licensing Act of 1991, 22-60.5-R-111 (14)).

Colorado traditional principal license: Colorado has a provisional and a professional principal license (22-60.5-301). For an individual to earn a provisional license the candidate must:

- A) Hold an earned baccalaureate degree from an accepted institution of higher education;
- B) Has completed an approved program for preparation of principals;

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

D) Has demonstrated professional competencies in subject areas as specified by rule and regulation of the state board of education pursuant to section 22-60.54-303.

Colorado alternative principal licensing policy: Current principal authorization policy reads (22-60.5-111(14)):

TITLE Rules for the Educator Licensing Act of 1991, 1 CCR 301-37, Principal Authorization Preparation Rules

4.17 Principal authorization. The department of education may issue a principal authorization to a person who does not hold a principal license, but who holds an earned baccalaureate or higher degree from an accepted institution of higher education;

4.17 (1) has completed a teacher or special services provider preparation program, in an accepted institution of higher education, and is eligible for or hold a valid Colorado teacher or special services provider license, and provides documented evidence of three or more years of full-time successful experience; or

4.17 (2) provides documented evidence of three or more years of full-time successful experience as an unlicensed teacher or special services provider in a nonpublic or public elementary or secondary school in this state or another state (different states measure teacher licensing requirements differently);

4.17 (3) provides documented evidence of three or more years of full-time successful management experience; and will be employed pursuant to the provisions of section 22-32-110.4

Licensure: “The official recognition by a state governmental agency that an individual has met state mandated requirements and is approved to practice as a duly certified/licensed educator in the state” (Educator Licensing Act of 1991, 22-60.5-R-111 (14)).

Highly qualified principal: “A school administrator is an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. ensuring management of organization, operations, and resources for a safe, efficient, and effective learning environment.
4. collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
5. acting with integrity, fairness, and in an ethical manner.
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.” (ISLLC Leadership Standards, 1998)

District superintendent: “The superintendent is the chief educational leader and spokesperson of the school district” (Cunningham & Cordeiro, 2000, p. 128).

School administrator: “A person who provides instructional leadership as well as manages the day-to-day activities in schools” (U.S. Department of Labor Statistics, 2004).

School principal: “Principal: Any person who is employed as the chief executive officer or an assistant chief executive officer of any school in the state and who administers, directs, or supervises the education instruction program in such school.” (Educator Licensing Act of 1991, 22-60.5-R-111 (14))

Delphi: “Characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Murray, 2002).

Element: “A fundamental, essential, or irreducible constituent of an entity and an essential requirement of a general plan” (Hill, 2005).

Issues: “a) A point or matter of discussion, debate, or dispute, b) A matter of public concern, c) A misgiving, objection, or complaint, d) The essential point; crux, e) A culminating point leading to a decision” (Hill, 2005).

Delimitations

This study focused on the attitudes of Colorado district superintendents and principals around alternative principal licensing. The other forty-nine states in the country may have school district stakeholders that hold a different opinion around alternative licensing.

Limitations and Assumptions

Alternative principal licensing is a form of certification that has not been widely researched on a national or state level. The lack of research in alternative principal

licensing allowed for this study to show original research; however, this also limited the researcher's ability to compare the research results to other studies.

Colorado was in the first year of alternative principal certification during the research of this study. This study required district superintendents and principals to respond to questionnaires. The first round of the on-line survey included information on the current alternative licensing policy in the state of Colorado. Based on the stakeholder's limited experience with alternative principal licensing in Colorado, if the school district stakeholders did not read the information enclosed with the questionnaire, some individuals would not have had the knowledge base to make informed reactions to the alternative licensing survey.

Researcher's Perspective

This investigator for this study holds a Bachelor's degree in elementary education, a Master's degree in administrative leadership and policy studies, a variety of teacher certifications (K-9), a principal's certification (K-12), taught in a public schools, and has worked with Colorado Department of Education in alternative principal licensing. This background provided the researcher with a strong practical understanding of the traditionally licensed teacher and administrator as well as a theoretical understanding of alternative principal licensing.

It is evident after working in the public school setting that increasing pressures are being placed on the school administrator through the No Child Left Behind Act (2001). Based on the demands of the job, many school administrators are retiring. The stress and overwhelming retirement rate seems to be leaving a significant gap in school leadership at a time where schools need strong, knowledgeable leadership. This is compounded by

the shortage of educators who are willing to become administrators.

The researcher has strong ties and passion towards the field of education and an even further commitment to school administration. Without strong, dedicated, reflective, and knowledgeable school leaders, public education will fail. Furthermore, education policy design as an instrument that should support the public schools and supply them with the resources they need to be successful. With the large numbers of principal openings projected to occur, it is proactive to investigate alternate routes to the principalship. Further, since alternative principal licensing is such a new idea, the implementation of alternative certification for principals on a wide scale needs to be critically evaluated for its effectiveness before steadfast acceptance occurs.

Comparing the state policies in alternative principal licensing on a national level and surveying the principals and district superintendents in Colorado about their beliefs around alternative principal licensing, based on the policy and literature themes; will prove to be a reliable way to make improvements on current policies in alternative principal licensing and serve as a model for future alternative principal licensing policy design.

CHAPTER 2: REVIEW OF LITERATURE

This chapter offers a discussion of the literature on alternative principal licensing on the national and state level. It begins with a summary of the history of educational reform and certification, continues with a national focus on alternative principal licensing, summarizes the national principal shortage, and concludes with a discussion of Colorado-based policy and licensing. Figure 2.1 presents a concept map showing the summary movement from national to Colorado studies.

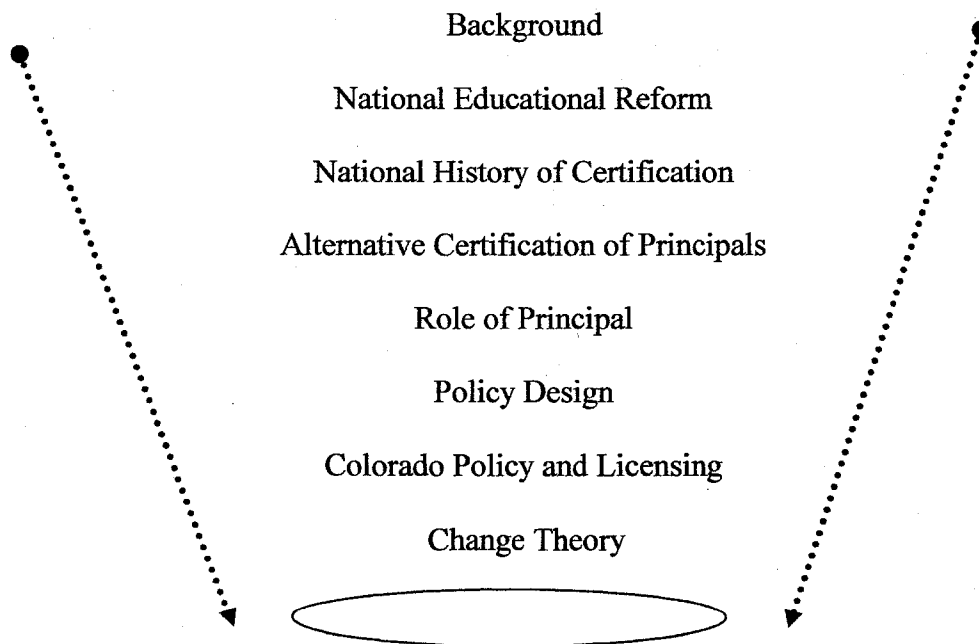


Figure 2.1. Concept map showing themes and sequence of review of literature.

Background

The United States is facing a crisis level principal shortage (Institute for Educational Leadership, 2000, p.3). The Bureau of Labor statistics anticipates that the number of available jobs in school administration will grow 10-20 percent over the next five years. The dearth of principal candidates has led to a significant number of states actively searching for leaders to take over the principalship. With the high need for school leaders, the Institute for Educational Leadership (2003) conducted a study on policy and principal preparation. The institute recommended that “Since state licensure policies have such a direct impact on the ultimate quality of the talent pool, it is important to review accredited principal preparation programs. The goal: to look for indicators of quality, as well as for alternatives to consider in their place” (p. 5).

Educational Reform

The start of the current educational reform movement began in 1983 when, “*A Nation at Risk: The Imperative for Educational Reform*,” was reported to the American public. Under the Reagan administration, *A Nation at Risk* warned of America’s decline in educational performance (Hawkins, 2001). In 1991, George H. Bush formally announced to the public his plan to reinvent American education as part of his “America 2000” initiative. This policy launched the concerns of principal preparation into the public eye. Under this policy, alternative administrator certification became a priority of the Bush administration. The initiative stated:

Congress will be asked to make grants available to states and districts to develop alternative certification systems for teachers and principals. New college graduates and others seeking a career change into teaching or school leadership are often frustrated by certification requirements unrelated to subject area knowledge or leadership ability. This initiative will help states and districts to

develop means by which individuals with an interest in teaching a school leadership can overcome these barriers (U.S. Department of Education, 1991, p. 16).

With the national focus on principal preparation and administrator accountability, the “No Child Left Behind Act” (NCLB) was created in 2001 under President George W. Bush. This bipartisan policy was designed to improve student achievement and change the culture of America’s schools. The U.S. Department of Education (2005) released this statement:

Federal policy has had a significant impact on America’s schools and children ever since Elementary and Secondary Education Act was enacted in 1965. Yet, despite hundreds of programs and hundreds of billions of dollars invested during the last generation, American students still lag behind many of their fellow foreign students and the academic achievement gap in this country between rich and poor, white and minority students, remains wide (p. 14).

No Child Left Behind has a strong resemblance to Reagan’s A Nation at Risk policy, yet has a more intensified focus on four key principles: stronger accountability for results; greater flexibility for states, school districts, and schools in the use of federal funds; more choices for parents of children from disadvantaged backgrounds; and an emphasis on teaching methods that have been demonstrated to work (NCLB, 2001). Every pillar impacts school administrators, and intensifies their role as a principal.

Scholars have categorized the current reform movement into three waves (Murphy, 1990; Petrie, 1990; Farrar, 1990), which began with the publication of *A Nation at Risk*. The first wave of the educational reform movement can be characterized by state legislatures demanding more accountability by implementing additional regulations (Timar & Kirp, 1988). These top-down changes mainly focused on student and teacher performance by increasing graduation requirements, introducing core curriculum

requirements, emphasizing basic skills, creating a longer school year, implementing more stringent teacher certification requirements, improving salaries and working conditions for teachers, enhancing and redesigning teacher preparation programs, and developing alternative teacher certification initiatives (Farrar, 1990; Gooden, 1993).

Although there were substantial gains in certification requirements and emphasizing student's basic skills during the first wave, Petrie (1990) found that they were ineffective because state governments demanded more accountability by imposing reforms that asked schools to continue to do what they were already doing, but do it better. Gooden (1993) found, "lawmakers left teachers and school administrators out of the change-making process" (p. 19).

The second wave of reformers proposed that schools be restructured. Kluake (1989) wrote that societal pressures are profoundly affecting student and school performance. She added that quality education could only be achieved by preserving and building upon success, and redesigning and rethinking those aspects of the system that are not working. School based management, decentralized decision making, school choice, teacher empowerment, and re-educating teachers so they perceive themselves as reflective practitioners were all focal points of this wave (Gooden, 1993; Kowalski & Ritzug, 1993).

Jacobson (1990) suggested while some reformers were reconceptualizing the teacher's role, they were also beginning to reconsider the administrator's role. The Holmes Group (1986) stated "the existing structure of schools, the current working conditions of teachers and current division of authority between administrators and teachers are all seriously out of step with requirements of the new profession" (p. 67).

The Carnegie Commission asserted “no organization can function well without strong and effective leadership and schools are no exception” (Carnegie, 1986, p. 61). However, they reasoned that the leadership models being used in schools are better suited for other types of organizations and, given restructuring efforts, schools would benefit by rethinking the role of the school leader (Gooden, 1993).

The third wave focused on principal preparation programs. In 1990, a national survey of 4,000 principals, superintendents, and central office administrators was conducted to examine the feelings school leaders have about their training programs. Fifty-one percent of the respondents rated the quality of their training programs as either fair or poor. Less than 10 percent indicated that their programs were beneficial to their current jobs, whereas over 60 percent felt that on the job training was the most beneficial preparation (Heller, Conway, & Jacobson, 1990). This lack of satisfaction in traditional principal licensing programs and positive feedback to on the job training, could have started the early thoughts around alternative principal licensing.

In 1994, the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) formed a consortium to develop a set of standards to define and guide the practice of school leaders (Ferrandino, 2002) named the Interstate School Leaders Licensure Consortium (ISLLC). The Consortium produced the ISLLC Standards for School leaders in 1996. These standards were developed to focus on indicators of knowledge, dispositions, and performances that are important to school leadership (Hessel & Holloway, 2002). *A Framework of School Leaders* highlights, “A fresh vision for school leadership is emerging in the new millennium. The ISLLC standards have laid a solid foundation. The

resulting structures are intended to help develop, support, and nurture the current and succeeding generations of school leaders” (p. 1). The six ISLLC standards and 200 indicators guide many principal preparation programs today.

The History of Certification

Certification first appeared in the United States in 1825 (Kinney, 1964). Teacher certification primarily started due to the scarcity of teacher candidates. When certification was exclusively the responsibility of local authorities, they were primarily concerned with the moral, political, and religious backgrounds of potential candidates and less with their academic abilities (Gooden, 1993). Kinney suggested that as certification became more centralized, requirements became more uniform. As state bureaucracies became more organized and involved in education, written examinations became more uniform and candidates were better informed about the information that would be covered on their state tests.

Kinney also researched the National Teachers Association (NTA) and found that since the NTA believed, “education is primarily a state responsibility. Such items as certification, tenure, salaries, and curriculum are concerns of the state” (p. 58). Therefore, although certification requirements became more common, the NTA did not mobilize the organization to achieve licensure similar to what is found in other professions. Today, states still hold their unique certification requirements for both teachers and principals.

Certification: An Instrument of Reform

Many reformers view changes in certification as a route to better training programs and school improvement. The National Commission of Excellence in Educational Administration (1988) stated:

Although the schooling of future generations is in the lofty rhetoric of public discourse, touted as the nation's most critical responsibility, it is difficult to think of another profession in which screening is so poorly executed. Current licensure procedures do a great disservice because they purport to designate individuals particularly suited by character, intelligence, and skill to administer schools; but that claim is indefensible (NCEEAA, 1988, p. 21).

The Commission made numerous recommendations when the report was released, and two recommendations apply to alternative principal licensing: a) Licensure should depend on the completion of a state-approved program, demonstration of knowledge and skills, evidence of performance recommendation by the professional preparation program, adherence to a professional code of ethics and, for principals, teaching experience. b.) Temporary or emergency licensure should not be granted (NCEEAA, 1988, p. 14, 21-23).

Fifteen years after the NCEEAA report came out, some leading agencies changed their thinking around principal licensing. The National Governors Association's Center for Best Practices (2003) reported, "To improve the system of preparing and developing principals, governors and other state policymakers should focus on three key areas - licensure, preparation, and professional development" (p. 3). The licensure requirement reads, "States should remove barriers for talented individuals to enter the profession and move toward a more performance-based system of certifying and rewarding school leaders" (p. 4). The preparation section followed by stating, "States should allow and expand alternative preparation programs and develop a rigorous and defensible system of accreditation for programs and institutions that prepare school leaders" (p. 4).

Alternative Certification

Alternative certification policies and programs are not a new phenomenon (Gooden, 1993, p. 8). Alternative teacher preparation policies have been in place since the early 1980s (Cornett, 1991; Feistitzer & Chester, 1991); however, alternative principal certification policies are a more recent development. The National Center for Education Information (2002) found that 19 states had alternative principal licensing programs and 28 states are either experiencing or see that principal shortage will be a problem in the future. The National Policy Board (1990) recommended that avenues should be created so qualified individuals can become school administrators. They further recommended that alternative certification policies be consistent with and more stringent than those criteria used for attaining the traditional credential. Some proponents of alternative certification for administrators believed that schools will not improve until the quality of educational leadership is strengthened (Whitaker & Turner, 2000; Murphy, 1990; Cooperman, 1988).

National: Alternative Principal Licensing

Starting in 1987, the University Council for Educational Administration (UCEA) identified several “key” problem areas for school leaders in America including, the need for principal licensure systems to promote excellence and an absence of a national sense of cooperation in preparing school leaders. The UCEA report recommendations were targeted toward policy makers. One of the suggestions made was, “that state policymakers should base licensure procedures on defensible claims about what equips an individual to effectively lead a school” (Achilles, 2001, p. 8).

Gates (RAND, 2003) found that “formal barriers such as certification requirements and informal barriers such as district hiring practices all but exclude those without teaching experience from consideration for administrative positions.” The Thomas B. Fordham Institute (2003) reached a similar conclusion in their report *Better Leaders for America’s School: A Manifesto*. They confirmed that state licensure systems and processes contribute to and exacerbate the principal shortage problem. The *Manifesto* emphasized the impact of current policies on the quality of the candidate pool. “Our conventional procedures for training and certifying public school administrators...are simply failing to produce a sufficiency of leaders whose vision, energy and skill can successfully raise the educational standard for all children” (p. 7). The report suggested minimizing regulations that make it impossible for interested applicants trained in other fields and disciplines to enter the profession. Before alternative principal licensing, individuals who were not certified teachers were automatically barred from consideration in 48 states.

Frederick Hess (2003), a leading author in educational reform, questioned, “If schools can’t find qualified candidates in the traditional candidate pool, should they look elsewhere” (p. 119)? He found that many individuals with leadership skills acquired in other fields would be willing to be a school principal if they were not barred by the traditional certification requirements. Hess also reported that devising alternative pathways or doing away with certification rules altogether could dramatically expand the talent pool.

The University of Washington (2003) similarly questioned if individuals without school experience could be qualified to run a school. Researchers interviewed principals

from a wide variety of schools and concluded that the principal's one essential leadership skill was diagnosing and acting on the needs of the school. This included functions that require special knowledge, such as instructional leadership (Roza, 2003). The Center of Reinventing Public Education (2003) found that superintendents valued other qualities ahead of teaching experience. Responding to a forced-choice question, 83 percent chose, "experience leading professional colleagues" as the most important requirement, whereas just 14 percent chose classroom teaching experience (Lashway, 2003).

Role of the Principal

Educational mandates of the past have pressured school administrators to perform at an elevated level; however, the four pillars of NCLB have launched administrators into an extremely high stakes environment, causing many potential administrators to rethink the school leadership role. Daresh (2001) writes, "Schools are losing their leaders at an alarming rate across the United States and throughout the world. Early retirements are luring many out of the principals office and school systems are continuing to grow" (p. xi). As the national focus on school accountability and high stakes testing increases, the role of school administrator will continue to be more demanding (Glickman, 2001) where the long term impact will reflect principal shortages (Lovely, 2004) and alternative principal licensing programs (Achilles, 2001).

Rick DuFour, A leading author and practitioner in education wrote a principal "must focus on the future but remain grounded in today. They must see the big picture, while maintaining a close eye on the details. And they must be strong leaders who are instructional maestros" (1999, p.12). Further, The National Governors Association

Center for Best Practices (2004) focused on improving teaching and learning by improving school leadership. They reported:

The roles and expectations for school leaders have changed markedly in recent years as attention has heightened around the importance of increasing student achievement. In addition to responsibilities such as personnel management, community and media relations, and student safety, principals and superintendents are now also expected to be instructional leaders. Effective instructional leadership requires the ability to utilize data to drive instruction, to distribute leadership responsibilities among administrators and teachers, to protect time for instruction and professional growth, to link teachers to external professional learning opportunities, and to provide mentoring, supervision and support around an agenda focused on academic achievement. Few practicing principals or superintendents or those entering the profession possess all of these skills. Nor are most state and district policies supportive of the practice of instructional leadership.

No Child Left Behind Act's Impact on the Role of Principals

The Accountability pillar in the No Child Left Behind Act (NCLB) is designed to help all student meet high academic standards (U.S. Department of Education, 2001). It requires that every state creates an annual assessment that measures children's proficiency in reading, science, and math beginning in third grade and continues through eighth grade (NCLB I-B-1111-a; NCLB I-B-1111-c-i). The data that is produced from the state's annual assessment has to be disaggregated around a students poverty level, race, ethnicity, disability, and limited English proficiencies (NCLB, 2001). From this data, a school "report card" is designed displaying to the public how well students are performing when compared with the state standards. Depending on how the school scores on their test driven report card, a variety of penalties and rewards lie ahead for the school administrator.

Title II, under the No Child Left Behind Act, was specifically designed for, "Preparing, training and recruiting high quality teachers and principals" (Title II). The

accountability of the school administrator for student achievement on the state standardized test is noted within the first section of Title II (2) where the three focus areas of Accountability are laid out; standardized testing, Annual Yearly Progress (AYP), and achievement gap repair. With the three central aims of the Accountability pillar defined, an administrator is forced to successfully implement every guideline of the Act because to fail at any of these three areas would impact the school, leading to federal based tutoring, transfer of students, replacement of staff, and most piercing, school closures.

A school and school district are required to have all (100%) students in the state achieving at the proficient level on state assessments in reading/language arts and math by the 2013-2014 school year (Secretary Page, 2002). The one hundred percent student proficiency includes special education, English as a Second Language learners (ESL), and district/state transfer students (III-b-2-A; III-b-3-C-xi). AYP's one hundred percent also focuses on the achievement gap by producing disaggregated data showing all the student groups, such as, the poor and minorities in their AYP score. The proficiency mandate could end up creating a system where principals will find ways to "get around" admitting transfer students, ESL, or special education students into their buildings, because the scrutiny of the public through annual school report cards, based solely on the standardized test scores, and penalties they face if they do not make AYP.

Focus on What Works

Curriculum, highly qualified teachers, alternative licensing, and use of funding are covered under the Focus on What Works pillar. The central focus of this pillar is on research. Any educational programs and practices have a chance to be funded by the government if they have clearly demonstrated to be effective through rigorous scientific

research (U.S. Department of Education, 2001). Principals now have to be more savvy and well read when deciding on a curriculum for their school because they have to defend every curriculum they use under the Focus on What Works pillar. In 2002, the Department of Education's Institute of Educational Sciences (IES) began the What Works Clearinghouse to provide scientific evidence on what works in education. It is purportedly an independent source of research, although funded by the government.

The central focus on the What Works pillar is the highly qualified teacher. The definition of a highly qualified teacher specifies that each teacher must have a bachelor's degree, have subject-matter competency, and be a fully licensed teacher (II-A-2102-4). Highly qualified teachers are not difficult for administrators to find in affluent, suburban school districts, but are more infrequent in impoverished, urban districts (Carter, 2001). One way the federal government recommends improving the number of highly qualified teachers is to implement more alternate paths toward teaching (II-C-2302-a). Alternative teacher licensing gives administrators more options for teachers, but alternative licensed professionals are often found teaching in the schools that need high quality teachers the most (Hodges, 1995; Prince, 2002)..

The NCLB law was adjusted in 2004 (Highly Qualified Staff Title I Directors' Conference, 2003) to compensate sixth grade teachers with an elementary certification. Middle school teachers now have to show a "demonstration of competency" through the addition of HOUSSE. High, Objective, Uniform State Standard of Evaluation (HOUSSE) allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements (U.S. Department of Education Fact Sheet, 2005). Proof may consist of a combination of

teaching experience, professional development, and knowledge in the subject garnered over time in the profession. This takes some of the pressure off of districts and administrators to have all highly qualified teachers by the 2005-06 school year (I-A-1119-a-2).

Parents Choice

Pillar three, Enhanced Parental Choice, was designed to strengthen parent involvement and choice in education. Under this pillar students have the opportunity to transfer to another school when their building has Title I programs and have been identified for school improvement, corrective action or restructuring (U.S. Department of Education, 2004). The Enhanced Parental Choice and Accountability pillars are integrated together because if the school is ranked “in need of improvement” under the Accountability pillar, the Enhanced Parental Choice pillar possibilities begin. Administrators face the challenge under this pillar to “sell” their school; otherwise they face massive student transfers from their building. High student movement out of a building could lead to teacher cuts or reduction of extracurriculars in their building because of lower per pupil revenue.

Charter Schools are used under NCLB when a school is in need of “dramatic change” (V-B-5202-a). This “dramatic change” occurs anywhere between three years to five years in school districts across the country where principals and teachers are dismissed and new staff is brought in to take over (V-B-5201). Across the country, the trend to close schools and make them private or charter schools is starting; Michigan has 185 charters, Florida has 149 charters, California has 302 charters, and Arizona has 416 charters (American School Board Journal, 2001). Charter schools are problematic for

administrators because successful administrators build relationships (Kouzes & Posner, 2002) , trust (Schumaker, 2001), and community (Senge, 2000). If the school administrator and staff are nervous about their jobs constantly, learning communities (Du Four, 2005) and student achievement (Marzano, 2003) will never be accomplished.

Flexibility

The Flexibility and Local Control pillar is the reward for the high accountability in NCLB (U.S. Department of Education, 2001). Flexibility and Local Control gives the states and school districts the ability to decide where they want to spend a great amount of their Title I money. According to the U.S. Department of Education report (2001) “The Facts About Local Control and Flexibility”, the benefit to school administrators is, “principals will spend less time filling out forms and less time dealing with federal red tape and more time focusing on student progress. One way administrators can focus on student progress is through professional development.

In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. Teachers and administrators can use a variety of funds under NCLB to be further trained in their profession. The only requirement is the professional development activity follows under the research oriented Focus on What Works pillar. The benefit to pillar four is that professional development is key to successful leadership (Sergiovanni, 1999) where ongoing assessment (Danielson, 1995), best practice (Fountas & Pinnell, 1999), change process (Fullan, 2001) and data driven decisions (Marzano, 2003) can be taught to an

entire staff, forming a professional learning community (Du Four, 2004). School leadership is harder than it has ever been (Fullan, 2001), so continuous professional development to learn about leadership will create a strong leader in the “wave of change” (Schumaker, 2001).

The administrator shortage is significant, but it may not all be due to the demands of the job and policy changes. The impact of the baby-boom retirements and flat educational attainment rates are troublesome in the context of the U.S. workforce. Between 1980 and 2000, the share of workers with at least some college increased by only twenty percent. Ellwood, (2001) projected if the current rates of college going persist, the share of Americans with at least some postsecondary education training will only increase by four percent between 2000 and 2020. The lack of college graduates will impact the teacher pool and even more significantly effect principal applicants that require a higher education degree.

Policy in Education

Silhanek (1990) writes, “Numerous authors have traced the emerging role of state government in educational policy from the initial state involvement in education to the present era of proliferation of state-level educational reforms and all have cited research establishing that public education in the United States is a function and responsibility of the state government” (p. 14). Many writers have acknowledged the deluge of state-level initiatives in response to the national call for reform measures related to improving school leadership (Fullan, 2001; Gooden, 1990; Silhanek 1990). However, concerns have been expressed that many of the state reforms related to administrator certification and professional development may be misdirected, ineffective

and counterproductive (Griffiths, Stout, Forsyth, eds., 1988; Silhaneck 1990; Swanson, 1989). Difficulties states encounter in accomplishing major reforms are extensive:

- (a) the impact of policy may take a decade or more to be realized whereas the American public expects and even demands immediate results;
- (b) the information base is spotty to nonexistent;
- (c) recommendations and initiatives of policymakers provoke controversy and backlash;
- (d) "education in the United States is a complex mixture of public and private institutions administered at various levels under the interdependent authority of federal, state, and local agencies and boards which results in conflicting evaluations of educational problems and practices at cross-purposes that meet neither national nor local goals" (Walberg, 1984, p. 5);
- (e) most state reform packages lack coherence;
- (f) leadership training for administrators often has been disconnected from state education agendas; a definition of good educational leadership and a national sense of cooperation in preparing school leaders does not exist (Silhanek, 1990, p. 15).

Additional issues evident in administrator reform are found in the state education agencies and in the state board of education (Fielder, 1989). Part of these difficulties include (a) state education agencies typically do not have a well-defined data collection and dissemination system; (b) state education agencies are not well understood as organizations; (c) most state education agencies experience high levels of fiscal stress, limited resources and program discontinuity and (d) state education agencies do not have a powerful, cohesive clientele to support their legislative proposals (Fielder, 1989).

Some of the problems with policy design were brought to the public eye when Guba (1984), contended that the term "policy" was not defined in any uniform way and that it was rarely defined at all. He provided eight different definitions of policy that he categorized into three policy types:

Policies-in-intention:

1. Policy is an assertion of intents or goals
2. Policy is the accumulated standing decisions of a governing body by which it regulates controls, promotes, services, and otherwise influences matters within a sphere of authority.
3. Policy is a guide to discretionary action
4. Policy is a strategy undertaken to solve or ameliorate a problem.

Policies-in-implementation

5. Policy is sanctioned behavior, formally through authoritative decisions, or informally through expectations and acceptance established over time.
6. Policy is a norm of conduct characterized by consistency and regularity in some substantive action area.
7. Policy is the output of the policy-making system

Policies-in-experience

8. Policy is the effect of the policy-making and policy-implementing system as it is experienced by the client (pp. 64-65).

Using this model, states have the challenge of determining the definitions that will guide their actions (Silhanek, 1990).

The “cloudy objectives” in policy call for a demand in policy and program evaluation. “As a natural result of the political process, government programs usually have ambiguous objectives. Both the authorizing legislation and the program regulations are usually vague about program objectives, priorities, and measures of success” (Wholey, 1979). Appealing to broad interests means that there are often ambiguous goals and too much definition can be harmful to the life of the program (Weidman, 1975). Although the demand for evaluation is strong, there are problems with such a task. “Given the ambiguity in program objectives and performance measures, evaluators find it difficult to determine the information needs or information priorities of policymakers” (Wholey, 1979, p.9).

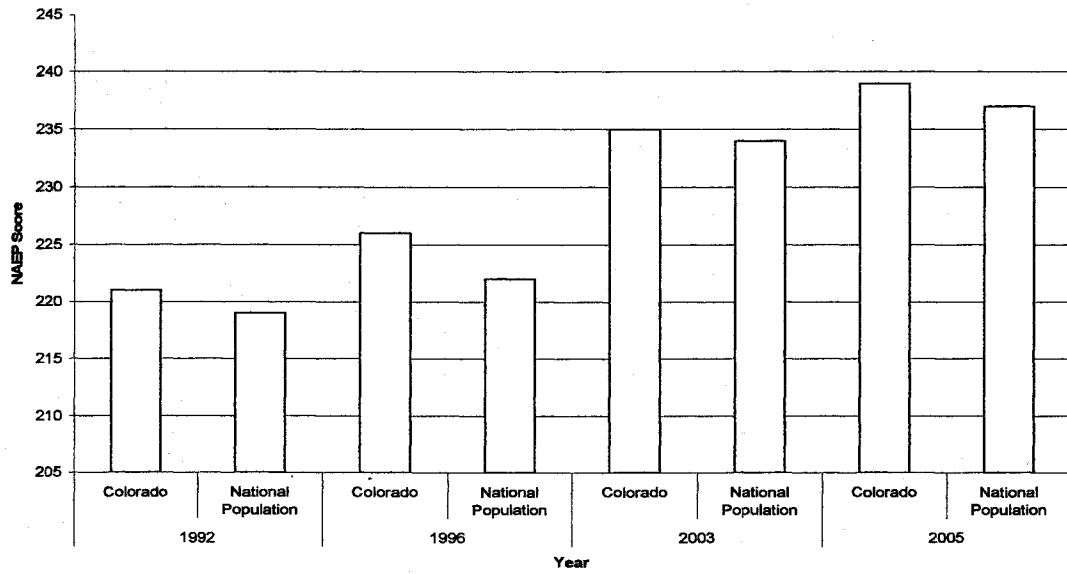
Colorado

Colorado has 178 school districts in the state totaling over 757,000 students (NCES, 2004). Colorado spends an average of \$7,480 per pupil and has 1,672 schools in the state (Common Core of Data, 2003-04). The racial background of the population is 64.5 percent white, 5.8 percent African American, 25.3 percent Hispanic, 3.1 percent Asian/Pacific Islander, and 1.2 percent American Indian (Common Core of Data, 2003-04).

The following figures highlight that Colorado's K-12 students are either equal to the National Public Average or higher in their performance on the National Assessment of Educational Progress (NAEP). The NAEP reports statistical information about student performance and factors related to educational performance for the nation. It includes students drawn from both public and private schools and reports results for student achievement at grades 4, 8, and 12. These assessments follow subject-area frameworks developed by the National Assessment Governing Board (NAGB), and use the latest advances in assessment methodology. The questions and the framework for NAEP remain consistent over time.

According to a recent study by McREL, (Waters, Marazano, & McNulty, 2003), figures four through six demonstrate that Colorado's school districts are a strong reference point for the rest of the nation's schools and administrators to follow. This report indicates that leadership directly impacts student achievement. McREL's leadership framework encompassed 70 studies, involved 2,894 schools, approximately 1.1 million students and 14,000 teachers. The analysis was also informed by a thorough literature review, as well as the researchers' collective professional wisdom about

4TH Grade Scale Scores for Mathematics, Colorado vs. National Public



8th Grade Scale Scores for Mathematics, Colorado vs. National Public

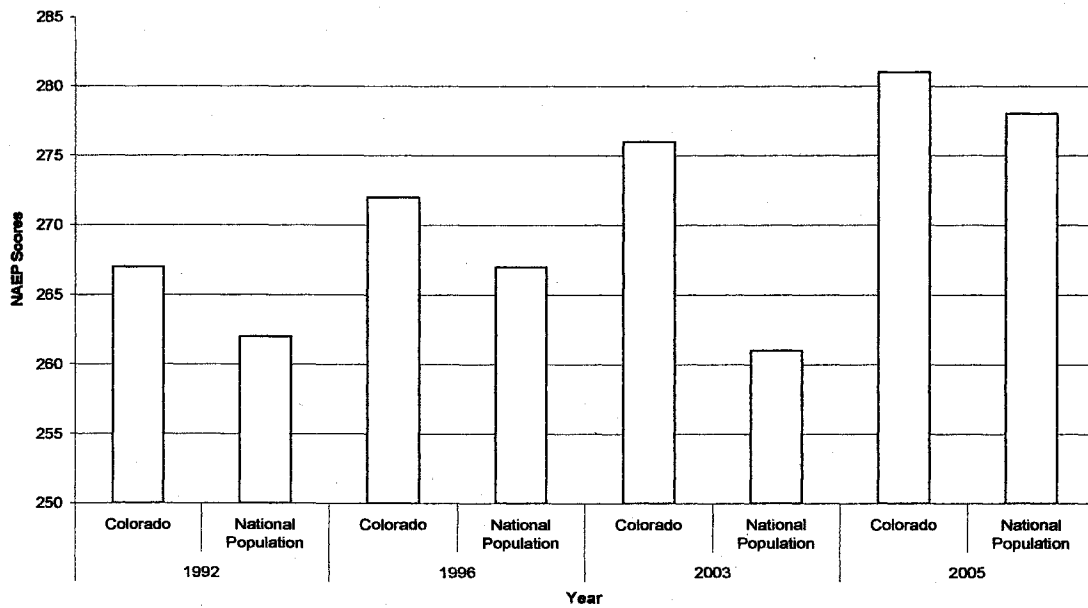
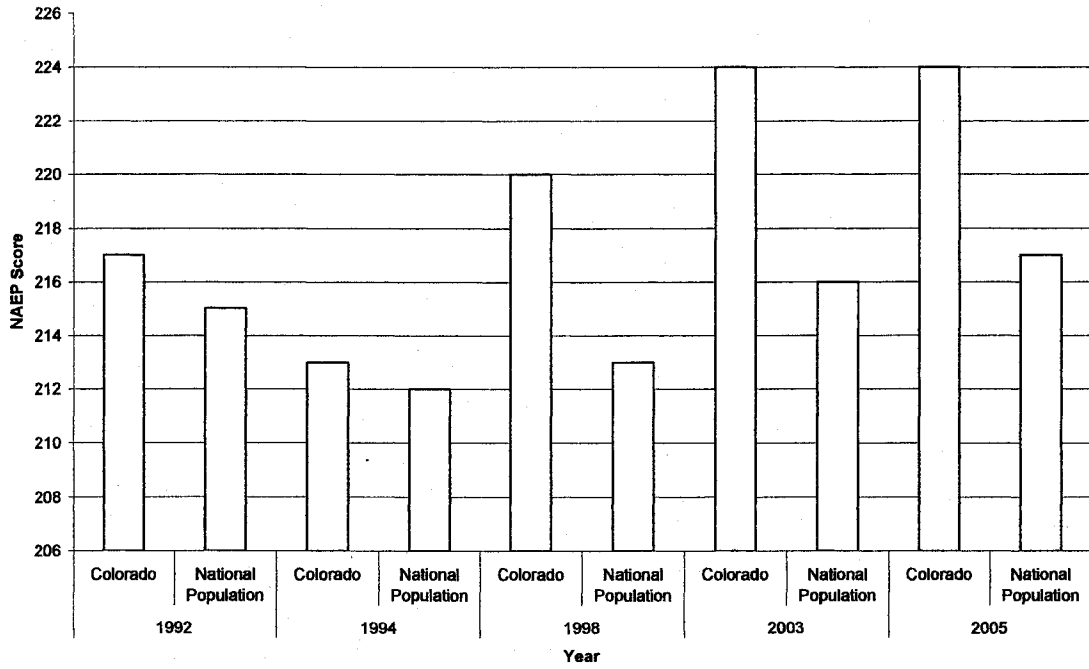


Figure 2.2. Scale scores for mathematics, Colorado vs. national public.

4th Grade Scale Scores for Reading, Colorado vs. National Public



8th Grade Scale Scores for Reading, Colorado vs. National Public

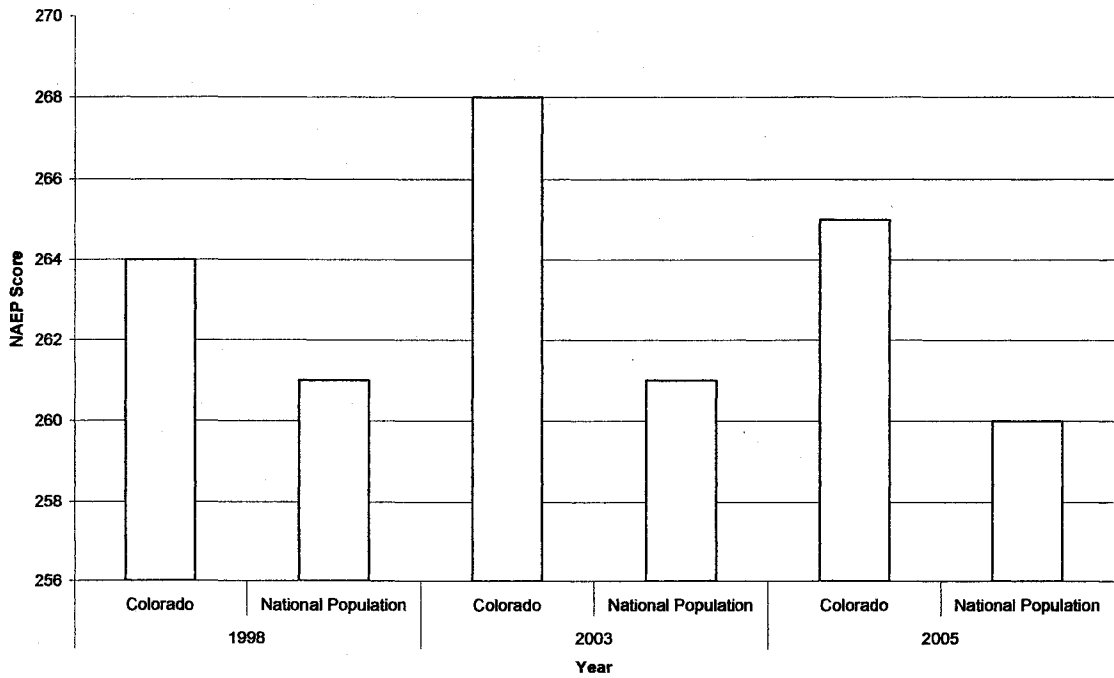


Figure 2.3. Scale scores for reading, Colorado vs. national public.

leadership over a thirty-year period. Their findings showed that there was “a substantial relationship between leadership and student achievement” (p. 3).

The study also identified the 21 specific leadership responsibilities that were significantly correlated with student achievement. The strongest correlations were when the administrator fosters a shared belief, advocates for the school to all stakeholders, involves teachers in the design and implementation of policies, monitors the effectiveness of school practices, is aware of details and undercurrents in running of the school, and ensures that faculty and staff are aware of the most current theories and practices. The 21 leadership characteristics prove that administrators do effect student achievement positively, but this study also confirmed that leaders can also have a marginal to negative impact on student achievement. With Colorado’s national test scores falling higher than the national average, the opinions and recommendations that are made in this study by school administrators can be used as a model for the rest of the nation.

In 2005, the National Conference of State Legislatures (NCSL) conducted a study that examined Colorado’s principal policies and practices. They used survey and focus groups to do an inventory of these practices. Some of the major recommendations for consideration from this study included that a) Colorado conducts a more thorough analysis of the supply of and demand for principals in Colorado and consider state incentives to recruit principals; b) Reconsider accreditation process for principal preparation programs to ensure all preparation programs are imparting the necessary knowledge and skills for principals to be effective school leaders; and c) Consider alternative entry routes for principals. The NCSL further explained that alternative entry routes to the principalship could attract individuals from other fields that have leadership

experience into school administration. They concluded this study by addressing the urgency of principal policy examination:

As Colorado continues to raise expectations for student and school performance, a high-quality principal in every school will be essential. A discussion among policymakers and the education community that addresses these urgent issues and reexamines the policies and practices that affect school leadership will be a necessary first step (NCSL, 2005, p. 4)

The urgency for developing and reviewing alternative principal licensing policy was further established by the Colorado Commission of Higher Education (2004) in a report summary stating:

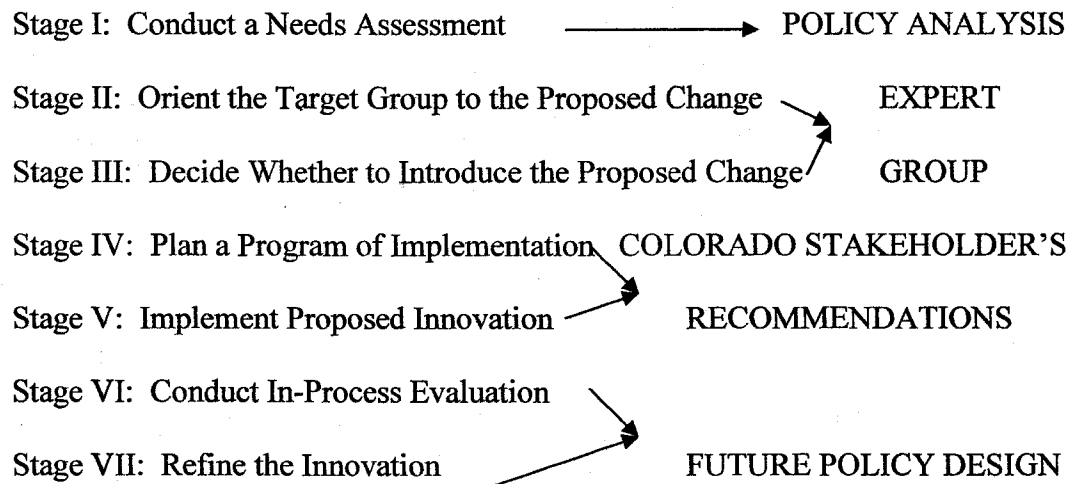
The National Conference of State Legislatures has established that Colorado appears to be falling behind other states in providing an alternative pathway to principal licensure. According to the issue brief, called *Improving teaching and Learning by Improving School Leadership*, all states should review three key areas of principal preparation: licensure, preparation, and professional development (Connors, 2004, p. 1-2).

Focus of Change

The purpose of understanding change is to lead effectively (Fullan, 2001). Whether policy is nationally, state, or locally based, the process of change is key to understanding policy implementation and innovation (Cunningham & Corderio, 2000). Fullan (1993) argues, "It is probably closer to the truth to say that the main problem in public education is not the resistance to change, but the presence of too many innovations mandated or adopted uncritically and superficially on an ad hoc fragmented basis" (p. 23). The successful development and implementation of policy thrives on abundant opportunity for dialogue that encourages educators to critique the policy (Cunningham & Corderio, 2000). This dialogue will create conflict, which is not only healthy, but

necessary ingredient in policy and program development (Cunningham & Corderio, 2000).

There has been a wide variety of research conducted around the stages of change in education (Kilmann, 1989; Fullan, 1993, Fullan 2001, Cordeiro, 1998). Gorton and Snowdon (1997) developed important stages and steps in the change process that guide this research study.



Kotter (1996) suggested in his book *Leading Change*, an eight-step process for initiation top-down transformation that can also be used in this study.



Liquist (1978) stresses the role of ownership and stakeholder values in the change process and suggests that the success of any innovation greatly depends upon the stakeholder's perception of the change belonging to them. Muth (1995) expands on Liquist's viewpoint by stating that many reforms fail because they are not designed to support the self-interests of those who can make them work. Cesario (2000) writes, "In brief, for reform to be successful, it must be endorsed and reinforced by individual commitments to the change." Therefore, for the implementation of policy design change to be successful, it must be endorsed and reinforced by the stakeholders in school districts.

Along with the change theory, Rogers (1995) created a theory on the diffusion of innovation. Rogers asserts that the decision to either adopt or disregard a proposed innovation ultimately is based upon information that is gathered from peer experiences. Hord (1987) qualifies the theory of diffusion of innovation by claiming it is the individuals who accomplish change, the process of change needs to focus on stakeholders involved in the change. As suggested by Hord, state developed alternative principal licensing policy is important to the change process, but not nearly as important as the superintendents and principals who are directly impacted by the policy.

Conrad (1995), however, disagrees with Roger's model because the theory on the diffusion of innovation calls for slow adoption of change and many times the cost and demand for the innovation do not allow for this time-consuming process. This is evident in alternative principal licensing, Colorado's policy was designed before superintendents and principals could give their input.

Summary

Currently in Colorado, there is an alternative principal licensing policy that allows individuals without an education background to apply for a principal's license.

However, the application for Colorado institutions to become accredited in providing instruction for alternative principal licensing is in its initial phase. This study identified the major elements found in state policies for alternative certification of principals and identified the issues that impact principal alternative certification policy requirements.

The study began on a national level, surveyed the state licensing agencies on their alternative licensing policy "because of the continuous change brought about by the reform movement, the most current information about certification policies were gathered directly from state certification agencies" (Gooden, 1993). Then, the study advanced to the state level, which surveyed Colorado's superintendents and principals regarding alternative principal licensing. Finally, the outcomes of this study provide concrete recommendations for improving alternative principal licensing policy and serve as a guide for future alternative principal licensing policy design.

CHAPTER 3: METHODOLOGY

This chapter presents research questions, variables, sampling method, participants, data collection procedure and instrumentation. It also shows the validity and reliability of the instrument and statistical method used for data analysis.

The purpose of this study was to identify the major elements found in state policies for alternative certification of principals and to identify the issues that impact principal alternative certification policy requirements. The study began on a national level, which surveyed state licensing agencies on their alternative licensing policies. Then, the study advanced to the local level where Colorado's superintendents and principals were surveyed about alternative principal licensing using a two round modified Delphi. The findings of this study provided concrete recommendations for improvement of Colorado's alternative principal licensing policy. The recommendations were also submitted to Departments of Education on the national level for future policy design or current policy modification.

Table 3.1

Research Questions and Hypotheses

Research Question/Hypotheses	Method	Test
Question 1: What are the major elements found in state policies for alternative certification of principals?		
1.1 Nationwide, what are the major elements found in state policies, pertaining to the certification of principals?	Pattern Coding, Clustering, and Expert group analysis	N/A
1.2 Which elements are consistently found in state policies relevant to alternative certification of principals?	Pattern Coding, Clustering, and Expert group analysis	N/A
Question 2: What are the issues that impact principal alternative certification policy requirements?		
2.1 What are the issues identified by Colorado district superintendents and principals that affect the efficacy of alternative certification of principals?	Modified Delphi: - Written Comments	Reported back to the participants in each round developed into a Likert Scale
2.2 According to district superintendents and principals, what is the agreement level of alternative principal licensing elements?	Modified Delphi: -Likert Scale	Descriptive Statistics
There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies.	Modified Delphi- Demographic Data	Independent Samples t-Test
There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school district size.	Modified Delphi- Demographic Data	One-way ANOVA
There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on years of principal experience.	Modified Delphi- Demographic Data	One-way ANOVA
There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school level.	Modified Delphi- Demographic Data	Independent Samples t-Test

Research Approach

The modified Delphi technique was chosen as the research approach for this study because it is “a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Turoff, 2002, p. 3). The modified Delphi also allowed the superintendents and principals in this study to “cross examine each other until some level of consensus or clear divergence is reached. This may sharpen thinking and encourage creativity and new ideas” (Strauss & Zeigler, 1975).

Turoff and Linstone (2002) identified four distinct phases of the Delphi:

1. Exploration of the subject under discussion, wherein each individual contributes additional information he feels is pertinent to the issue.
2. Process of reaching an understanding of how the group views the issue. If there is a significant disagreement then that disagreement is explored in the third phase.
3. Disagreement explored to find underlying reasons for the differences and possibly evaluate them.
4. Final evaluation occurs when all previously gathered information has been initially analyzed and the evaluations have been fed back for consideration (p. 6).

The Delphi process stems from United States defense development in the early 1950's (Linstone & Turoff, 1975, p. 5). The U.S. Air Force sponsored a RAND Corporation study entitled *Project Delphi* because the U.S. Air Force was interested in the opinions of experts to identify, from the Soviet point of view, the bomb capacity required to destroy U.S. targets. RAND selected the Delphi method because it provided the “most reliable consensus of opinion of a group of experts” (Dalkey & Helmer, 1963, p. 45). For the next decade the Delphi technique was used mainly in the science and technology arenas until the late 1960's when the Delphi technique began to be applied to

the study of social sciences. Later, in the 1990's the Delphi technique started to be used on research internationally. Japan's government departments used a Delphi to assess future economic trends (New Scientist, 1993, p. 3) and Britain ran a Delphi study for science and technology forecasting (Times Higher Education Supplement, 1995, p. 15). Since 2000, many new Delphi studies have occurred in education (Koster, 2005; Marshall, 2005; Stolee, 2005; &Volman, 2005) and in educational policy (Pollard, 2005; Wright, 2004).

Linstone and Turoff (1975) suggest that the Delphi technique was an effective research method when one or more of the following situations were present.

1. The problem does not lend itself to precise analytical techniques
2. Individuals represent diverse backgrounds and varying levels of expertise.
3. More individuals are needed than can effectively meet face-to-face.
4. Time and cost make frequent group meetings unfeasible.
5. Severe or politically unpalatable disagreements among individuals necessitate a refereed and anonymous communication process.
6. The heterogeneity of the individuals must be preserved to assure validity of results.
7. Dominance by quantity or strength of individual personalities must be avoided.

Situations one through five were present in this study, which further confirmed that the modified Delphi technique was a suitable method.

Although the modified Delphi technique was a well-founded research approach for this study, limitations, such as time and lack of verbal interaction needed to be addressed (Enzer, 1971; Sackman, 1974; Strauss & Zeigler, 1975). Delphi's are seen as time consuming and slow because each round could take several months (Strauss & Zeigler, 1975). Also, preventing verbal interaction could stifle creativity and stimulation of new ideas (Enzer, 1971; Sackman, 1974). In this study a ten-day response time was given to offset the time limitation and the results from all the participants were

summarized and resubmitted with every round to try to mitigate the verbal interaction limitation.

Participants

The sample of Colorado public school principals was determined by use of stratified random sampling. The participants were first stratified by the six categories of school district size from the Colorado Department of Education. After twenty five percent of school districts were chosen, the principals were selected by type of school (elementary or secondary). Fifty percent of school principals were selected from the school districts chosen (n=216) in Colorado. However, every school district superintendent in the state of Colorado had the opportunity to participate in the study (n=176).

Instrumentation

The instrument in this study was developed based on the national alternative principal licensing policy elements and an expert group evaluation. Debecq (1975) wrote:

A Delphi is essentially a series of questionnaires. The first questionnaire asks individuals to respond to a broad question. (Delphi questions might focus upon problems, objectives, solutions, or forecasts.) Each subsequent questionnaire is built upon responses to the preceding questionnaire. The process stops when consensus has been approached among participants (p. 83).

A series of two questionnaires was used in this study to build consensus around the degree of importance of essential elements found in state alternative licensing policies and determined the importance of the issues that apply to state policy for alternative certification for principals.

As suggested by Kerlinger (1973) the researcher first reviewed the related alternative principal licensing policy to determine essential information with regard to

research question 1.1. An initial list of elements was identified by the researcher from the collected policies (Dean, 1981). After the initial list was created Parten (1950) recommended that the list the researcher created needed to be examined by a panel of experts. In this study, the panel of experts included a randomly selected Colorado superintendent and principal from each of the six district size categories, determined by the Colorado Department of Education. The final development of the questionnaire was designed after the expert committee reviewed the initial list of elements to be included in an alternative principal license policy on SurveyMonkey.com. The field test was conducted at the same time as the expert group feedback. The participants were able to review the policy requirements and give input on the wording of the questions through the use of the survey.

Procedure

For this study Debecq (1975) and Dybas' (1980) Delphi processes was used:

1. Develop a set of questions (*with expert review*).
2. Identify, select, and contact the respondents.
3. Select a sample size.
4. Develop the first questionnaire, mail (*on line survey*) it to the respondents, and obtain the responses.
5. Analyze the data. Responses to questions are categorized by frequency.
6. Develop the second questionnaire, mail it to the respondents, and obtain the responses. This questionnaire is developed from the first questionnaire responses. Request the respondents to review responses that have been categorized and rate them according to a scale.
7. Analyze the data. This analysis should tally the votes for each of the responses; determine various statistics such as mean, mode, standard deviation, and finally, summarize additional responses for the next round.
8. Develop the third questionnaire, mail it to the respondents, and obtain the responses. Provide the respondents with the outcome of the second round and ask them if they would like to consider their own second round responses.
9. Analyze the data. Determine if there is a consensus using levels of agreement
10. Complete the final report (Debecq, p. 87-107).

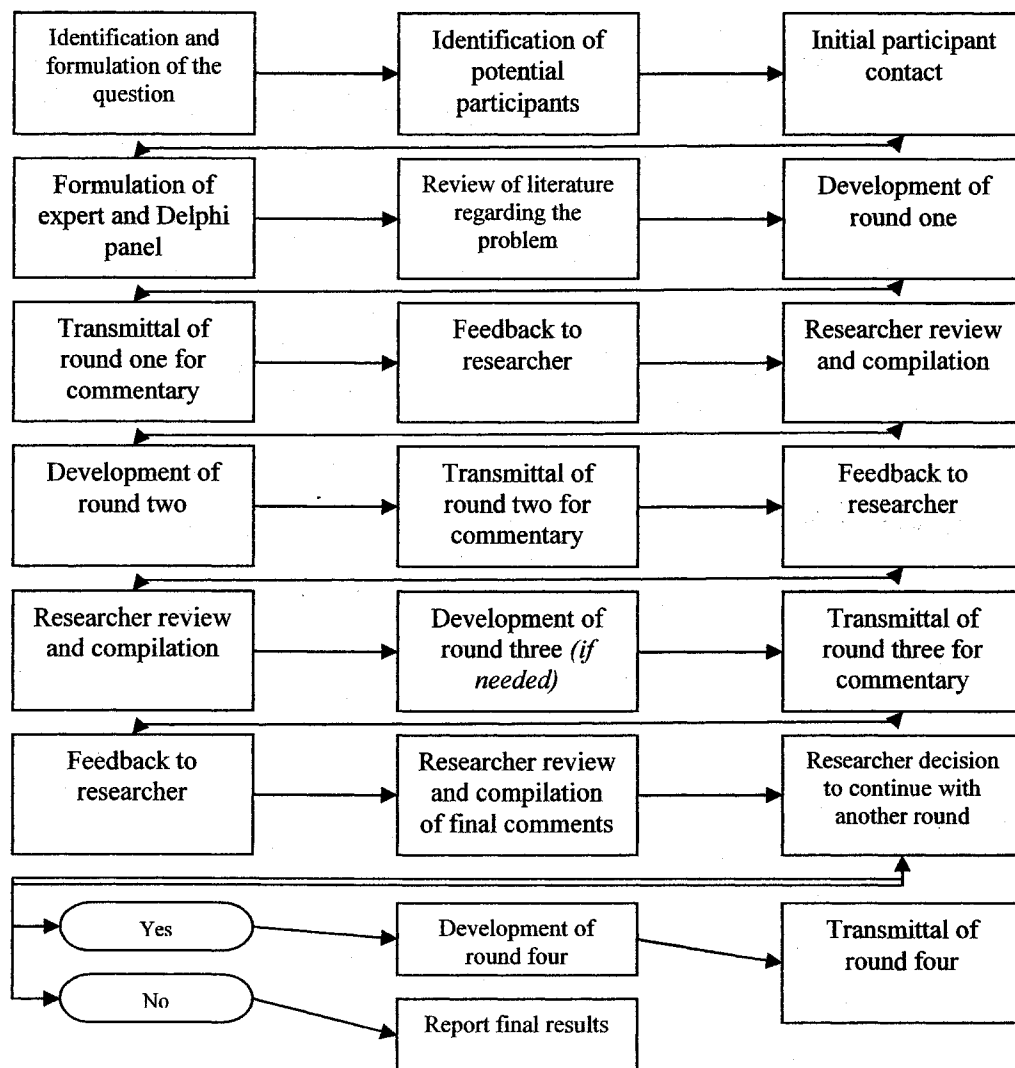


Figure 3.1. Delphi study procedure (Dybas, 1980, p. 45).

Prior to the first step in Debecq and Dybas processes, a phone survey was conducted. A phone call was made to every education licensing agency in the United States. The agency was asked to submit their state's alternative principal licensing policy, a copy of the individual application for alternative principal licensing, and any other supplemental information they might have on their state's alternative principal licensing policy. The information gathered from the states was analyzed through pattern coding by the researcher (Appendix C). According to Miles and Huberman (1994):

Pattern codes are explanatory or inferential codes, ones that identify an emergent theme, configuration, or explanation. It is a way of grouping those summaries into smaller number of sets, themes, or constructs.(p. 69).

After the pattern coding process, the alternative principal licensing policy elements were reviewed by a panel of experts. The expert committee used a survey on SurveyMonkey.com to further group the elements of the United State's alternative principal licensing policies. This group took the first round of developed questions and gave their feedback on the understandability of the question and added comments on any confusion they might have had. The expert group was also asked to add any other suggestions for alternative principal licensing policy requirements that should be added to the survey before it was sent to the selected population. Figure 3.2 is an example of the survey sent to the expert group for their review and field test. The expert group members were excluded from participation in the modified Delphi study due to their input in refining the elements being surveyed.

The questionnaire was sent to a stratified sample of school principals across the State of Colorado and every district superintendent. The participants were first stratified by school district size and then by type of school. Appendix D illustrates the selected school districts chosen from a table of random numbers and displays all the elementary and secondary schools in the districts that were randomly selected.

7. An individual interested in an alternative principal license needs to be hired as a school principal at the time of the alternative principal license application

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

Application Requirement

8. Was the wording of the above question easily understood?

Yes No Please see my comments in the box below

9. Comments/Additions/Concerns about #7

10. Please make any additional suggestions for the alternative licensing policy application

Additions:

Additions:

Additions:

[<< Prev](#) [Next >>](#)

Figure 3.2. Example of expert group/field test survey.

The first questionnaire was sent to the selected sampling of Colorado principals and superintendents who were asked to determine the degree of importance of essential elements in an alternative principal licensing policy, add any elements they felt were missing, and comment on the importance of the issues that apply to state policy for alternative certification for principals. The superintendents and principals had ten days to return the questionnaire. The data from the first questionnaire was evaluated, and a second questionnaire was developed according to feedback on the initial elements and additions that participants made.

The second questionnaire was developed within a week of receiving the first questionnaire giving the participants feedback in a timely manner.

The final step in the study was to analyze the findings of the questionnaires using descriptive and differential statistics. The aggregated results were shared with the participating superintendents and principals as well as the expert group committee and the educator certification/licensing departments across the country. Based on findings, recommendations to Colorado Department of Education as well as the rest of the country's licensing departments on further modification or implementation of alternative principal licensing policy were made.

Validity

Face validity was used in this study. Face validity applies to expert group consensus. Winzenried (2000) states:

It remains fairly clear that consensus of expert opinion, the movement from broad spectrum of opinion towards a preferred option does produce valid outcomes. Empirical studies have shown this (Clausen, 1992; Doyle, 1992). For the purposes of exploring future human activity, the approaches of wide input, then the convergence to a "most likely" outcome suggest Delphi to be an ideal methodology.

Creswell (2004) adds that face validity is suitable because the instrument will "appear" to be appropriate for the purpose of the research according to the review of other researchers.

"External validity asks the question of generalizability: to what populations, settings, treatment variables, and measurement variables can this effect be generalized?" (Campbell & Stanley, 1966, p. 5). The population's external validity was acceptable and appropriate because all Colorado superintendents were invited to be surveyed and the

principals were chosen using a stratified random approach. The actual sample of principals and superintendents was representative of theoretical population of superintendents and principals in the United States (Gliner & Morgan, 2000). The ecological external validity was acceptable and appropriate because the conditions, setting, times, and procedures of the study represent “real life,” and thus can be generalized to real-life outcomes for alternative principal licensing policy and programs (Gliner & Morgan, 2000).

Reliability

A Delphi holds high reliability because when individuals are able to alter and refine their own views on the basis of collective group’s views, the process of information gathering is uninhibited (Doyle, 1992, p. 37). Doyle (1992) also asserts that the Delphi process tends to generate statements that are better accepted than those that derive through direct forms of interaction.

Cronbach’s alpha was used to evaluate internal consistency. The measurement was set between +.7 and +1.0 as Gliner and Morgan recommend (2000) to see if the measurement was reliable. Although Anastasi (1988) and Nunnally (1978) recommended a stricter criteria for reliability, +.7 and +1.0 are commonly used in journals and research (Gliner & Morgan, 2000). Cronbach’s alpha showed that the instrument measured a single concept within the Likert scale.

Confidentiality

Gliner and Morgan (2000) defined confidentiality as an important part of the procedure. “This is a two part issue: a) only those on the research team can match the participants’ identities with their response, if this is necessary, and b) the identity of

specific participants, if known, is not revealed” (p. 351). Confidentiality was essential for this study because the sample included superintendents and principals in the same school district. The researcher was aware of some of the identities of the participants and agreed to keep them confidential.

Data Analysis and Form of Results

The results of this study were reported using descriptive and difference inferential statistics. Data was analyzed using the Statistical Package for Social Sciences (SPSS). Data from the Likert-type scale was processed to obtain descriptive statistics such as average mean scores, medians, and percentages of agreement for each round. These mean scores and percentages of agreement were reported to the participants following each round to assist the principals and superintendents to build consensus. For the purposes of this study consensus was defined as:

“The decision rule that allows collaborative problem solving to work. The rule prevents the tyranny of the majority, allows building of trust and the sharing of information, especially under conditions of conflict” (Mississippi State University, Southern Rural Development Center, p. XV-1).

Mississippi State University’s Southern Rural Development Center developed and uses the following “levels of consensus” when working with groups on proposals. They found that, “Once a proposal has been made, the group must discover how each member feels about it, and then identify specific concerns in order to move forward in problem solving” (XV-1). They further recommended these four levels of consensus:

1. Full support or agreement with the proposal for action or decision.
2. Agreement with most aspects of the proposal, and, despite continued concerns with some elements, willingness to go along with the proposal.
3. Significant concerns or outright disagreement with some or all elements of the proposal, but will not oppose the action or decision (often called "standingaside").

5. Continued strong disagreement with the proposal.

Other Universities, institutions, and agencies have developed “levels of consensus,” such as Professor Mary P. Rowe from MIT, Minnesota Department of Health, Conflict Research Consortium at the University of Colorado, and Jeff Blair of the Florida Department of Agriculture and Consumer Services Division of Agricultural Environmental Services; however, their levels were designed for group interaction, participation, and discussion.

The last round of the Delphi was analyzed through difference inferential statistics. Independent sample t-Tests were run to see if there was a difference in the responses of principals vs. superintendents, elementary principals vs. secondary principals. One-way ANOVA's were used to view if there was a difference in the data depending on the years as a school principal and the size of the school district. The difference statistics and parametric tests were used to develop concrete recommendations for future policy design in alternative principal licensing and modification to existing policy.

CHAPTER 4: FINDINGS

The primary purposes of this study were to generate the essential elements for a statewide alternative principal licensing policy and determine the issues that surround alternative principal licensing policies.

The research questions investigated were:

Question 1: What are the major elements found in state policies for alternative licensing of principals?

1.1 Nationwide, what are the major elements found in state policies, pertaining to the alternative licensing of principals?

1.2 Which elements are consistently found in state policies relevant to alternative licensing of principals?

Question 2: What are the issues that impact principal alternative licensing policy requirements?

2.1 What are the issues identified by Colorado district superintendents and principals that affect the efficacy of alternative certification of principals?

2.2 According to district superintendents and principals, what is the agreement level of alternative principal licensing elements?

Null Hypothesis

1. There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies.
2. There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school district size.
3. There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on years of principal experience.
4. There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school level.

A twelve-member panel of experts was selected by stratified random sampling. The superintendents and principals were chosen under three criteria: a) size of Colorado school district, b) role in a school district (principal or superintendent), and c) not selected to participate in the modified Delphi process. The expert panel consisted of six superintendents and six principals. The panel members were contacted and asked to review the researcher-developed instrument. The instrument reflected positions with regard to selected alternative principal licensing policy requirements. The policy

requirements and wording of the instrument were reviewed and provided feedback for the round one modified Delphi questionnaire.

Three hundred and ninety-two experts in public school leadership were identified as potential Delphi participants. From this pool of experts, 97, or 25 percent of the possible subjects, agreed to participate in each of the two Delphi rounds. Panel members included 32 superintendents, 40 elementary principals, and 25 secondary principals. Thus, 97 experts were the Delphi panel for the study.

Subjects responded via on-line questionnaires according to a modified Delphi technique. Two successive questionnaires were developed and e-mailed to the subjects. Data were collected from the 97 and 72 experts during rounds one and two. The percent of subjects responding was 100 percent and 74 percent for rounds one and two respectively.

The first part of this chapter describes the collection of the elements consistently found in state policies, pertaining to the alternative certification of principals. The later part of the chapter is a presentation of the findings of the two round modified Delphi process. Data were summarized and displayed using frequencies, scatter plots, summary statistics, Independent sample *t*-Tests and One-way ANOVA's.

State Policy Analysis

An instrument was developed from collecting alternative principal licensing policies from around the United States to begin to address the goals of the study by creating a baseline profile of: a) how many states have an alternative principal licensing policy, and b) what are common elements in those alternative principal licensing policies. Every state licensing agency participated through a phone interview (Appendix A)

indicating first, whether their state had an alternative licensing policy for principals and, secondly, if they did have such a policy, the state was asked to provide the researcher with an e-mail of that policy or identify where the researcher could find the written state policy on alternative principal licensing.

Once every policy was obtained from the state licensing agencies and read, the researcher compiled the policy elements and found nine categories into which every state policy element was sorted. This process answered research question one and sub questions 1.1 and 1.2 (Appendix C):

What are the major elements found in state policies for alternative licensing of principals?

1.1 Nationwide, what are the major elements found in state policies, pertaining to the alternative licensing of principals?

1.2 Which elements are consistently found in state policies relevant to alternative licensing of principals?

As found in Appendix C, 20 states have an alternative principal licensing policy. The researcher's findings dispute the NCEI's findings from 2004. The states that was included as having an alternative principal licensing policy in the 2004 study were Florida, Tennessee, Indiana and Washington. The researcher found that these states do not have a statewide alternative principal licensing policy. This conclusion was made through a variety of verifications: (a) the state licensing agency said they did not have an alternative principal licensing policy on the phone interview, (b) the researcher read the principal licensing policy for each state, and (c) if the entire state does not participate in the alternative licensing program with no written state policy. Florida was evaluated by NCEI in 2004 and found to have a state wide alternative principal licensing policy. In

actuality each county in Florida has the discretion to decide whether they would like to have an alternative principal licensing policy. Florida's licensing policies vary from allowing no certified principals into their school district without two years experience to having an alternative route to the principalship. Also, Indiana and Washington qualify their state licensing program as an alternative license; however, it seems more appropriate to label this effort as an emergency license instead.

After a close evaluation of the alternative principal licensing policies around the United States, an instrument was developed for an expert group panel to review and field test.

Review Panel Demographic Data

The panel's demographic data were important for verification of the expert status of the panel members. The expertise of the panel members was screened using two criteria: (a) The expert panel member could not be a selected member for the Delphi study, and (b) There was a superintendent and a principal chosen for each of the six district size categories in Colorado. The twelve-member panel averaged 17 years as a public school educator and 9 years as a principal or superintendent.

Panel Reactions to Researcher Developed List of Alternative Principal Licensing Policy Elements

An instrument containing researcher categorized alternative principal licensing policy elements was e-mailed to a twelve-member expert review panel through SurveyMonkey.com. The primary purpose of this review process was to: (a) refine the alternative principal licensing categories, (b) identify and describe any additional alternative principal licensing elements that should be included in the final questionnaire, and (c) take the survey provided to see if there were any "hard to understand" questions

on the first questionnaire. The expert group questionnaire consisted of: (a) reading the question on the survey, (b) answering that question using a Likert scale from 4 “strongly agree” to 1 “strongly disagree,” (c) checking “yes or no” when asked if the wording of the question was easily understood, (d) making comments on changes that need to be made with each question, and (e) making additions to the questionnaire. Data from the expert group was taken into consideration and changes were made.

Modified Delphi

The purpose of this section is to present data, which answers the research questions:

Question 2: What are the issues that impact principal alternative licensing policy requirements?

2.1 What are the issues identified by Colorado district superintendents and principals that affect the efficacy of alternative certification of principals?

2.2 According to district superintendents and principals, what is the importance of the issues that apply to state policy for alternative licensing for principals?

Data were gathered in response to the previously stated research question through the use of a modified Delphi technique. Alternative principal licensing policy elements were reviewed and refined by the panel of twelve experts and the researcher and developed into an online questionnaire. See Appendix G for a copy of the round one instrument. One hundred and seventy six superintendents and 216 principals were identified as a potential pool of experts to respond to this phase of the study. All 392 experts were e-mailed a letter requesting their participation in a three round Delphi. Thirty two superintendents, 25 secondary principals, and 40 elementary principals agreed

to participate in the Delphi by responding to round one. Thus, the Delphi panel was established at this point in the study.

Round one and two instruments solicited two types of reactions to each position statement. Respondents were invited to: (a) indicate their agreement or disagreement with each position using a Likert scale and (b) support their reaction with written commentary. Presentation of anonymous respondent commentary between rounds provided information for consideration by panelists in the reevaluation process.

Data collected from round one were summarized and reported in the round two instrument. See Appendix J for the round two instrument. On the round two instrument respondents were asked to reevaluate their stance on each position. Reevaluation was to be based on data collected from round one. The total attrition from round one to round two was twenty six percent. Data collected from round two were summarized and reported to the participants. Table 4.1 reports the total composition of the panel and the composition by the groups of superintendents, high school principals, and elementary principals for each of the Delphi Rounds.

Much less panel attrition was recorded than anticipated by the researcher. Panel attrition was a concern because of instrument length, which was 25 pages and 77 pages for rounds one and two. Of the initial panel of 97 experts, 74 percent responded to round two. Table 4.2 reports attrition of the Delphi panel for the groups of superintendents, secondary principals, and elementary principals.

Table 4.1

Composition of the Delphi Panel for Each of the Rounds

	<u>Superintendents</u>		<u>Secondary Principals</u>		<u>Elementary Principals</u>		<u>Total</u>	
	N	Percent of total	N	Percent of total	N	Percent of total	N	Percent
Round 1	32	32.9	25	25.7	40	41.2	97	100.0
Round 2	32	44.4	14	19.4	26	36.1	72	74.0

Table 4.2

Attrition Rate of the Delphi Panel by Groups

	<u>Superintendents</u>		<u>Secondary Principals</u>		<u>Elementary Principals</u>		<u>Total</u>	
	N	Cumulative Frequencies	N	Cumulative Frequencies	N	Cumulative Frequencies	N	Cum. Freq.
Round 1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Round 2	0	0.0%	11	11.44%	14	14.56%	25	26.0%

With regard to panel movement toward consensus on the alternative principal licensing policy requirements, the first round had significant consensus, however a round two was developed to identify any further consensus. Minimal additional movement toward consensus was obtained between round one and two, as was anticipated. After round one was completed five questions were responded to with “agree” to “strongly agree” by 60 percent or more of the participants; five questions by 70 percent or more of the participants; eleven questions by 80 percent or more of the participants; and three questions by 90 percent or more of the participants. These results showed that 24 out of 32 questions were answered with a high consensus rate after round one. There was only one question that the majority of participants “Strongly Disagreed” to “Disagreed” with at 61 percent. Every question from round one was included in round two, with the

understanding that the first survey results already showed a high degree of agreement among the participants. A third round was not deemed necessary, since minimal shift in panel perception was reported between rounds one and two.

Panel reactions were reported for alternative principal licensing elements pertaining to each of the nine categories through pie graphs and summarized comments from the panel's written commentary. This process allowed the panel to review the answers from round one and respond in round two.

Three cautions are noted concerning the findings presented in this section. First, questionnaires and data presented in this chapter were adjusted to eliminate non-respondents. Therefore, percentages in this section may not match percentages reported on questionnaire two. Secondly, a slight movement in the percent of agreement and disagreement for each position between rounds may be explained by the different number of respondents for each round rather than a true shift of panel member opinion. The number of respondents was 97 and 72 for rounds one and two. Thirdly, the discussion of the extent of agreement or disagreement among groups of superintendents, secondary principals, and elementary principals, focused on the majority viewpoint. For example, if 56 percent of the respondents disagreed with a position, the range of response among the groups will be discussed in terms of variability among respondents who disagreed with the position statement, rather than respondents who agreed with the position.

In general, findings, which specifically answered the research questions, were summarized and presented in this section. Data concerning the group response and specific panel commentary by rounds were reported in questionnaires for round two and the round two summaries in Chapter 4.

Panel Demographic Data

The identification of experts with regard to the research question is important to the Delphi technique (Sutphin, 1981). The degree of panel member expertise from this study was confirmed by their position in Colorado public schools. Each of the participants either completed a principal certification program or are evaluators of principals in the public school system. The Delphi panel consisted of 97 subjects. Figure 4.1 indicates their role in a school district, Figure 4.2 shows years experience as a school principal, Figure 4.3 demonstrates the participant's route to education, Figure 4.4 confirms the participants size of school district, Figure 4.5 illustrates the years of experience as a school district superintendent, and Figure 4.6 illustrates the panelists gender. Demographic data confirmed expert status of the panel members.

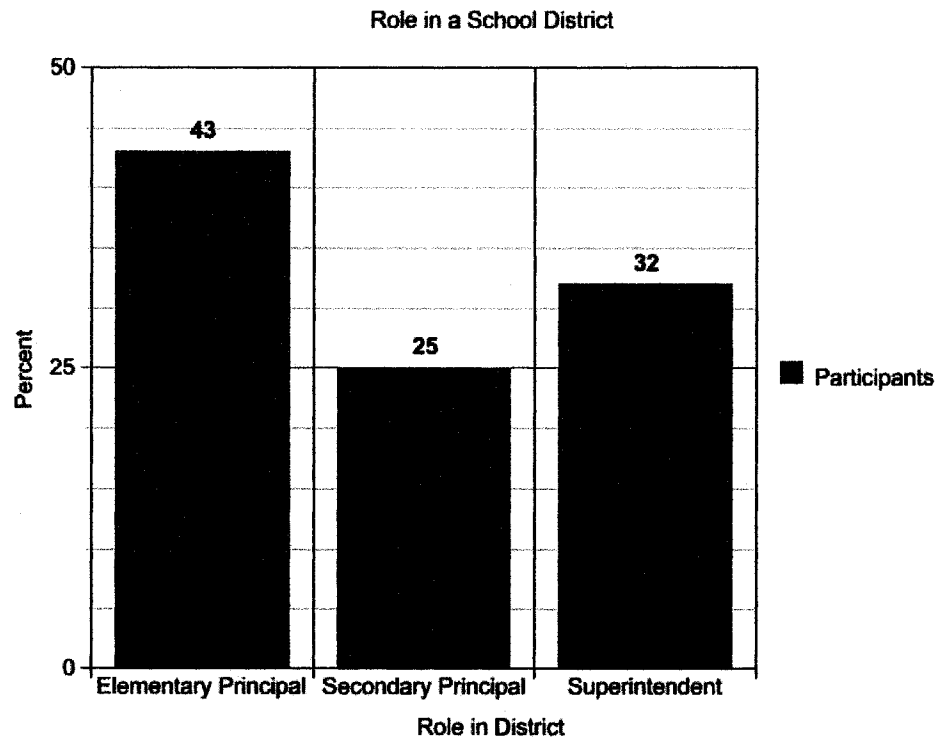


Figure 4.1. Respondents' roles in a school district.

Years as a principal, Respondents, Percentages

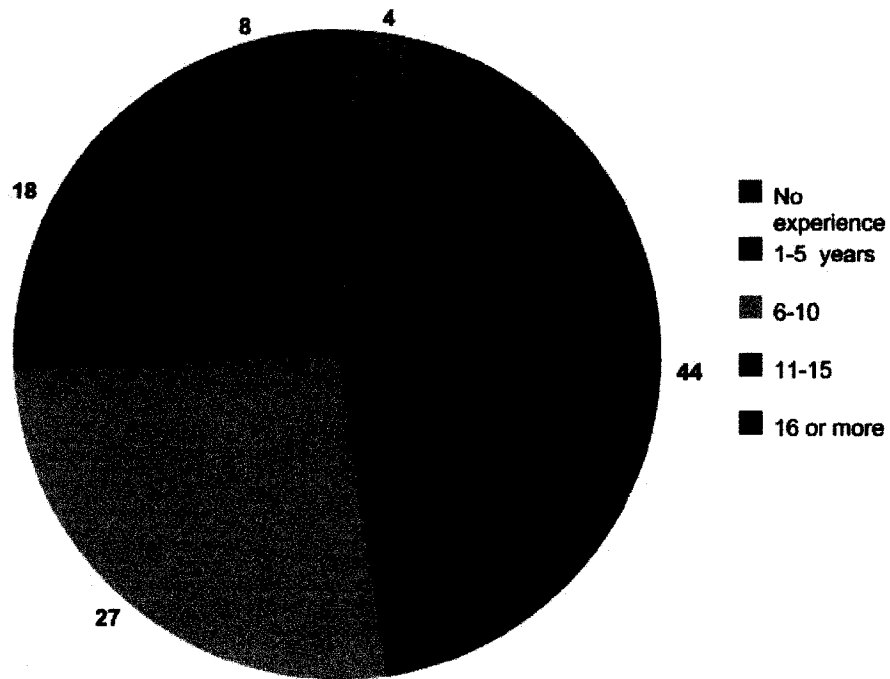


Figure 4.2. Years as a principal.

Background in Education, Respondents, Percentages

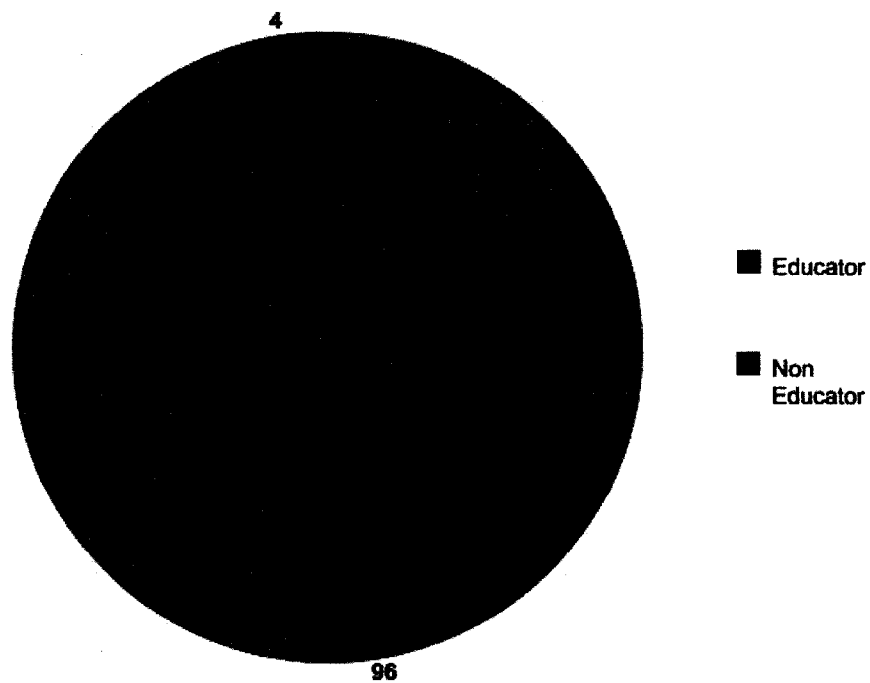


Figure 4.3. Path to education.

Size of School District, Respondents, Percentages

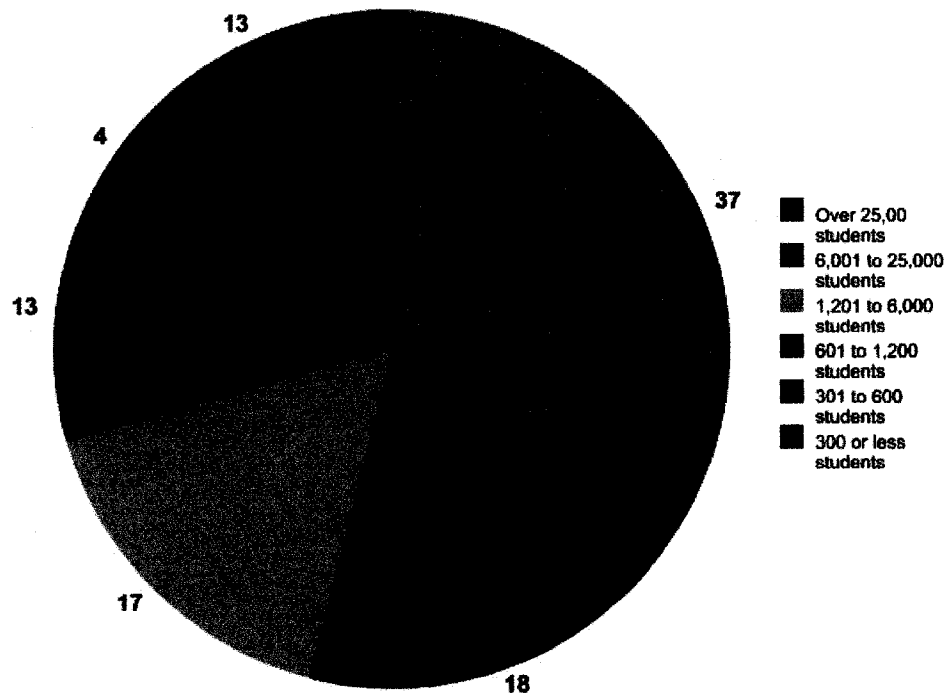


Figure 4.4. Size of school district.

Years as a superintendent, Respondents, Percentages

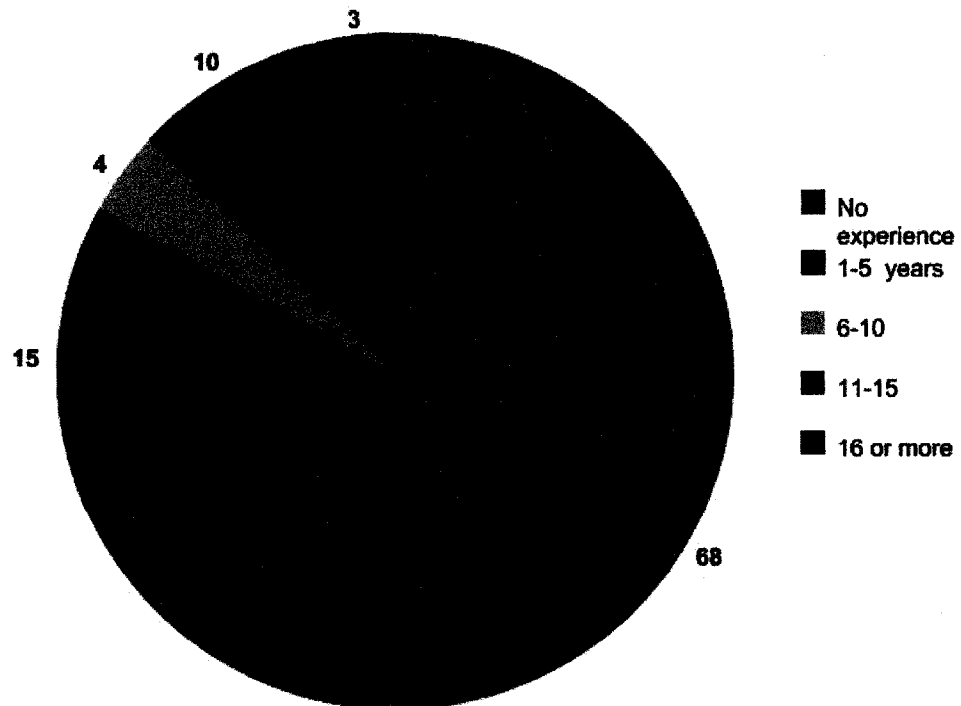


Figure 4.5. Years as a superintendent.

Gender, Respondents, Percentages

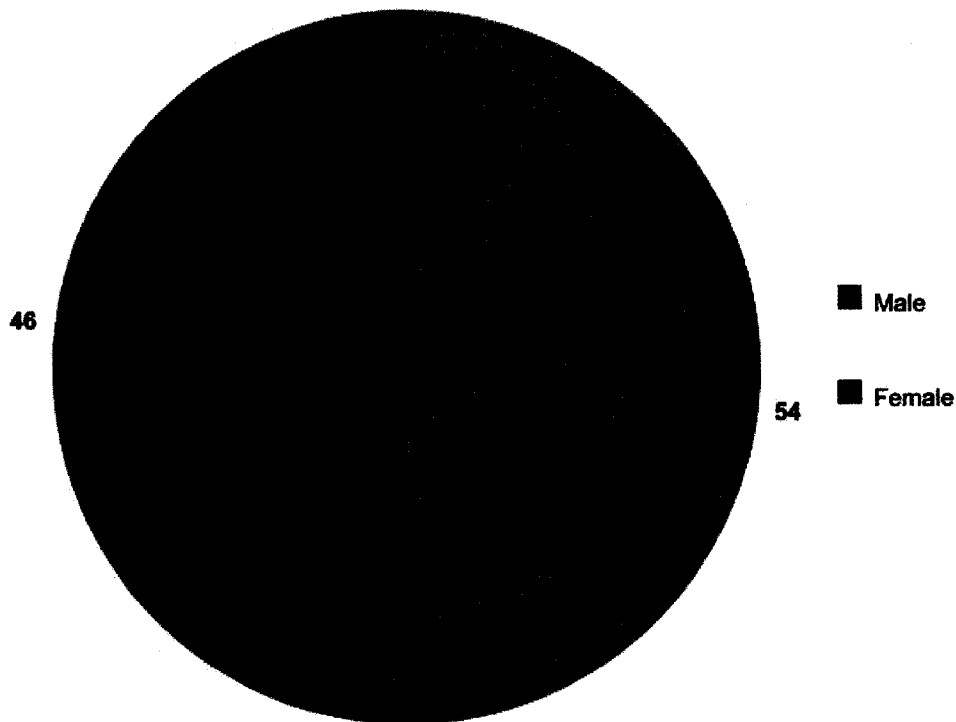


Figure 4.6. Gender of responding participants.

Findings: Survey One

Survey one consisted of thirty-two questions created from a collection of United States’ alternative principal licensing policies; open ended questions that asked the participants to write any “Comments/Additions/Concerns” they had with each of the policy questions; an “additional” suggestion section under each of the eight categories where participants could add policy ideas; and a participant demographic section. A total of 79 questions were in survey one.

Although there was a high level of agreement across survey one, the Delphi responses added insight into what the concerns are in alternative principal licensing. Many individuals took the opportunity in every question to add that they do not agree with alternative principal licensure. The researcher has documented their dissatisfaction

with alternative principal licensure; however, these comments are not in the formal narrative under each category. The researcher has summarized the comments of each individual and categorized the comments, concerns, and additions under each category. This summary addresses the purposes of this study to identify the major elements found in state policies for alternative certification of principals and identify the issues that impact principal alternative certification policy requirements.

Findings Concerning Category One: Application Requirements for Alternative Principal Licensure

Application Requirement n=97	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Application can not be issued only based on the individuals request	11%	8%	25%	56%
Summarized Comments: <ul style="list-style-type: none"> - Lack of training in teacher evaluations and school law - The principal's role as a curriculum leader is something not learned on the job, it is learned through the practice of being a teacher - The selection of an individual is difficult because they have no education background 				
2. The APL shall only be issued after the successful completion of State Exam for Principals	7%	11%	24%	58%
Summarized Comments: <ul style="list-style-type: none"> - An exam alone should not be a deciding factor - The individual needs to demonstrate understanding - This is a mandatory test to pass before licensure 				
3. An individual needs to be hired as a school principal at the time of the APL application	21%	25%	30%	25%
Summarized Concerns: <ul style="list-style-type: none"> - It should be reworded to conditionally hired - There needs to be some set guidelines and training that every candidate takes - This process for school districts in need 				

There were three questions in the survey that addressed application requirements for alternative principal licensure. The first question in this section achieved an 81 percent agreement that an individual that desires to receive an alternative principal

license needs to first be recommended by a superintendent of schools or from some other recognized educational administrative entity. The individuals that responded in the comments area for question one had two main concerns with the policy requirement. Out of the twenty comments, eleven addressed the principal's role in a school. The respondents were concerned that the principal needs to know instruction and curriculum to be an effective leader. There were a number of comments which indicated that a principal's role is no longer to be a manager, it is to understand and lead around how children learn. Another concern was that individuals coming into a school with no formal training would have a difficult time evaluating teachers and not have the understanding of school law. Although the number of respondents that agreed to question number one was exceptionally high (81 percent) there were also some strong concerns about how an individual is recommended for alternative principal licensure.

The requirement for an alternatively licensed principal to take and pass the state principal licensing test before taking over a principalship was also highly agreed to at 82 percent on survey one. There were seventeen written responses to this question that indicated concern that this would be the only requirement for an individual to take over the role as school administrator. A significant number of respondents agreed that the state's standardized test needs to be taken and passed before being a principal in a school.

The last question in the application requirements section on the questionnaire had almost an even distribution of responses giving "Strongly Agree" to "Strongly Disagree" each 25 percent of responses. The third question asked respondents their opinions regarding whether an individual interested in an alternative principal license needs to be hired at the time of the alternative principal license application. The disagreement was

based on whether a) a district has time to wait for an application to go through the department of education if they need a principal immediately, b) the principal should only be conditionally hired, and c) a school should not hire an individual who has not taught. This question was seemingly divided between people who support bringing in a candidate from outside of education in high need areas and those who do not see any need for alternative principal licensing candidates. Those who support alternative licensing were concerned with application timelines.

In summary of the application requirements section, the respondents supported requiring individuals seeking an alternative license to a) achieve the support of a superintendent to recommend licensure to the department of education and b) pass the state licensure test for principals before the start of their administrative position. The individuals surveyed had concerns about the actual application process. If a district would like to hire an individual and there is a large time frame for an application to be processed, the district and the alternative licensing candidate might miss the opportunity to hire.

Findings Concerning Category Two: Review Panel Requirements for Alternative Principal Licensure

Review Panel n=92	Strongly Disagree	Disagree	Agree	Strongly Agree
1. A peer review panel will interview individuals applying for an alternative principal license. The peer review panel is made up of three members, two whom are licensed and employed in the area for which the license is sought, and a representative of the State's Department of Education.	13%	15%	43%	28%

<p>Summarized Comments:</p> <ul style="list-style-type: none"> - State representative not needed - Time would be an issue - Conflict of interest if candidate is trying to get into the district the panel member is from - Have someone who has no stake in traditional licensure process 				
2. The evaluation panel will determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license is sought	9%	11%	51%	29%
<p>Summarized Comments:</p> <ul style="list-style-type: none"> - This is great for all principals - There needs to be a black and white rubric for evaluation of evidence - Time restrictions - Parallel experiences need to be examined 				
3. Peer review has 4 stages	10%	10%	54%	26%
<p>Summarized Comments:</p> <ul style="list-style-type: none"> - Apply to peer review - Prepare the portfolio using State's competencies - Evaluation - Action upon peer review panel's recommendations 				
<p>Summarized Comments:</p> <ul style="list-style-type: none"> - Job secured, complete application, training, inductee program - Academic study and experience should be a requirement - Needs to all stem back to student learning 				

There were two questions in the survey that addressed peer review for alternative principal licensure. The first question in this section achieved 71 percent agreement that a review panel must have two people from a school district in similar positions and a representative from the State's Department of education. The summarized comments demonstrated concerns around time and scheduling. There were also remarks regarding conflict of interests. If the panel had a member on it from the district in which the candidate was interviewing, it could skew the candidate's chances of getting an alternative principal license. The requirements for a peer panel might explore adding an individual

with no stake in the alternative principal licensing process. Further, there were mixed reviews about having a person on the peer panel from the Department of Education.

The second and third question in this section had an 80 percent agreement rate. Again the participants agreed that there should be some sort of evidence of competencies; however, there was some debate around how to evaluate these competencies. Some individuals (n=7) in question two and (n=9) in question three commented on a rubric or a “black and white” form that is filled out for individuals, so there is little room for interpretation by the evaluator. Also, time restrictions were brought up again in this portion

Findings Concerning Category Three: Education Requirements for Alternative Principal Licensure

Education Requirement n=91	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The alternative principal licensing candidate must hold a Bachelor’s degree with a GPA of at least 3.0 to apply for the APL.	25%	25%	24%	26%
Summarized Comments: <ul style="list-style-type: none"> – Not just a bachelor’s degree – Need a master’s degree – GPA does not determine success as a school administrator 				
2. The APL candidate must verify admission into an alternative principal licensing program to the hiring school district as well as the Department of Education before being hired as a school principal	9%	12%	29%	51%
Summarized Comments: <ul style="list-style-type: none"> – These could be concurrent – You can’t be a principal before you have the degree 				
3. The APL candidate must complete practicum one day per month at an accredited alternative principal licensing college/university	20%	25%	36%	19%

Summarized Concerns:				
<ul style="list-style-type: none"> - More than one day a month - In the evening - This is a time and travel issue - Mentor would be better 				
4. The APL candidate must hold a master's degree from an accredited professional education preparation program	7%	19%	25%	49%
Summarized Concerns:				
<ul style="list-style-type: none"> - They need teaching experience - MA + credits in educational administration 				

There seemed to be little debate in this section, thus supporting the need for a peer review panel. Nevertheless, participants had a variety of ideas and concerns about the panel. Scheduling seemed to be a concern of many of the participants and the makeup of the members in the panel needed to be further explored. Although compensation for the panel was not addressed, it would be seemingly difficult to have people “volunteer” their time to interview these perspective candidates for alternative principal licensure.

There were four questions in the survey that addressed academic requirements for alternative principal licensure. This section of the questionnaire had the most comments written delineating their opinions on the alternative principal licensing candidates than any other section of the questionnaire. The first question in this section reached 50 percent agreement. The respondents were split in their beliefs about Grade Point Average. Some of the respondents in this part of the section believed it was adequate to have a bachelor's degree and work on your master's degree in school administration while holding the role of school administrator. The other half of respondents felt that the alternative principal licensing candidates had to have a master's degree to be a principal. A significant finding was evident when 37 of 42 (88 percent) respondents on the Delphi

wrote their main concern was the alternative principal licensing candidates were never in the classroom.

The second question had an agreement rate at 80 percent. This question required the alternative principal licensing candidate to verify admission into an alternative principal licensing program at a college or university at the time of hire. These results showed over two thirds of the comments suggest that the candidate needs to finish their degree in administration before they can be principal.

The third question required that alternatively licensed school administrators attend a practicum a month at an accredited college or university. This only gained a 55 percent approval rate because participants believed this was not enough training and travel time and distance would be an issue.

The last question in this section gained 74 percent agreement. The population surveyed was in favor of an alternative principal licensing candidate having a master's degree before they were granted an alternative principal license. Those that were against this idea felt that alternative principal licensing candidates not only needed a principal license, they needed to have been a teacher.

Findings Concerning Category Four: Miscellaneous Requirements for Alternative Principal Licensure

Miscellaneous Requirements n=89	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The APL candidate who has completed a K-12 licensure program, but lacks teaching experience, must complete a master's and credits in school administration	18%	15%	35%	33%
Summarized Comments: -They need teaching experience -This is too much for an alternative license				

2. The APL candidate must hold a master's degree OR a bachelor's degree with 3-5 years management experience	20%	20%	39%	21%
Summarized Comments: – Masters is required – Need experience in education – This is what is expected in an alternative program, choices				

The two questions under the miscellaneous section had 68 and 60 percent agreement. The concerns that the participating respondents had with this section are similar to what the comments were in the above categories. The alternative principal licensing candidate “must” have teaching experience according to 19 of the 21 (90 percent) respondents in the comments section of the Delphi. This requirement, as deemed by the experts in the field in Colorado, was in opposition to the stated purpose of alternative principal licensure. It seemed as though these practitioners see time in the classroom as a necessity to effective leadership. They also noted that a Master’s degree should be required before an individual is allowed to be a school principal.

Findings Concerning Category Five: Work Experience Requirements for Alternative Principal Licensure

Work Experience Requirement n=88	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The APL candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management, or administration	3%	11%	39%	47%
Summarized Comments: – They must have done some teaching – They need a master’s				
2. The APL candidate must have three years of verified experience in an accredited preK-12 school, one year of which included classroom teaching experience or direct services to students	8%	20%	31%	41%

Summarized Comments: <ul style="list-style-type: none"> - Need to be a teacher - Minimum requirements 				
3. The APL candidate must be eligible for a teaching license	5%	16%	32%	48%
Summarized Concerns: <ul style="list-style-type: none"> - They need to have taught - Counseling or a related field as well 				
4. The APL candidate must show verification of three years of successful teaching experience as an appropriately licensed and assigned teacher at the educational level in which they are a principal.	7%	24%	40%	30%
Summarized Concerns: <ul style="list-style-type: none"> - Ideal - This is not so alternative - It does not matter if they taught at that level they are a principal 				
5. The APL candidate must complete field experience as a school principal. This must take place in a school setting under the supervision of educators from an approved college or university school administration program	5%	9%	40%	47%
Summarized Comments: <ul style="list-style-type: none"> - Prior to starting - Use mentors on site 				
6. If the APL candidate is from outside the field of education, they must be employed for a period of 3-5 years in an executive management/leadership role in a non-educational setting	11%	24%	33%	32%
Summarized Concerns: <ul style="list-style-type: none"> - OK for superintendents, not principals - They need to have taught 				
7. The APL candidate must show verification of one year of full time preK-12 classroom teaching experience	16%	31%	23%	31%
Summarized Concerns: <ul style="list-style-type: none"> - More time as a teacher - Need more 				

The seven questions under the work experience requirement for alternatively licensed candidates had one general theme according to the experts' comments. They

believed that anyone that desires to be a school principal has to have some classroom teaching experience no matter what their other work experiences were. In question one 86 percent of respondents agreed that an ALP candidate must have two or more years of teaching experience or five years of documented successful work experience in education, management, or administration. It was also noted that many of the respondents wrote that a master's degree is also essential, even if it is a Masters of Business Administration.

The second question had an agreement level of 72 percent. Not one of the 97 participating study members commented that non-licensed teachers should be excluded from alternative principal licensing, they are concerned with individuals with no teaching experiences.

Questions three and four asked about the requirement of alternative principal candidates to have some classroom experiences. These questions had an 80 percent and 70 percent agreement level. Again the respondents were in favor of at least 3-5 years of teaching experience before an individual could become a principal, however with an 80 percent agreement level, many individuals commented that this would be the "minimum" required time.

The fifth question under the work experiences category earned an 87 percent agreement level. The principals and superintendents in this survey agreed that it was essential that an alternative principal licensing candidate complete a field experience in a school setting under the supervision of educators from an approved alternative principal licensing program from the supporting university or college. This is similar to the

traditional principal licensing programs when individuals are completing their internships at a school site.

The sixth and seventh question in this section reinforced that principals and superintendents were not in favor of placing individuals into a leadership role at a school setting that were from outside of the teaching profession and have not taught 3-5 years. When the participants were asked if a person could be an alternatively licensed principal candidate if they had 3-5 years management experiences from outside of education 65 percent of the respondents agreed. Although this number holds the majority, looking at the past responses in the 70-80 percent agreement level, the lack of teaching experience in these candidates coming into education causes a lower agreement rate than the rest of the questions in this section. Again, this majority agreement level did lend itself to the idea that quite a few superintendents and principals in Colorado might consider an alternatively licensed principal depending on their "Management/Leadership" work experience prior to the principalship.

The seventh question showed the lowest agreement level in the section at 54 percent. There was much disagreement between whether one year of classroom experience is enough to be a principal. Forty-six percent of respondents claimed if the individual has teaching experience, why is an alternative license necessary? The other 54 percent questioned, why the candidates would not go through the traditional route if they are teaching?

In summary of the work experience category, there are three requirements that Colorado principals and superintendents wanted in a alternative principal candidate: a) at least one year experience teaching b) an assigned university or college teacher from an

alternative principal licensing program to observe and work with the alternative principal licensing candidate, and c) 3-5 years management or leadership experience from outside of education might be acceptable, depending on their job.

Findings Concerning Category Six: Induction program/Internship Requirements for Alternative Principal Licensure

Induction and Internships n=85	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The ALP must complete a principal induction program through the hiring school district.	6%	5%	27%	62%
Summarized Comments: <ul style="list-style-type: none"> - This is critical - This with a mentor would be enough for on the job training - This is required for all principals 				
2. For a non-educator issued an alternative principal license; the employing school district shall develop and implement a planned program for obtaining classroom teaching experience. Such a program must require the alternatively licensed principal or assistant principal to work with a master teacher to obtain teaching experience based on guidelines developed by the state department of education.	12%	26%	28%	34%
Summarized Comments: <ul style="list-style-type: none"> - Support the approach, not the details - This should be a minimum - This is not realistic if they are an administrator at the same time - This is a great start 				
3. The alternatively licensed principal must observe a practicing, licensed school principal for a set amount of hours their first year as a school principal.	5%	14%	32%	49%
Summarized Comments: <ul style="list-style-type: none"> - This is hard, time constraints - Maybe 2 or 3 years - Good idea - This might work if they were an AP first 				

There were three questions under the induction program and internship requirements of an alternative licensing policy. Question one had an agreement rate of 89 percent. The participants overwhelmingly agreed that that an alternatively licensed principal should go through an induction program with the hiring school district. Participants wrote that it is required of traditionally licensed principals, so it is a must. Also, there was one of the highest support rates of the entire questionnaire for the third question at 91 percent. The participants decidedly agreed that the alternatively licensed principal must observe a practicing, licensed school principal their first year as a principal. These two results were supported at some of the highest levels of the entire questionnaire.

The second question had a lower agreement level than the other two questions in this section at a 62 percent agreement level. This question seemingly had a lower agreement level because the principals and superintendents supported the idea that the alternative principal licensing candidate participate in a program for obtaining classroom teaching experience, though they did not necessarily agree with the written policy details. They expressed their concern with having this training occur while the individual was already a principal because of time constraints and their lack of knowledge teaching coming into the position.

Summing up the induction and internship section is straightforward due to the high levels of agreement. In this section it can be concluded that a strong alternative principal licensing policy should have three components: a) the district must design a induction program for principals, b) a licensed, practicing principal from the hiring school district is to observe for a set amount of hours the alternative licensed principal's

first year, and c) teacher observation and practice teaching in the classroom should be completed during the first year by the alternative principal licensing candidate if they are from outside the field of education.

Findings Concerning Category Seven: Length of License for Alternative Principal Licensure

Length of License n=82	Strongly Disagree	Disagree	Agree	Strongly Agree
1. An alternative principal license is valid for five years only, unless the holder has also previously completed a master's degree in education within the past 10 years	13%	27%	43%	17%
Summarized Comments: <ul style="list-style-type: none"> - Shorter - One to two year max - Probationary period 				
2. An alternative principal license is valid for one year and renewable two times	11%	33%	38%	18%
Summarized Comments: <ul style="list-style-type: none"> - If they prove themselves, give them a license as any principal - Not reasonable after all that work, why would you do this? - Success with an alternative license does not equal success as an administrator 				
3. An alternative principal license is valid for a term of three years; is non renewable; and may not be reinstated	16%	45%	28%	11%
Summarized Comments: <ul style="list-style-type: none"> - Don't punish the candidate - Criteria needs to be developed - Should be reinstatable 				

The seventh category, licensing length, scored lower agreement levels than any other category. Across all three questions there was a 55 percent average agreement level and one of the questions did not even reach 50 percent agreement among participants. Every question attempted to have the participants focus on licensing length and what they deemed important. Overall the participants were concerned with how a license is “non renewed” and once the time period on an alternative license expires, will the candidate

achieve “full licensure” by the state. Question one addressed the matter of years on a license. The principals and superintendents in Colorado believed that five years on an individual’s first license is too long. They recommended that the initial license should be valid for one or two years and renewable one or two times. Their suggestion linked into the second question with a 56 percent approval rating. The concern expressed by the participants focused on defining options when will the alternative principal licensing candidate receive a state principal’s license, no license, maintain an alternative license, etc.

The third question was one of the only questions on the questionnaire that achieved a disagreement level at 61 percent. The participants disagreed with the “non-renewable” part of the question. The principals and superintendents surveyed indicated that once the alternative principal licensing candidate had gotten through their probationary period, they should be a licensed principal.

This section of the survey gave some concrete advice on what the length of the principal license should be: a) the license should be initially given for one to two years, b) the license should be renewed one to two times, c) criterion needs to be developed at the state level for renewal of a candidate and also how to non-renew a candidate, d) a probationary period needs to be defined and the tasks that take a candidate out of a probationary period needs to be defined, and e) the candidate should achieve full licensure after they have completed the probationary period.

Findings Concerning Category Eight: Mentoring Requirements for Alternative Principal Licensure

Mentoring n=80	Strongly Disagree	Disagree	Agree	Strongly Agree
1. A training program should be developed by the district, the mentor, and alternative principal licensing candidate, and approved by the state's Department of Education.	6%	11%	42%	40%
Summarized Comments: <ul style="list-style-type: none"> - Should be required for all principals - Leave Department of Education out - -Approved by the University 				
2. The alternatively licensed principal should develop a personal learning plan approved by the mentor and the superintendent	5%	9%	39%	48%
Summarized Comments: <ul style="list-style-type: none"> - And educational leadership program at higher education institution - Include coursework, conferences, etc. 				
3. Upon recommendation of the mentor, the State Board of Examiners issues a standard certificate will be granted to the individual holding an alternative principal license	11%	26%	45%	18%
Summarized Comments: <ul style="list-style-type: none"> - Add the institution of higher education - Conflict of interest for mentor alone to judge candidate - It should be a probationary license to start 				
4. The alternatively licensed principal will complete the Interstate School Leaders Licensure Consortium (ISLLC) self assessment provided on the Department of Education's web site prior to qualifying for full licensure	12%	21%	44%	22%
Summarized Comments: <ul style="list-style-type: none"> - What is this - Add in some observations - State requirements alone 				
5. The employing school district shall provide a mentoring program for alternatively licensed principals or assistant principals	5%	4%	34%	58%
Summarized Comments: <ul style="list-style-type: none"> - Yes - This is a must 				

The mentoring category in this survey achieved agreement levels ranging from 63 to 91 percent agreement across the five questions. Question one had an agreement rate of 82 percent. The population surveyed felt it was important to include the institution of higher education where the candidate was earning their principal's license in the design of the mentoring program goals and not include the state Department of Education. The second question had another high agreement level at 87 percent. The written responses were similar to question one with the addition of the higher education program the candidate is attending; also, the principals and superintendents surveyed added that the plan should include required coursework and conferences.

The third question in the mentoring section had lower approval ratings than the rest of the mentoring questions. Every other question in this section scored with an 80-90 percent agreement rating, where this question only scored at 63 percent. The panel had issues surrounding the recommendation of the candidate for licensure. They were concerned that there would be a conflict of interest if the mentor was the only recommending individual from the school district. The panel suggested that another person from the school district, along with a representative from the institution of higher education where the individual was completing the license be involved. The principals and superintendents surveyed also wanted the license to be probationary, similar to the process that a traditionally licensed administrator received.

Question four addressed the national ISLLC standards on which many principal preparation programs design their coursework. The principals and superintendents in Colorado ranked this question with only a 66 percent approval rating and commented

consistently that a) they did not know the ISLLC standards and b) ISLLC was too state specific.

The last question in this section addressed where the mentoring program should be designed. Ninety one percent of the participants agreed that the mentoring program should be designed by the school district. The only concerns that were addressed with this were money and time. Mentoring programs are costly for school districts, with no financial help from the state; these programs could be “weak” or “ineffective.”

The topic of mentoring brought many ideas and concerns for alternative principal licensing policy to the surface. There was a resounding confirmation that mentoring is needed for alternative principal licensing candidates as well as traditionally licensed principals. When designing a mentoring program, policymakers should realize: a) more than the mentor needs to decide the fate of the candidate b) if requiring a school district to implement alternative principal mentoring, funding for implementing such a program must be addressed and c) time considerations need to be made.

Findings Concerning Category Nine: Testing Requirements for Alternative Principal Licensure

Testing n=80	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The alternatively licensed principal must pass the state licensing test for principals	1%	6%	25%	68%
Summarized Comments: <ul style="list-style-type: none"> - This means anyone can pass - In order to obtain professional, not alternative 				
2. The alternatively licensed principal must pass the state teacher assessment before full licensure	6%	5%	30%	40%
Summarized Comments: <ul style="list-style-type: none"> - Necessary to ensure that the foundation for instructional leadership is present - Should have been a teacher 				

The final category of survey one was about the testing of an alternative principal licensing candidate. The highest agreement level of the entire questionnaire was found in question one of this section at 93 percent agreement. The principals and superintendents surveyed felt that the passing of the state principal licensing exam was mandatory before the alternative principal licensing candidate could be licensed. The comments that were written supported the findings that the panel agreed that the test should be passed before probationary licensure, not before the alternative principal license was granted.

The second question in this section showed that 70 percent of the participants agreed that the alternative principal licensing candidate should also pass the state teacher examination. The written comments indicated participants dissatisfaction of the principal candidate with no teaching experience because the panel again wrote that the principal is the instructional leader of a school; a person with no teaching experience would not have knowledge regarding student learning, curriculum, or teacher evaluation.

Findings: Survey Two

Survey two consisted of 79 questions:

- a. Thirty-two questions created from a collection of United States' alternative principal licensing policies and from questionnaire one
- b. Summarized comments from survey one
- c. A pie graph displaying the results from survey one
- d. Open ended questions that asked the participants to write any "Comments/Additions/Concerns" they had with each of the policy questions
- e. An "additional" suggestion section under each of the eight categories where participants could add policy ideas
- f. A participant demographic section.

Although there was a high level of agreement across survey one, a second survey was deemed necessary for added insight and clarity regarding concerns in alternative principal licensing. Again, participants took the opportunity in every question to add that

they did not agree with alternative principal licensure. The researcher documented their dissatisfaction with alternative principal licensure as in round one; however, these comments were not in the formal narrative under each category. The researcher has summarized each individual's comments and categorized the comments, concerns, and additions under the nine previously identified categories.

Findings Concerning Category One: Application Requirements for Alternative Principal Licensure

Application Requirement n=72	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Application can not be issued only based on the individuals request	8%	8%	24%	60%
Summarized Comments: <ul style="list-style-type: none"> - Only with teaching experience - This diminishes the quality of the profession - Some flexibility would help get the best available people in the principal position - Dwindling pool of quality applicants, rural areas, this would work well 				
2. The APL shall only be issued after the successful completion of State Exam for Principals	8%	12%	31%	49%
Summarized Comments: <ul style="list-style-type: none"> - An exam alone should not be a deciding factor - The individual needs to demonstrate understanding through an internship - #1 is more appropriate 				
3. An individual needs to be hired as a school principal at the time of the APL application	10%	28%	46%	17%
Summarized Concerns: <ul style="list-style-type: none"> - Hired with successful completion of the exam and teaching experience - There needs to be some set guidelines and training that every candidate takes, internship, etc. - Too many hoops for all administrators, if someone is qualified, with the current principal shortage, "put them in the fast lane to certification" 				

There were three questions in the survey that addressed application requirements for alternative principal licensure. The first question in this section showed 84 percent agreement level that an individual that desires an alternative principal license needs to first be recommended by a superintendent of schools or from some other recognized

educational administrative entity. The individuals that responded in the comments area for question one had similar concerns to that of the first round of the survey. The respondents were concerned that the principal needed to know instruction and curriculum to be an effective leader; thus teaching experience is an essential component of effective leadership. The major difference in this round was that some individuals self disclosed that they were from a rural area, which was in need of principals, and a “dwindling pool of quality applicants”, and would welcome alternative principal licensing. Although the number of respondents that agreed to question number one was 84 percent, there were also some strong concerns about how an individual would be recommended for alternative principal licensure.

The requirement for an alternatively licensed principal to take and pass the state principal licensing test before taking over a principalship was also highly agreed to at 80 percent on survey two, only two percentage points lower than survey one. There were ten written responses to this question. Every one of the ten people agreed that this should be a component of an alternative principal licensing policy; however, the respondents were concerned that the test would be the only indicator or measurement tool of the candidate. One of the responses brought up Marzano’s (2003) 21 leadership responsibilities, and how these cannot be measured through an exam. The demonstration of knowledge of an alternative principal licensing candidate seemed to be more important to existing principals and superintendents in Colorado than passing a state test.

The last question in the application requirements section on the questionnaire moved from round one to round two. This round showed a 63 percent agreement level, where round one had almost an even distribution of responses giving “Strongly Agree” to

“Strongly Disagree” each 25 percent of responses. The third question asked respondents to indicate whether an individual interested in an alternative principal license needed to be hired at the time of the alternative principal license application. There was still disagreement about whether a person should even be considered for a school principalship without teaching experience; however, in this round participants became more vocal in their need for principals in rural areas, as well as having qualified people from outside of the field of education having to “jump through too many hoops” to get a principal job in high need school districts.

In summary of the application requirements section, the respondents supported that individuals requiring an alternative license need to: a) achieve the support of a superintendent to recommend licensure to the department of education and b) pass the state licensure test for principals before the start of their administrative position, and c) be hired as a school principal at the time of the alternative principal licensing application. These results were similar to round one with the addition of the third requirement. The individuals surveyed kept their existing concerns about the actual application process from round one and added their concerns about the “hoops” or requirements for a person to receive an alternative principal license in districts facing a principal shortage. If a district would like to hire an individual and there was a large time frame for an application to be processed the district and the alternative licensing candidate might miss the opportunity to hire. As reported after round one, the majority of Colorado superintendents and principals seemed to question how the role of principal was defined according to alternative principal licensing policies. The existing leaders in school districts in Colorado see the role of school administrator as a curriculum leader, not a

manager, so they take issue with bringing in an individual from outside of education with no teaching and curriculum experience.

Findings Concerning Category Two: Review Panel Requirements for Alternative Principal Licensure

Review Panel n=69	Strongly Disagree	Disagree	Agree	Strongly Agree
1. A peer review panel will interview individuals applying for an alternative principal license. The peer review panel is made up of three members, two whom are licensed and employed in the area for which the license is sought, and a representative of the State's Department of Education.	4%	32%	52%	12%
Summarized Comments: <ul style="list-style-type: none"> - State representative not needed - Time would be an issue - Need to show competencies through a simulation, etc. 				
2. The evaluation panel will determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license is sought	3%	17%	67%	13%
Summarized Comments: <ul style="list-style-type: none"> - No representative from the State Department of Education - Time - Demonstrate competencies 				
3. Peer review has 4 stages <ul style="list-style-type: none"> - Apply to peer review - Prepare the portfolio using State's competencies - Evaluation - Action upon peer review panels recommendations 	1%	30%	58%	10%
Summarized Comments: <ul style="list-style-type: none"> - Demonstration of competencies - Rubrics - Too many hoops 				

There were two questions in the survey that addressed peer review for alternative principal licensure. The first question in this section achieved 64 percent agreement that a review panel must have two people from a school district in similar positions and a representative from the State's Department of education. The majority of the remarks were about including a State Department of Education representative. Out of the ten comments, six were directed at the dissatisfaction with a state representative on the review panel due to the "disconnect" or "roadblocks" that these members have with the current education system. These results were different than round one because the disagreement level increased. Additionally, concerns about conflict of interest were not mentioned, where as in round one this was the most commented on issue. The summarized comments also addressed time constraints, effectiveness of the panel, and scheduling.

The second question remained consistent from round one with an 80 percent agreement rate. Again the participants agreed that there should be some sort of evidence of competencies but how to measure these competencies were questioned. The third question dropped twelve percent in agreement this round of the survey. The participants commented that: a) superintendents need to be on the panel of experts, b) paperwork does not get at competencies, and c) "hoops" do not create better leaders.

There seemed to be little debate in this section, supporting the need for a peer review panel; however, during this round there were many more comments on the makeup of a peer review panel and what should be evaluated.

Findings Concerning Category Three: Education Requirements for Alternative Principal Licensure

Education Requirement n=68	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The alternative principal licensing candidate must hold a Bachelor's degree with a GPA of at least 3.0 to apply for the APL.	24%	29%	26%	21%
Summarized Comments: <ul style="list-style-type: none"> - Not just a bachelor's degree - Need a master's degree - GPA does not determine success as a school administrator 				
2. The APL candidate must verify admission into an alternative principal licensing program to the hiring school district as well as the Department of Education before being hired as a school principal	7%	18%	31%	44%
Summarized Comments: <ul style="list-style-type: none"> - These could be concurrent - You can't be a principal before you have the degree 				
3. The APL candidate must complete practicum one day per month at an accredited alternative principal licensing college/university	9%	38%	32%	21%
Summarized Concerns: <ul style="list-style-type: none"> - More than one day a month - In a school district not at a university - This is a time and travel issue - Mentoring would be most effective 				
4. The APL candidate must hold a master's degree from an accredited professional education preparation program	10%	13%	25%	51%
Summarized Concerns: <ul style="list-style-type: none"> - They need teaching experience 				

There were four questions in the survey that addressed academic requirements for alternative principal licensure. The first question in this section dropped from 50 percent agreement to 47 percent. The respondents were adamant that a bachelors degree is not sufficient for the role of a school administrator, 9 of the 10 responses were directed at the necessity of a Master's degree in an alternative principal licensing candidate.

The second question had an agreement rate at 75 percent, that the alternative principal licensing candidate must verify admission into an alternative principal licensing program at a college or university at the time of hire. The agreement level dropped five percent from round one; however, in the comments section over two thirds of the comments suggest that the candidate needed to finish their degree in administration before they can be principal.

The third question required that alternatively licensed school administrators attend a practicum a month at an accredited college or university. This question received only a 53 percent approval rate, similar to round one, because participants believed this was not enough training. The participants thought a mentor in a school district would be more effective than a practicum experience.

The last question in this section gained 76 percent agreement. The population surveyed was in favor of an alternative principal licensing candidate having a master's degree before they were granted an alternative principal license. Those that were against this idea felt that alternative principal licensing candidates not only needed a principal license, they needed to have been a teacher.

Findings Concerning Category Four: Miscellaneous requirements for Alternative Principal Licensure

Miscellaneous Requirement n=68	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The APL candidate who has completed a K-12 licensure program, but lacks teaching experience, must complete a master's and credits in school administration	7%	25%	35%	32%
Summarized Comments: <ul style="list-style-type: none"> - They need teaching experience - This is too much for an alternative license 				

2. The APL candidate must hold a master's degree OR a bachelor's degree with 3-5 years management experience	10%	31%	43%	16%
Summarized Comments: – Masters is required – Degree should be education related – Allow a wide range of candidates				

The two questions under the miscellaneous section had 67 and 59 percent agreement, showing only a one percent movement rate for each of the questions between rounds one and two. The concerns that the participating respondents had with this section are similar to what the comments were in the above categories. The alternative principal licensing candidate “must” have teaching experience according to 8 of the 10 respondents in the comments section of the Delphi this round, similar to the 19 of 21 comments from round one.

Findings Concerning Category Five: Work Experience Requirements for Alternative Principal Licensure

Work Experience Requirement N=64	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The APL candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management, or administration	3%	6%	38%	53%
Summarized Comments: – They must have done some teaching, 2+ years – They need a master's				
2. The APL candidate must have three years of verified experience in an accredited preK-12 school, one year of which included classroom teaching experience or direct services to students	5%	25%	31%	39%
Summarized Comments: – Need to be a teacher – Minimum requirements – Why have an alternative license, if teaching is required				

3. The APL candidate must be eligible for a teaching license	5%	19%	27%	50%
Summarized Concerns: – They need to have taught				
4. The APL candidate must show verification of three years of successful teaching experience as an appropriately licensed and assigned teacher at the educational level in which they are a principal.	8%	20%	41%	31%
Summarized Concerns: – Ideal – This is not so alternative – It does not matter if they taught at that level they are a principal				
5. The APL candidate must complete field experience as a school principal. This must take place in a school setting under the supervision of educators from an approved college or university school administration program	2%	8%	41%	50%
Summarized Comments: – Prior to starting – Use mentors on site – And have started as an Assistant Principal				
6. If the APL candidate is from outside the field of education, they must be employed for a period of 3-5 years in an executive management/leadership role in a non-educational setting	11%	20%	41%	28%
Summarized Concerns: – Rules are too defined, “ability to understand the learning process must be demonstrated” – They need to have taught				
7. The APL candidate must show verification of one year of full time preK-12 classroom teaching experience	9%	36%	22%	33%
Summarized Concerns: – At least				

This round of the survey was consistent with the first round of the survey in that the participants believed that anyone that desires to be a school principal has to have some classroom teaching experience no matter what their other work experiences were.

In question one, 91 percent of respondents agreed that an ALP candidate must have two or more years of teaching experience or five years of documented successful work experience in education, management, or administration; up five percent from round one. This continued to be a high agreement level in contrast to the responses written in the Delphi around not wanting anyone in the school principal role without classroom experiences.

The second question had an agreement level of 70 percent, showing little movement from round one. The tremendous response rate the participants had towards the necessity of teaching experience before school administration was only challenged by one individual, who added that just because one has classroom experience does not make them a leader of student learning and a promoter of student achievement.

Question three and four also did not shift much from round one, showing only a two to three percent difference in both questions. The participants were in favor of the requirement of alternative principal candidates having some classroom experiences before being allowed in an alternative principal licensing program. The requirement of years in a classroom ranged from one to five years depending on the respondent; however, one year was stressed as the “minimum” required time. These findings also linked into questions six and seven, resulting in a low agreement rate when asked if one year full time teaching was adequate for taking on a principalship.

The fifth question under the work experiences category earned an agreement level at 91 percent, moving from 87 percent in round one. The principals and superintendents in this survey agreed that it was essential that an alternative principal licensing candidate complete a field experience in a school setting under the supervision of educators from an

approved alternative principal licensing program from the supporting university or college. This round stressed more than round one that the district needed to play an essential role in the plan for an alternative principal licensing candidate, more than the institution.

As with round one, the seventh question was the lowest agreement level in this section at 55 percent. There continued to be disagreement between participating Colorado superintendents and principals why someone with any teaching experience would go through the alternative principal licensing routes?

In summary of the work experience category, there was one addition from round two that was not in round one the participants in the study believe should be in an alternative principal licensing study. Along with a supervisor from the alternative principal licensing program, a person from the hiring school district in the role of a mentor should help the alternative candidate with goal setting.

Findings Concerning Category Six: Induction program/Internship Requirements for Alternative Principal Licensure

Induction and Internships N=64	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The ALP must complete a principal induction program through the hiring school district.	3%	0%	27%	70%
Summarized Comments: <ul style="list-style-type: none"> - Best idea listed - This is for all principals 				
2. For a non-educator issued an alternative principal license, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience. Such a program must require the alternatively licensed principal or assistant principal to work with a master teacher to obtain teaching experience based on guidelines developed by the state department of education.	6%	17%	37%	40%

Summarized Comments: <ul style="list-style-type: none"> - Support the approach, not the details - This is not realistic if they are an administrator at the same time 				
3. The alternatively licensed principal must observe a practicing, licensed school principal for a set amount of hours their first year as a school principal.	3%	14%	29%	54%
Summarized Comments: <ul style="list-style-type: none"> - This is hard, time constraints - Should be an assistant principal first - Good idea - Impractical for rural districts 				

There were three questions under the induction program and internship requirements of an alternative licensing policy. Question one had the highest agreement rate of any question on the survey, jumping from 89 percent in round one to 97 percent agreement. The participants overwhelmingly agreed that that an alternatively licensed principal should go through an induction program with the hiring school district. Many of the participants commented that it is required of traditionally licensed principals, so it is a must for alternative programs. Question three had an agreement rate at 83 percent, distinctly supporting the policy requirement that an alternatively licensed principal must observe a practicing, licensed school principal during their first year as a principal.

The second question had a lower agreement level than the other two questions in this section at a 77 percent, nevertheless, gaining 15 percent approval from survey one's 62 percent agreement level. This question seemingly had a lower agreement level because the principals and superintendents supported the idea that the alternative principal licensing candidate participate in a program for obtaining classroom teaching experience, though they did not necessarily agree with the written policy details. The participants expressed their concern that the time constraints on a principal are

significant, and although this part of the policy should be required, the reality of a principal getting into a classroom to just observe and learn would probably not occur.

Summing up the induction and internship section is similar to round one due to consistent high levels of agreement. The recommendations in this section for an alternative principal licensing policy remain uniform from round one: a) the district must design a induction program for principals, b) a licensed, practicing principal from the hiring school district is to observe for a set amount of hours the alternative licensed principals first year, and c) teacher observation and practice teaching in the classroom should be completed by the alternative principal licensing candidate if they are from outside the field of education during their first year.

Findings Concerning Category Seven: Length of License for Alternative Principal Licensure

Length of License N=62	Strongly Disagree	Disagree	Agree	Strongly Agree
1. An alternative principal license is valid for five years only, unless the holder has also previously completed a master's degree in education within the past 10 years	6%	26%	55%	13%
Summarized Comments: - Shorter				
2. An alternative principal license is valid for one year and renewable two times	3%	29%	50%	18%
Summarized Comments: - If they prove themselves, give them a license as any principal - Not reasonable after all that work				
3. An alternative principal license is valid for a term of three years; is non renewable; and may not be reinstated	13%	63%	16%	8%
Summarized Comments: - Don't punish the candidate - Should be reinstatable				

The seventh category, licensing length, scored lower agreement levels than any other category. Although two of the questions gained a few percent agreement, the third

question dropped from a 39 percent agreement level to 24 percent agreement. Every question attempted to have the participants focus their thinking around licensing length and what they deemed appropriate. The participants continued to be concerned with how a license is “non renewed” and once the time period on an alternative license expired, would the candidate achieve “full licensure” by the state. Question one brought up the matter of years on a license. The principals and superintendents in Colorado believed that five years on an individual’s first license is too long. The recommendations from round one to round two were almost exactly the same in the participants focus on the initial license should only be valid for one or two years and renewable one or two times. Their suggestion linked in the second question moving from a 56 percent approval rating to 68 percent agreement in round two. Again, the concern that the participants had was once the license expires, what would the alternative principal licensing candidate be eligible for, a full license, no license, continued alternative license?

The third question was one of the only questions on the questionnaire that achieved a disagreement level at 76 percent. The participants disagreed with the “non-renewable” part of the question. The principals and superintendents surveyed felt that once the alternative principal licensing candidate had gotten through their probationary period, they should be a licensed principal.

The five recommendations for alternative principal licensing length remain the same as in round one: a) The license should be initially given for one to two years, b) The license should be renewed one to two times, c) criterion needs to be developed at the state level for renewal of a candidate and also how to non-renew a candidate, d) a probationary period needs to be defined and the tasks that take a candidate out of a probationary period

needs to be defined, and e) the candidate should achieve full licensure after they have completed the probationary period

Findings Concerning Category Eight: Mentoring Requirements for Alternative Principal Licensure

Mentoring N=61	Strongly Disagree	Disagree	Agree	Strongly Agree
1. A training program should be developed by the district, the mentor, and alternative principal licensing candidate, and approved by the state's Department of Education.	3%	18%	50%	29%
Summarized Comments: <ul style="list-style-type: none"> - Should be required for all principals - Leave Department of Education out - Approved by the University - Professional Development 				
2. The alternatively licensed principal should develop a personal learning plan approved by the mentor and the superintendent	2%	3%	42%	53%
Summarized Comments: <ul style="list-style-type: none"> - And educational leadership program at higher education institution - Include coursework, conferences, etc. 				
3. Upon recommendation of the mentor, the State Board of Examiners issues a standard certificate will be granted to the individual holding an alternative principal license	6%	27%	60%	6%
Summarized Comments: <ul style="list-style-type: none"> - Add the institution of higher education - Need to know it is an alternative license - It should be a probationary license to start 				
4. The alternatively licensed principal will complete the Interstate School Leaders Licensure Consortium (ISLLC) self assessment provided on the Department of Education's web site prior to qualifying for full licensure	3%	34%	53%	10%
Summarized Comments: <ul style="list-style-type: none"> - What is this - State requirements alone 				
5. The employing school district shall provide a mentoring program for alternatively licensed principals or assistant principals	5%	0%	39%	56%

Summarized Comments:

- Be an assistant principal first
- For all principals

Similar to round one the mentoring category in this survey achieved had agreement levels ranging from 63 to 95 percent agreement across the five questions. Question one had an agreement rate of 79 percent. The population surveyed felt it was important to include the institution of higher education where the candidate was earning their principal's license in the design of the mentoring program goals and leave out the state Department of Education. The second question had an agreement level of 95 percent. The written responses were similar to question one in the addition of the higher education program the candidate is attending; also, the principals and superintendents surveyed added that the plan should include coursework and conferences to be attended.

The third question in the mentoring section continued to have significantly lower results than the rest of the mentoring questions. In addition to the comments from round one, the panel recommended that licensure should come after the passing of the state licensing test, not only from the recommendation of the mentor and state board. The participants further commented that there should be a difference in what an alternative principal should receive a license so hiring school districts know that this candidate came from an alternative program.

Question four addressed the national ISLLC standards which many principal preparation programs design their coursework. The principals and superintendents in Colorado ranked this question with only a 63 percent approval, down from 66 percent in round one.

The last question in this section addressed where the mentoring program should be designed. Moving from 91 percent to 95 percent of the participants agreed that the mentoring program should be designed by the school district. The only concerns that were addressed suggested that a person should be an assistant principal first and all principals go through this already, so alternative candidates must do this as well.

As in the first round of the survey, the topic of mentoring brought forward many ideas and concerns regarding alternative principal licensing policy. There was a resounding confirmation that mentoring is needed for alternative principal licensing candidates as well as traditionally licensed principals. The concerns brought to policymakers attention when designing a mentoring program would have them realize: a) more than the mentor needs to decide the fate of the candidate, b) if requiring a school district to implement alternative principal mentoring funding needs to be addressed, and c) time considerations need to be made.

Findings Concerning Category Nine: Testing Requirements for Alternative Principal Licensure

Testing n=61	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The alternatively licensed principal must pass the state licensing test for principals	5%	7%	18%	70%
Summarized Comments: <ul style="list-style-type: none"> - This means anyone can pass - In order to obtain professional, not alternative 				
2. The alternatively licensed principal must pass the state teacher assessment before full licensure	7%	25%	23%	46%
Summarized Comments: <ul style="list-style-type: none"> - Necessary to ensure that the foundation for instructional leadership is present - Should have been a teacher 				

The final category of survey one focused on the testing of an alternative principal licensing candidate. The principals and superintendents surveyed felt that the passing of

the state principal licensing exam was mandatory before the alternative principal licensing candidate could be licensed with an 88 percent agreement rate. The comments that were written indicated that the panel agreed that the test should be passed before probationary licensure, not before the alternative principal license was granted.

The second question in this section indicated that 69 percent of the participants agreed that the alternative principal licensing candidate should also pass the state teacher examination. The comments indicated a dissatisfaction with principal candidates with no teaching experience because the panel again wrote that the principal is the instructional leader of a school; a person with no teaching experience would not know anything about student learning, curriculum, or teacher evaluation.

Table 4.3, shows the movement from round one of the survey to round two of the survey. The mean movement from round one to round two is five percent; however, the median movement from round one to round two was zero.

Table 4.3

Movement from Survey 1 to Survey 2, Levels of Agreement

Question	Survey 1 Responses by percent of agreement	Survey 2 Responses by percent of agreement	Movement in Percent
1. Application can not be issued only based on the individuals request	81	84	+3
2. The APL shall only be issued after the successful completion of State Exam for Principals	82	80	-2
3. An individual needs to be hired as a school principal at the time of the APL application	55	63	+8

(table continued)

Table 4.3 (continued)

Question	Survey 1 Responses by percent of agreement	Survey 2 Responses by percent of agreement	Movement in Percent
4. A peer review panel will interview individuals applying for an alternative principal license. The peer review panel is made up of three members, two whom are licensed and employed in the area for which the license is sought, and a representative of the State's Department of Education.	71	64	-7
5. The evaluation panel will determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license is sought	80	80	0
6. Peer review has 4 stages -Apply to peer review -Prepare the portfolio using State's competencies -Evaluation -Action upon peer review panels recommendations	80	68	-12
7. The alternative principal licensing candidate must hold a Bachelor's degree with a GPA of at least 3.0 to apply for the APL.	49	47	-2
8. The APL candidate must verify admission into an alternative principal licensing program to the hiring school district as well as the Department of Education before being hired as a school principal	80	75	-5
9. The APL candidate must complete practicum one day per month at an accredited alternative principal licensing college/university	55	53	-2
10. The APL candidate must hold a master's degree from an accredited professional education preparation program	74	76	+2
11. The APL candidate who has completed a K-12 licensure program, but lacks teaching experience, must complete a master's and credits in school administration	68	67	-1
12. The APL candidate must hold a master's degree OR a bachelor's degree with 3-5 years management experience	59	59	0
13. The APL candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management, or administration	86	91	+5

(table continued)

Table 4.3 (continued)

Question	Survey 1 Responses by percent of agreement	Survey 2 Responses by percent of agreement	Movement in Percent
14. The APL candidate must have three years of verified experience in an accredited preK-12 school, one year of which included classroom teaching experience or direct services to students	72	70	-2
15. The APL candidate must be eligible for a teaching license	80	77	-3
16. The APL candidate must show verification of three years of successful teaching experience as an appropriately licensed and assigned teacher at the educational level in which they are a principal.	70	72	+2
17. The APL candidate must complete field experience as a school principal. This must take place in a school setting under the supervision of educators from an approved college or university school administration program	87	91	+4
18. If the APL candidate is from outside the field of education, they must be employed for a period of 3-5 years in an executive management/leadership role in a non-educational setting	65	69	+4
19. The APL candidate must show verification of one year of full time preK-12 classroom teaching experience	54	55	+1
20. The ALP must complete a principal induction program through the hiring school district.	89	97	+8
21. For a non-educator issued an alternative principal license, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience. Such a program must require the alternatively licensed principal or assistant principal to work with a master teacher to obtain teaching experience based on guidelines developed by the state department of education.	62	77	+15
22. The alternatively licensed principal must observe a practicing, licensed school principal for a set amount of hours their first year as a school principal.	91	83	-8
23. An alternative principal license is valid for five years only, unless the holder has also previously completed a master's degree in education within the past 10 years	60	68	+8
24. An alternative principal license is valid for one year and renewable two times	56	68	+12

(table continued)

Table 4.3 (continued)

Question	Survey 1 Responses by percent of agreement	Survey 2 Responses by percent of agreement	Movement in Percent
25. An alternative principal license is valid for a term of three years; is non renewable; and may not be reinstated	39	24	-15
26. A training program should be developed by the district, the mentor, and alternative principal licensing candidate, and approved by the state's Department of Education.	82	79	-3
27. The alternatively licensed principal should develop a personal learning plan approved by the mentor and the superintendent	87	95	+8
28. Upon recommendation of the mentor, the State Board of Examiners issues a standard certificate will be granted to the individual holding an alternative principal license	63	66	+3
29. The alternatively licensed principal will complete the Interstate School Leaders Licensure Consortium (ISLLC) self assessment provided on the Department of Education's web site prior to qualifying for full licensure	66	63	-3
30. The employing school district shall provide a mentoring program for alternatively licensed principals or assistant principals	91	95	+4
31. The alternatively licensed principal must pass the state licensing test for principals	93	88	-5
32. The alternatively licensed principal must pass the state teacher assessment before full licensure	70	69	-1

Results by Demographic Data

The following section answers the null hypotheses in this study. Every null hypotheses was answered through two different forms of analysis a) every individual question of the survey, and b) each of the nine categories.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies.

Table 4.4

Superintendent and Principal Differences for Alternative Principal Licensing Policy Elements by Question

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Question 1	Principal	23	3.43	.84	49	.64	.52
	Superintendent	28	3.25	1.14			
Question 2	Principal	23	3.35	.935	49	.98	.33
	Superintendent	28	3.07	1.05			
Question 3	Principal	23	2.73	1.08	49	.31	.76
	Superintendent	28	2.65	.87			
Question 4	Principal	23	2.88	.74	49	.30	.15
	Superintendent	28	2.57	.74			
Question 5	Principal	23	2.88	.68	49	-.10	.92
	Superintendent	28	2.89	.57			
Question 6	Principal	23	2.79	.66	49	.84	.41
	Superintendent	28	2.64	.62			
Question 7	Principal	23	2.30	1.11	49	-.29	.78
	Superintendent	28	2.39	1.10			
Question 8	Principal	23	3.26	1.01	49	1.10	.28
	Superintendent	28	2.96	.92			
Question 9	Principal	23	2.65	1.03	49	.30	.76
	Superintendent	28	2.57	.88			
Question 10	Principal	23	3.30	.93	49	.93	.27
	Superintendent	28	3.04	1.11			
Question 11	Principal	23	2.96	.91	49	.37	.71
	Superintendent	28	2.86	1.04			
Question 12	Principal	23	2.58	1.06	49	.19	.85
	Superintendent	28	.254	.74			
Question 13	Principal	23	3.43	.95	49	-.81	.42
	Superintendent	28	3.75	.72			
Question 14	Principal	23	3.04	.98	49	.17	.87
	Superintendent	28	3.00	.86			

(table continued)

Table 4.4 (continued)

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Question 15	Principal	23	3.39	.99	49	1.36	.18
	Superintendent	28	3.04	.88			
Question 16	Principal	23	2.96	.98	49	-.03	.98
	Superintendent	28	2.96	.88			
Question 17:	Principal	23	3.43	.79	49	.21	.83
	Superintendent	28	3.39	.63			
Question 18	Principal	23	2.78	1.04	49	-.27	.79
	Superintendent	28	2.86	.93			
Question 19	Principal	23	2.83	1.15	49	.25	.80
	Superintendent	28	2.75	1.01			
Question 20	Principal	23	3.74	.69	49	1.41	.16
	Superintendent	28	3.46	.69			
Question 21	Principal	23	3.17	1.13	49	.72	.47
	Superintendent	28	2.96	.84			
Question 22	Principal	23	3.38	1.01	49	.66	.51
	Superintendent	28	3.21	.74			
Question 23	Principal	23	2.63	.88	49	-.57	.57
	Superintendent	28	2.75	.70			
Question 24	Principal	23	2.88	.85	49	.40	.69
	Superintendent	28	2.79	.74			
Question 25	Principal	23	2.04	.81	49	-1.28	.21
	Superintendent	28	2.32	.77			
Question 26	Principal	23	3.13	.90	49	.85	.40
	Superintendent	28	2.93	.77			
Question 27	Principal	23	3.38	.82	49	-1.20	.24
	Superintendent	28	3.61	.50			
Question 28	Principal	23	2.63	.77	49	-.09	.93
	Superintendent	28	2.64	.62			
Question 29	Principal	23	2.83	.76	49	1.70	.10
	Superintendent	28	2.54	.51			

(table continued)

Table 4.4 (continued)

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Question 30	Principal	23	3.50	.72	49	.66	.51
	Superintendent	28	3.36	.83			
Question 31	Principal	23	3.67	.76	49	1.28	.21
	Superintendent	28	3.36	.95			
Question 32	Principal	23	3.33	1.01	49	1.85	.07
	Superintendent	28	2.82	.98			

*Significant at $p \leq .05$

The researcher hypothesis was that there would be no significant difference between Colorado's school district superintendents and principals in how they responded to alternative principal licensing policy elements. The statistical tests used were independent samples t-Tests. Alpha level was set at .05. The data were found to be approximately normally distributed. The evidence of normality was based on Morgan (2004) highlighting very few outliers. Levene's test for equality of variances found few data were in violation of the equality of variances assumption; hence few transformations or changes in the data file were made.

The role of superintendent or principal did not have an impact on how the participants scored the Likert scale on alternative principal licensing policy elements.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school district size.

The researcher's hypothesis was that there would be no significant difference among the participants in how they responded to alternative principal licensing policy elements based on school level. The statistical tests were independent samples t-tests. Alpha level was set at .05. The data were found to be approximately normally distributed. The evidence of normality highlighted few outliers. Levene's test for equality of

variances found few data were in violation of the equality of variances assumption; hence, few transformations or changes in the data file were made.

Table 4.5

Superintendent and Principal Differences for Alternative Principal Licensing Policy Elements by Category

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Application	Principal	23	9.45	2.28	49	.74	.46
	Superintendent	28	8.96	2.37			
Review Panel:	Principal	23	8.54	1.82	49	.91	.36
	Superintendent	28	8.11	1.64			
Education	Principal	23	11.52	3.25	49	.68	.50
	Superintendent	28	10.96	2.62			
Work Experience	Principal	23	21.87	5.63	49	-.38	.70
	Superintendent	28	22.75	9.88			
Induction	Principal	23	10.39	2.39	49	1.24	.22
	Superintendent	28	9.64	1.91			
Length of License	Principal	23	7.54	1.96	49	-.68	.50
	Superintendent	28	15.46	1.38			
Mentoring	Principal	23	15.07	3.23	49	.54	.59
	Superintendent	28	7.0	1.84			
Testing	Principal	23	6.18	1.62	49	1.83	.07
	Superintendent	28	2.96	1.61			

*Significant at $p \leq .05$

The role of elementary or secondary principal did have an impact on how the participants scored the Likert scale on alternative principal licensing policy elements when evaluated by question and by category. The elementary principals scored with less agreement than the secondary principals in five of the questions and two of the categories. Question seven addressed the need to have the alternative principal licensing candidate have at least a 3.0 grade point average to apply for an alternative principal

license. The elementary principals had a lower agreement on this requirement ($M=1.93$, $SD=.917$) than did the secondary principals ($M=2.89$, $SD=1.17$). Question nine required alternative principal licensing candidates to complete practicum one day per month at an accredited alternative principal licensing institution. Again, the elementary principals had a lower agreement level ($M=2.29$, $SD=1.07$) than the secondary principals ($M=3.22$, $SD=.667$). Elementary principals also gave a lower agreement score to the alternative principal licensing candidates required eligibility for a teaching license ($M=3.07$, $SD=1.14$), experience at the level in which they are principal ($M=2.64$, $SD=1.08$), and verification of one year preK-12 teaching experience ($M=2.36$, $SD=1.15$); than Colorado secondary principals ($M=3.89$, $SD=.33$), ($M=3.44$, $SD=.53$), and ($M=3.56$, $SD=.24$).

Also to be noted, the standard deviations were much smaller in the secondary principal group showing that there was not much difference in how the secondary principals felt about these questions, where the elementary principals had high standard deviation, proving a more diverse opinion within this group. The analysis indicated that there was much larger than typical effect size (Cohen, 1988) on questions fifteen $t(21)=-2.52$, $p=.02$, $d=1.12$; sixteen $t(21)=-2.06$, $p=.03$, $d=1.00$; and nineteen $t(21)=-2.78$, $p=.01$, $d=1.29$. The effect size was also found as larger than typical (Cohen, 1988) for questions seven $t(21)=-2.21$, $p=.04$, $d=.92$ and nine $t(21)=-2.34$, $p=.03$, $d=.87$. The effect size, or strength of relationship, between elementary and secondary principals were also found to be much larger than typical (Cohen, 1988) for the categories of application $t(21)=-2.19$, $p=.04$, $d=1.03$ and work experience $t(21)=-2.14$, $p=.04$, $d=1.00$.

Table 4.6

Elementary and Secondary Principal Differences for Alternative Principal Licensing Policy Elements by Question

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	<i>d</i>
Question 1:	Elementary	14	3.21	.98	23	-1.88	.12	
	Secondary	9	3.78	.44				
Question 2:	Elementary	14	3.07	1.00	23	-1.86	.06	
	Secondary	9	3.78	.67				
Question 3:	Elementary	14	2.43	1.16	23	-1.82	.05*	
	Secondary	9	3.25	.71				
Question 4:	Elementary	14	2.79	.70	23	-.69	.49	
	Secondary	9	3.00	.82				
Question 5:	Elementary	14	2.86	.66	23	-.15	.88	
	Secondary	9	2.90	.74				
Question 6:	Elementary	14	2.64	.75	23	-1.33	.16	
	Secondary	9	3.00	.47				
Question 7:	Elementary	14	1.93	.92	23	-2.21	.04*	.92
	Secondary	9	2.89	1.17				
Question 8:	Elementary	14	3.14	.95	23	-.69	.50	
	Secondary	9	3.44	1.13				
Question 9:	Elementary	14	2.29	1.07	23	-2.34	.03*	.87
	Secondary	9	3.22	.66				
Question 10:	Elementary	14	3.14	.86	23	-1.05	.31	
	Secondary	9	3.56	1.01				
Question 11:	Elementary	14	2.71	.99	23	-1.61	.12	
	Secondary	9	3.30	.68				
Question 12:	Elementary	14	2.29	.99	23	-1.69	.11	
	Secondary	9	3.00	1.05				
Question 13:	Elementary	14	3.21	1.12	23	-1.43	.17	
	Secondary	9	3.78	.44				
Question 14:	Elementary	14	2.86	1.03	23	-1.15	.25	
	Secondary	9	3.33	.87				

(table continued)

Table 4.6 (continued)

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	<i>d</i>
Question 15:	Elementary	14	3.07	1.14	23	-2.52	.02*	1.12
	Secondary	9	3.89	.33				
Question 16:	Elementary	14	2.64	1.08	23	-2.37	.03*	1.00
	Secondary	9	3.44	.53				
Question 17:	Elementary	14	3.29	.91	23	-1.14	.21	
	Secondary	9	3.67	.50				
Question 18:	Elementary	14	2.57	1.02	23	-1.23	.24	
	Secondary	9	3.11	1.05				
Question 19:	Elementary	14	2.36	1.15	23	-2.78	.01*	1.29
	Secondary	9	3.56	.73				
Question 20:	Elementary	14	3.64	.84	23	-.83	.34	
	Secondary	9	3.89	.33				
Question 21:	Elementary	14	2.86	1.23	23	-1.65	.09	
	Secondary	9	3.60	.84				
Question 22:	Elementary	14	3.14	1.17	23	-1.35	.19	
	Secondary	9	3.70	.68				
Question 23:	Elementary	14	2.57	.94	23	-.35	.72	
	Secondary	9	2.70	.82				
Question 24:	Elementary	14	2.79	.80	23	-.60	.57	
	Secondary	9	3.00	.94				
Question 25:	Elementary	14	2.00	.78	23	-.29	.77	
	Secondary	9	2.10	.87				
Question 26:	Elementary	14	3.07	1.00	23	-.34	.73	
	Secondary	9	3.20	.79				
Question 27:	Elementary	14	3.36	.93	23	-.12	.90	
	Secondary	9	3.40	.70				
Question 28:	Elementary	14	2.50	.76	23	-.94	.36	
	Secondary	9	2.80	.79				
Question 29:	Elementary	14	2.71	.83	23	-.90	.36	
	Secondary	9	3.00	.67				

(table continued)

Table 4.6 (continued)

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	<i>d</i>
Question 30:	Elementary	14	3.43	.85	23	-.57	.58	
	Secondary	9	3.60	.52				
Question 31:	Elementary	14	3.64	.84	23	-.18	.86	
	Secondary	9	3.70	.68				
Question 32:	Elementary	14	3.29	1.13	23	-.27	.78	
	Secondary	9	3.40	.84				

*Significant at $p \leq .05$

Table 4.7

Elementary and Secondary Principal Differences for Alternative Principal Licensing Policy Elements by Category

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	<i>d</i>
Application:	Elementary	14	8.71	2.30	23	-2.19	.04*	1.03
	Secondary	9	10.75	1.70				
Review Panel:	Elementary	14	8.29	1.86	23	-.81	.42	
	Secondary	9	8.90	1.79				
Education:	Elementary	14	10.50	2.74	23	-2.01	.06	
	Secondary	9	13.11	3.48				
Work Experience:	Elementary	14	20.00	1.16	23	-2.14	.04*	1.00
	Secondary	9	24.78	3.49				
Induction:	Elementary	14	9.64	2.65	23	-2.00	.06	
	Secondary	9	11.56	1.33				
Length of License:	Elementary	14	7.36	1.82	23	-.54	.60	
	Secondary	9	7.80	2.20				
Mentoring:	Elementary	14	15.07	3.45	23	-.69	.50	
	Secondary	9	16.00	2.98				
Testing:	Elementary	14	6.93	1.82	23	-.25	.80	
	Secondary	9	7.10	1.37				

*Significant at $p \leq .05$

The following two null hypotheses were designed to see if there was a difference in how the participants responded to the Likert scale depending on the size of the school

district they were in and how many years experience they had as a school principal. A One-Way ANOVA was used to analyze the data in this section as well as Tukey and Games Howell post hoc tests.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on years of principal experience.

The researcher's hypothesis was that there would be no significant difference among the participants in how they responded to alternative principal licensing policy elements based on years of principal experience. The statistical tests used were One-Way ANOVA's. Alpha level was set at .05. The data were found to be approximately normally distributed. The evidence of normality proved to have very few outliers. Levene's test for equality of variances found few data were in violation of the equality of variances assumption; hence few transformations or changes in the data file were made.

Years experience as a school principal did not have a significant impact on how the participants responded. Individuals with no principal experience ranked the alternative principal licensing policy elements with a higher agreement rating than principals with 16 or more years. There was a negative correlation between years of experience and agreement level of alternative principal licensing policy elements.

Overall, the ANOVA data show that there were no significant differences in how the participants scored the Likert scale based on years of principal experience.

Table 4.8

ANOVA Source Table of Mean Agreement Levels Based on Years Experience as a School Principal by Question

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 1</u>					
Between Groups	1.70	4	.43	.39	.81
Within Groups	49.63	57	1.80		
Total	51.33	61			
<u>Question 2</u>					
Between Groups	6.76	4	1.69	1.80	.15
Within Groups	43.28	57	.94		
Total	50.04	61			
<u>Question 3</u>					
Between Groups	2.09	4	.52	.55	.70
Within Groups	42.79	57	.95		
Total	44.90	61			
<u>Question 4</u>					
Between Groups	.85	4	.21	.36	.84
Within Groups	27.82	57	.59		
Total	28.67	61			
<u>Question 5</u>					
Between Groups	1.58	4	.40	1.05	.39
Within Groups	17.73	57	.38		
Total	19.31	61			
<u>Question 6</u>					
Between Groups	.78	4	.20	.46	.76
Within Groups	19.90	57	.42		
Total	20.67	61			
<u>Question 7</u>					
Between Groups	3.36	4	.84	.69	.60
Within Groups	56.28	57	1.22		
Total	59.65	61			
<u>Question 8</u>					
Between Groups	5.43	4	1.36	1.52	.21
Within Groups	41.08	57	.89		
Total	46.51	61			

(table continued)

Table 4.8 (continued)

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 9</u>					
Between Groups	2.02	4	.51	.55	.70
Within Groups	42.13	57	.91		
Total	44.16	61			
<u>Question 10</u>					
Between Groups	3.61	4	.90	.85	.50
Within Groups	49.13	57	1.07		
Total	52.75	61			
<u>Question 11</u>					
Between Groups	3.40	4	.85	.86	.48
Within Groups	45.12	57	.96		
Total	48.52	61			
<u>Question 12</u>					
Between Groups	4.63	4	1.16	1.50	.22
Within Groups	36.20	57	.77		
Total	40.83	61			
<u>Question 13</u>					
Between Groups	3.95	4	12.99	.37	.83
Within Groups	37.05	57	.82		
Total	40.00	61			
<u>Question 14</u>					
Between Groups	3.45	4	.86	1.06	.39
Within Groups	37.53	57	.82		
Total	40.98	61			
<u>Question 15</u>					
Between Groups	2.99	4	.86	1.06	.39
Within Groups	41.05	57	.89		
Total	44.04	61			
<u>Question 16</u>					
Between Groups	5.17	4	1.30	1.62	.19
Within Groups	36.75	57	.80		
Total	41.92	61			
<u>Question 17</u>					
Between Groups	.40	4	.10	.19	.94
Within Groups	23.95	57	.52		
Total	24.35	61			

(table continued)

Table 4.8 (continued)

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 18</u>					
Between Groups	4.86	4	1.22	1.31	.28
Within Groups	42.55	57	.93		
Total	47.41	61			
<u>Question 19</u>					
Between Groups	6.96	4	1.74	1.61	.19
Within Groups	49.67	57	1.08		
Total	56.63	61			
<u>Question 20</u>					
Between Groups	1.38	4	.34	.69	.60
Within Groups	22.98	57	.50		
Total	24.35	61			
<u>Question 21</u>					
Between Groups	4.58	4	1.14	1.21	.32
Within Groups	44.25	57	.94	1.21	
Total	48.83	61			
<u>Question 22</u>					
Between Groups	2.85	4	.71	.94	.45
Within Groups	35.82	57	.94		
Total	38.67	61			
<u>Question 23</u>					
Between Groups	1.35	4	.34	.53	.71
Within Groups	29.73	57	.64		
Total	31.44	61			
<u>Question 24</u>					
Between Groups	1.29	4	.32	.50	.74
Within Groups	30.165	57	.64		
Total	31.44	61			
<u>Question 25</u>					
Between Groups	4.34	4	1.11	1.89	.13
Within Groups	27.64	57	.59		
Total	32.08	61			
<u>Question 26</u>					
Between Groups	3.70	4	.92	1.39	.25
Within Groups	31.29	57	.67		
Total	34.98	61			

(table continued)

Table 4.8 (continued)

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 27</u>					
Between Groups	2.00	4	.50	1.12	.40
Within Groups	21.00	57	.45		
Total	23.00	61			
<u>Question 28</u>					
Between Groups	.14	4	.04	.07	.99
Within Groups	23.92	57	.51		
Total	24.06	61			
<u>Question 29</u>					
Between Groups	.19	4	.05	.11	.98
Within Groups	21.25	57	.45		
Total	21.44	61			
<u>Question 30</u>					
Between Groups	3.44	4	.86	1.48	.22
Within Groups	27.25	57	.58		
Total	30.69	61			
<u>Question 31</u>					
Between Groups	.10	4	.02	.03	1.0
Within Groups	38.10	57	.83		
Total	39.00	61			
<u>Question 32</u>					
Between Groups	7.43	4	1.86	1.92	.12
Within Groups	45.39	57	.97		
Total	52.83	61			

*Significant at $p \leq .05$

Table 4.9

ANOVA Source Table of Mean Agreement Levels Based on Years Experience as a School Principal by Category

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Application</u>					
Between Groups	9.46	4	2.37	.42	.79
Within Groups	253.92	57	5.64		
Total	263.38	61			
<u>Review Panel</u>					
Between Groups	6.88	4	1.72	.56	.69

Within Groups	144.20	57	3.07		
Total	151.08	61			
<u>Education</u>					
Between Groups	45.63	4	11.41	1.40	.25
Within Groups	375.00	57	8.15		
Total	420.63	61			
<u>Work Experience</u>					
Between Groups	25.51	4	31.38	.45	.77
Within Groups	175.20	57	69.92		
Total	200.71	61			
<u>Induction</u>					
Between Groups	19.17	4	4.79	1.04	.40
Within Groups	211.81	57	4.61		
Total	230.98	61			
<u>Length of License</u>					
Between Groups	9.77	4	2.44	.88	.49
Within Groups	130.91	57	2.79		
Total	140.67	61			
<u>Mentoring</u>					
Between Groups	27.21	4	6.08	1.04	.40
Within Groups	306.54	57	6.52		
Total	333.75	61			
<u>Testing</u>					
Between Groups	6.29	4	1.57	.56	.69
Within Groups	132.54	57	2.82		
Total	138.83	61			

*Significant at $p \leq .05$

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school level.

The researcher's hypothesis was that there would be no significant difference among the participants in how they responded to alternative principal licensing policy elements based on school district size. The statistical tests used were One-Way ANOVA's. Alpha level was set at .05. The data were found to be approximately normally distributed. The

evidence of normality was based on Morgan (2004) highlighting very few outliers.

Levene's test for equality of variances found few data were in violation of the equality of variances assumption; hence few transformations or changes in the data file were made.

School district size did not have a significant impact on how the participants responded. There was one question where the principal and superintendents school district size was significant; however, none of the categories proved significant. Question 29, alternatively licensed principals will complete the Interstate School Leaders Licensure Consortium (ISLLC) self assessment provided on the Department of Education's Web site prior to qualifying for full license, was significant at $p < .05$ level.

Table 4.10

ANOVA Source Table of Mean Agreement Levels Based on School District Size by Question

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 1</u>					
Between Groups	6.77	5	1.36	1.37	.25
Within Groups	44.56	56	.99		
Total	51.33	61			
<u>Question 2</u>					
Between Groups	1.83	5	.37	.34	.89
Within Groups	48.21	56	1.07		
Total	50.04	61			
<u>Question 3</u>					
Between Groups	2.07	5	.41	.43	.83
Within Groups	42.81	56	.97		
Total	44.88	61			
<u>Question 4</u>					
Between Groups	3.03	5	.61	1.09	.38
Within Groups	25.65	56	.56		
Total	28.67	61			

(table continued)

Table 4.10 (continued)

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 5</u>					
Between Groups	2.12	5	.42	1.13	.36
Within Groups	17.19	56	.37		
Total	19.31	61			
<u>Question 6</u>					
Between Groups	1.58	5	.32	.76	.58
Within Groups	19.09	56	.42		
Total	20.67	61			
<u>Question 7</u>					
Between Groups	2.93	5	.59	.47	.80
Within Groups	56.71	56	1.26		
Total	59.65	61			
<u>Question 8</u>					
Between Groups	5.91	5	1.18	1.31	.28
Within Groups	40.60	56	.90		
Total	46.51	61			
<u>Question 9</u>					
Between Groups	2.62	5	.52	.57	.73
Within Groups	41.54	56	.92		
Total	44.16	61			
<u>Question 10</u>					
Between Groups	5.45	5	1.09	1.04	.41
Within Groups	47.29	56	1.05		
Total	52.75	61			
<u>Question 11</u>					
Between Groups	8.02	5	1.60	1.82	.13
Within Groups	40.50	56	.88		
Total	48.52	61			
<u>Question 12</u>					
Between Groups	.64	5	.13	.15	.98
Within Groups	40.19	56	.87		
Total	40.83	61			
<u>Question 13</u>					
Between Groups	2.91	5	1.08	1.05	.36
Within Groups	13.50	56	.82		
Total	4.41	61			

(table continued)

Table 4.10 (continued)

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 14</u>					
Between Groups	5.52	5	58.33	1.93	.11
Within Groups	35.46	56	30.20		
Total	40.98	61			
<u>Question 15</u>					
Between Groups	3.69	5	.74	.82	.54
Within Groups	40.35	56	.90		
Total	44.04	61			
<u>Question 16</u>					
Between Groups	5.25	5	1.05	1.30	.29
Within Groups	36.67	56	.82		
Total	41.92	61			
<u>Question 17</u>					
Between Groups	.51	5	.10	.19	.96
Within Groups	23.85	56	.82		
Total	24.35	61			
<u>Question 18</u>					
Between Groups	5.00	5	1.00	1.06	.39
Within Groups	42.41	56	.94		
Total	47.41	61			
<u>Question 19</u>					
Between Groups	8.19	5	1.64	1.52	.20
Within Groups	48.44	56	1.08		
Total	56.63	61			
<u>Question 20</u>					
Between Groups	.60	5	.12	23	.95
Within Groups	23.76	56	.53		
Total	24.35	61			
<u>Question 21</u>					
Between Groups	3.84	5	.77	.79	.57
Within Groups	44.98	56	.98		
Total	48.83	61			
<u>Question 22</u>					
Between Groups	1.27	5	.26	.31	.90
Within Groups	37.40	56	.81		
Total	38.67	61			

(table continued)

Table 4.10 (continued)

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 23</u>					
Between Groups	4.42	5	.88	1.54	.20
Within Groups	26.66	56	.58		
Total	31.08	61			
<u>Question 24</u>					
Between Groups	2.79	5	.56	.90	.49
Within Groups	28.65	56	.62		
Total	31.44	61			
<u>Question 25</u>					
Between Groups	2.32	5	.45	.69	.64
Within Groups	29.85	56	.65		
Total	32.08	61			
<u>Question 26</u>					
Between Groups	2.30	5	.46	.65	.66
Within Groups	32.68	56	.71		
Total	34.98	61			
<u>Question 27</u>					
Between Groups	1.19	5	.24	.50	.77
Within Groups	21.81	56	.47		
Total	23.00	61			
<u>Question 28</u>					
Between Groups	1.35	5	.27	.55	.74
Within Groups	22.71	56	.49		
Total	24.06	61			
<u>Question 29</u>					
Between Groups	4.58	5	.92	2.50	.04*
Within Groups	16.87	56	.37		
Total	21.44	61			
<u>Question 30</u>					
Between Groups	3.54	5	.71	1.20	.32
Within Groups	27.15	56	.77		
Total	30.96	61			
<u>Question 31</u>					
Between Groups	3.64	5	.73	.95	.46
Within Groups	35.36	56	.77		
Total	39.00	61			

(table continued)

Table 4.10 (continued)

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Question 32</u>					
Between Groups	7.98	5	1.60	1.64	.17
Within Groups	44.85	56	.98		
Total	52.83	61			

*Significant at $p \leq .05$

Table 4.11

Post hoc Comparisons and Effect Sizes for School District Size and Agreement Ratings on Alternative Principal Licensing Policy Elements

Games Howell Post Hoc Comparison	M Dff	df	p	d
<u>Question 29</u>				
6,001 to 25,000 1,201 to 6,000	72	56	.05*	.81

*Significant at $p \leq .05$

Table 4.12

ANOVA Source Table of Mean Agreement Levels Based on School District Size by Category

	Sum of Squares	df	Mean Sq.	F	Sig.
<u>Application</u>					
Between Groups	13.97	5	2.79	.49	.78
Within Groups	249.41	56	5.67		
Total	263.38	61			
<u>Review Panel</u>					
Between Groups	15.02	5	3.01	1.02	.42
Within Groups	136.05	56	2.96		
Total	151.08	61			
<u>Education</u>					
Between Groups	32.19	5	6.44	.75	.59
Within Groups	388.43	56	8.63		
Total	420.63	61			

<u>Work Experience</u>					
Between Groups	14.39	5	4.88	1.64	.17
Within Groups	227.25	56	6.63		
Total	241.64	61			
<u>Induction</u>					
Between Groups	5.09	5	1.02	.20	.96
Within Groups	225.89	56	5.02		
Total	230.98	61			
<u>Length of License</u>					
Between Groups	18.73	5	3.75	1.41	.24
Within Groups	121.95	56	2.65		
Total	140.67	61			
<u>Mentoring</u>					
Between Groups	25.24	5	5.05	.75	.59
Within Groups	308.51	56	6.71		
Total	333.75	61			
<u>Testing</u>					
Between Groups	16.59	5	3.32	1.25	.30
Within Groups	122.23	56	2.66		
Total	138.83	61			

In summary, there were no significant differences in how the participants responded to the agreement levels of the alternative principal licensing policy elements based on the individuals role in a school district, size of their school district, and years experience as a principal. However, there was some significance in how principals responded to the Likert scale depending on whether they were an elementary or secondary principal. Chapter 5 includes recommendations for future policy design and further analysis of the data shown in Chapter 4.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purposes of this study were to generate the essential elements for a statewide alternative principal licensing policy and determine the issues that surround alternative principal licensing policies. The specific research questions which were addressed included:

Question 1: What are the major elements found in state policies for alternative licensing of principals?

1.1 Nationwide, what are the major elements found in state policies, pertaining to the alternative licensing of principals?

1.2 Which elements are consistently found in state policies relevant to alternative licensing of principals?

Question 2: What are the issues that impact principal alternative licensing policy requirements?

2.1 What are the issues identified by Colorado district superintendents and principals around alternative principal licensing policy elements?

2.2 According to district superintendents and principals, what is the agreement level of alternative principal licensing elements?

Null Hypothesis

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school district size.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on years of administrative experience.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school level.

Procedures

The researcher contacted every state licensing agency in the country and collected their alternative principal licensing policies. Following the phone interviews with the state licensing agencies the researcher sorted the state's collective policy elements into ten categories. A survey instrument was created from these ten categories and a select group of elementary and secondary principals were selected to respond to the questionnaire along with every Colorado district superintendent. The district leaders participated in a two round Delphi study where they gave their opinion on alternative principal licensing policy elements using a Likert scale and provided written commentary to support their beliefs.

A modified Delphi was selected as the most appropriate technique to: (a) gather opinions about a complex issue, (b) collect information to build agreement, (c) anonymity of individual response, and (d) controlled feedback. This instrument was designed to

collect two types of responses with regard to alternative principal licensing policy elements: (a) agreement or disagreement, and (b) written commentary. Panelists were directed to respond to each policy element in terms of “what should be” in an alternative principal licensing policy for Colorado public schools.

A pool of 176 Colorado superintendents and 216 principals were selected to participate in the study. All 392 members of the pool were e-mailed the questionnaire and invited to participate in the three round Delphi process by responding to the enclosed questionnaire. Ninety-seven subjects responded with sufficient distribution among the groups of superintendents, secondary principals, and elementary principals. Thus, at this point in the study, a Delphi panel of 97 experts was confirmed. Of the original 97 subjects, 72, or 74 percent responded to round two.

Data collected from round one was reported to Delphi panelists on the round two questionnaires by reporting the percent of panelists in agreement or disagreement and a summary of panelists written comments. Respondents were invited to reevaluate their position based on what the results were from questionnaire one and the responses that their colleagues had given as reasoning for their answers. Round two data were tabulated and summarized. A summary of round two was prepared and e-mailed to Delphi panel members completing the two rounds of the Delphi. At this point data had been collected to answer all the research questions.

Summary of Findings

The next section takes each research question and describes the findings from the study that answer that specific question. The two research questions and four null

hypotheses in this study used a variety of methods and statistics to answer each specific question.

Question 1: What are the major elements found in state policies for alternative licensing of principals?

1.1 Nationwide, what are the major elements found in state policies, pertaining to the alternative licensing of principals?

1.2 Which elements are consistently found in state policies relevant to alternative licensing of principals?

To answer question one, the researcher contacted every state licensing agency in the United States. The agency was asked to submit their state's alternative principal licensing policy, a copy of the individual application for alternative principal licensing, and any other supplemental information they might have on their state's alternative principal licensing policy. The researcher coded the information and put the policy elements in categories derived from common themes.

As seen in Figure 5.1 the following 20 states have alternative principal licensing policies. Figure 5.2 and 5.3 show other results in this study around states that might have alternative principal licensing policies, depending on the state's definition, and whether an individual even requires a principal's license to be a practicing school principal. Appendix C demonstrates the categories that were established after the alternative principal licensing policies from the states shown in Figure 5.1 were analyzed. The nine categories that all the state policy elements fell under were: application procedures, review panel, education requirements, work experience, induction programs, licensing

length, mentoring, testing, and miscellaneous. Questionnaire number one was developed from the researcher developed categories and review panel feedback, Appendix G.

Alabama	Maryland	New York
California	Massachusetts	Ohio
Colorado	Minnesota	Oklahoma
Idaho	Mississippi	Oregon
Illinois	Montana	Texas
Kentucky	New Hampshire	Vermont
Maine	New Jersey	

Figure 5.1. States with alternative principal licensing.

Tennessee Says it is not used.	Indiana and Washington “EMERGENCY” licenses. Similar to alternative while the license is held, but it is terminated after 1-3 years.	Florida Not a state policy, but each district has authority to decide.
--	--	--

Figure 5.2. Questionable alternative principal licensing states.

Michigan Competencies and teaching experience	South Dakota Authorization and competencies met by experiences
---	--

Figure 5.3. No certification needed.

Question 2: What are the issues that impact principal alternative licensing policy requirements?

2.1 What are the issues identified by Colorado district superintendents and principals around alternative principal licensing policy elements?

2.2 According to district superintendents and principals, what is the agreement level of alternative principal licensing elements?

Issues Surrounding Alternative Principal Certification

Since data of this type had not previously been collected in Colorado, a real basis was unavailable for establishing an a priori percent of agreement, which would represent general acceptance of a position by the profession. The researcher, however, recognized an obligation to highlight those positions for which there was total agreement or near total agreement and those positions for which there was major disagreement. Grouping the data by frequency categories provided the researcher with a means to summarize the findings. Data concerning the total panel response and response among superintendents, secondary principals and elementary principals were important to summarizing the extent of acceptance of the positions.

Considering the total Delphi panel, 30, or 94 percent of the 32 questions received 50 percent or higher support from the panelists. Of the 32 alternative principal licensing policy elements, 75-100 percent panel consensus was attained on 15 or 47 percent of the total 32 elements and 51-74 percent panel consensus was attained on 15 or 47 percent of the total 32 elements as well. 2 or 1 percent of the questions received less than 50 percent of the panelists' support. Table 5.1 highlights the elements in an alternative principal licensing policy and the percent of agreement with this requirement for alternative principal licensing candidates. The scatter plot, Figure 5.2, shows the agreement level for each question in the survey by participants as a collective whole. The researcher notes that the scatter plot shows that only one question received disagreement among panelists by the second round of the Delphi.

Table 5.1

Alternative Principal Policy Elements by Percent Agreement

Question	Survey 2 Responses by percent of agreement
20. The ALP must complete a principal induction program through the hiring school district.	97
27. The alternatively licensed principal should develop a personal learning plan approved by the mentor and the superintendent	95
30. The employing school district shall provide a mentoring program for alternatively licensed principals or assistant principals	95
13. The APL candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management, or administration	91
17. The APL candidate must complete field experience as a school principal. This must take place in a school setting under the supervision of educators from an approved college or university school administration program	91
31. The alternatively licensed principal must pass the state licensing test for principals	88
1. Application can not be issued only based on the individuals request	84
22. The alternatively licensed principal must observe a practicing, licensed school principal for a set amount of hours their first year as a school principal.	83
2. The APL shall only be issued after the successful completion of State Exam for Principals	80
5. The evaluation panel will determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license is sought	80
26. A training program should be developed by the district, the mentor, and alternative principal licensing candidate, and approved by the state's Department of Education.	79
15. The APL candidate must be eligible for a teaching license	77
21. For a non-educator issued an alternative principal license, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience. Such a program must require the alternatively licensed principal or assistant principal to work with a master teacher to obtain teaching experience based on guidelines developed by the state department of education.	77
10. The APL candidate must hold a master's degree from an accredited professional education preparation program	76
8. The APL candidate must verify admission into an alternative principal licensing program to the hiring school district as well as the Department of Education before being hired as a school principal	75

(table continued)

Table 5.1 (continued)

Question	Survey 2 Responses by percent of agreement
16. The APL candidate must show verification of three years of successful teaching experience as an appropriately licensed and assigned teacher at the educational level in which they are a principal.	72
14. The APL candidate must have three years of verified experience in an accredited preK-12 school, one year of which included classroom teaching experience or direct services to students	70
18. If the APL candidate is from outside the field of education, they must be employed for a period of 3-5 years in an executive management/leadership role in a non-educational setting	69
32. The alternatively licensed principal must pass the state teacher assessment before full licensure	69
6. Peer review has 4 stages -Apply to peer review -Prepare the portfolio using State's competencies -Evaluation -Action upon peer review panels recommendations	68
23. An alternative principal license is valid for five years only, unless the holder has also previously completed a master's degree in education within the past 10 years	68
24. An alternative principal license is valid for one year and renewable two times	68
11. The APL candidate who has completed a K-12 licensure program, but lacks teaching experience, must complete a master's and credits in school administration	67
28. Upon recommendation of the mentor, the State Board of Examiners issues a standard certificate will be granted to the individual holding an alternative principal license	66
4. A peer review panel will interview individuals applying for an alternative principal license. The peer review panel is made up of three members, two whom are licensed and employed in the area for which the license is sought, and a representative of the State's Department of Education.	64
3. An individual needs to be hired as a school principal at the time of the APL application	63
29. The alternatively licensed principal will complete the Interstate School Leaders Licensure Consortium (ISLLC) self assessment provided on the Department of Education's web site prior to qualifying for full licensure	63
12. The APL candidate must hold a master's degree OR a bachelor's degree with 3-5 years management experience	59
19. The APL candidate must show verification of one year of full time preK-12 classroom teaching experience	55
9. The APL candidate must complete practicum one day per month at an accredited alternative principal licensing college/university	53

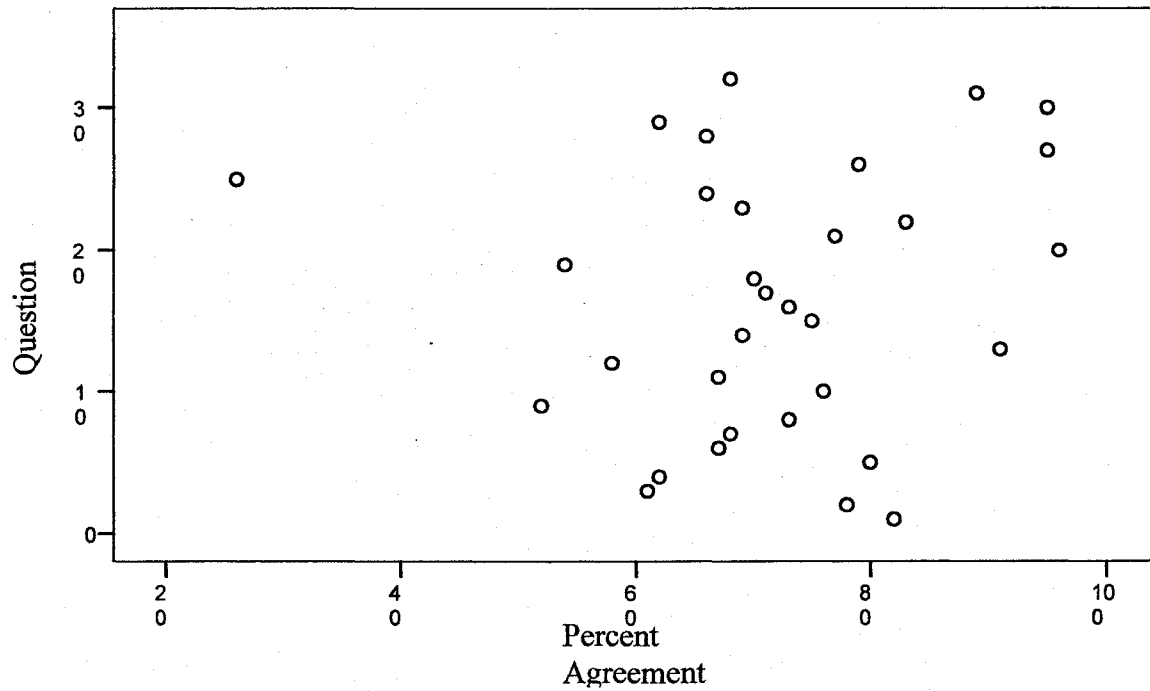


Figure 5.4. Participants' agreement level by question; agree to strongly agree. Additional analysis of modified Delphi results.

The following categories were further analyzed in this section due to the results found in Chapter 4. The researcher has added additional questioning and thinking around some of the results based on written commentary, results from the Likert scale agreement levels, and final analysis. These findings are in direct response to question two of the study.

Application Requirements

A significant number respondents agreed that the state's standardized test needs to be taken and passed before being a principal in a school, however the researcher

questions how an individual is going to pass a State principal test when they have had no formal training in school administration. If a state is going to support an alternative license, they also must support new ideas of meeting standards for the starting alternative licensure candidate. In the traditional license one does not take the state principal licensure test until they have completed the coursework, the passing of this test might eliminate candidates before they even begin.

The researcher also has concerns about establishing an alternative principal license if the system does not support such an innovative license. The lack of training and knowledge in school administration of an individual coming into the principalship is concerning during a time where many schools are in need of a strong educational leader. Principals are expected to lead curriculum, evaluate teachers, and work on student achievement (Danielson, 1996; Marzano, 2003); proving difficult to take on all these roles while the candidate is learning how to be a school principal in outside coursework. If the State policy on alternative principal licensing does not show understanding of these individuals needs and training through the written policy elements, alternative principal licensing candidates will not be fulfilling the role of a school administrator according to the panelists and leading researchers in the school principalship.

Review Panel

It is the researcher's recommendation that the State review its budget for the funding of panel members before it becomes a requirement. Also, the development of a rubric for determining competencies was suggested. This too should be funded by the state, if it becomes a mandatory requirement. If the state does not have a uniform rubric

or evaluation and delegates it to school districts to design, the question of consistency, standards, efficacy, and evaluation would be in jeopardy.

The second question had an agreement rate at 80 percent. This question required the alternative principal licensing candidate verify admission into an alternative principal licensing program at a college or university at the time of hire. These results were surprising because in the comments section, over two thirds of the participants suggest that the candidate needs to finish their degree in administration before they can be principal.

The third question required that alternatively licensed school administrators have to attend a practicum once a month at an accredited college or university. This only gained a 55 percent approval rate because participants believed this was not enough training and travel time and distance would be an issue. It might be a feasible option if the school districts in the area joined together to do mentoring and training two times a month. This would eliminate travel and time concerns as well as give increased training.

The comments and suggestions that the participants contributed in this section have led the researcher to take note that many of the comments are directed toward “fairness” or “equity.” The principals and superintendents surveyed want alternative principal licensing candidates to go through the same process that they did to become licensed. The traditional teacher, assistant principal, principal route in education has been long standing; however, with alternative principal licensing, the population surveyed had strong feelings that an individual cannot be a principal without being in the classroom first. It was also evident that this part of the survey brought attention to the fact that every individual had a different view on the “role(s) of a principal.” The requirements that the

state licensing agencies distribute as the steps in an alternative principal licensing program do not align with what the practitioner experts believe are essential day to day tasks of a school principal. This “disconnect” between state agencies and public schools caused practitioners to implement policies with which they are not comfortable.

Peer Review Panel

There seemed to be little debate in this section, supporting the need for a peer review panel; however, there were many more comments on the makeup of a peer review panel and what should be evaluated during the second round. Further research should be conducted around what competencies the principals and superintendents view as essential for an alternative principal licensing candidate, peer review rubric design, and how to demonstrate the required competencies to fulfill the requirements of the rubric.

This section has led to further recommendations to an alternative principal licensing policy for states to use: a) the alternative licensing candidate must hold at least a master’s degree at the time of hire, b) the alternative licensing candidate must verify admission into an alternative principal licensing program before hire, and c) if the state requires a practicum separate than an alternative principal licensing program, it is suggested that it is designed and implemented by the local school district as well as conducted more than one time a month.

Education

The second question in this section had an agreement level of 72 percent. This was not surprising to the researcher because of the comments by the participants on teacher experiences. However, this question alludes to the fact that non-certified teachers, or some private school teachers, that have not taken or passed the state teacher

examination can apply for an alternative principal license according to some state alternative principal licensing policies. Not one of the 97 participating study members commented that non-licensed teachers should be excluded from alternative principal licensing; they were concerned with individuals with no teaching experiences. With these results, the researcher questioned why it is so important for an individual to have teaching experiences if they are not licensed? A non-licensed teacher either did not pass the state examination, teaches at a private school that has its own standards, or is on an alternative teacher license; this is very different than what licensed teachers do. So, the question remains why this is satisfactory to the panel but not someone with leadership experiences from outside the field of education?

The respondents were in favor of at least 3-5 years of teaching experience before an individual can become a principal; however, with an 80 percent agreement level, many individuals commented that this would be the “minimum” required time. This was an important finding because the alternatively licensed principal programs can work to incorporate classroom experiences for the alternative licensing candidates that would be satisfactory to their future peers and colleagues. This might be designed by requiring a certain number of hours in a classroom for a year where principals can be trained in teaching. Full time classroom experiences is what the panel requests, however this might be an alternative solution.

Another question the researcher raised in the work experience requirements section for an alternatively licensed principal was, what if an individual is a distinguished first year teacher, and the district is in high need of a principal, should this person be

restricted from the principalship because they do not have three years of experience?

From these the participants' responses to this question, they would.

Mentoring

Question four of the mentoring section addressed the national ISLLC standards which many principal preparation programs use to design their coursework. The principals and superintendents in Colorado ranked this question with only a 66 percent approval rating. The researcher questioned the panel's understanding of the ISLLC standards based on some of the feedback in the written comments section. Over half of the written responses addressed the panels "not knowing" what the ISLLC standards were. This finding also addressed the need for continued professional learning and development of current practitioners. Participants that do not have knowledge of the ISLLC standards, indicated that the state's standards would be acceptable.

Although the question of consistency and effectiveness was not brought up by participants in this section, the researcher questioned if there is no standard mentoring program throughout the state how does one measure the quality of the mentoring program and its success.

Testing

The researcher questioned the results on having an alternative principal licensing candidate take the teacher state test. Because a person is able to pass a test on social studies, science, math, etc. does not mean that the candidate knows the best practices in teaching.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school district size.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on years of administrative experience.

The next three statements of the study showed that the null hypotheses were correct. The researcher ran Independent samples t-Tests and One-Way ANOVA's to prove that there are no significant differences among these groups and how they responded to the two round Delphi.

There is no difference between Colorado's school district superintendents and principals in their rankings of the importance of key elements of alternative principal licensing policies based on school level.

The last question in the study proved to be significant in a number of questions and categories; therefore, the null hypothesis was rejected. In five of the questions and two of the categories there was a significant difference in how elementary and secondary principals responded to alternative principal licensing policy elements. The effect size for every significant finding was strong to stronger than expected according to Cohen (1988).

Concerns

The researcher identified several of issues that need to be noted in the conclusion of the study. The first concern was that this study, as noted in chapter four, had an attrition rate of 24 percent. The researcher believes that there are two reasons for the initial 25 percent response from the entire selected population of 392 and the second round attrition rate: a) length of the survey and b) time in individual's schedules.

The length of the survey in round one was 25 pages, and with the addition of graphs and summary of the participant's comments, round two had 77 pages. The visual

length of the survey could have discouraged some of the participants from round one and more so in round two. Also, the length of time to complete the survey could have taken some of the participants well over the fifteen minute recommended time frame depending on how extensive their comments were.

The next possible reason for the smaller response pool in this study might be due to lack of time. As noted in Chapter two, the role of the school principal is significantly more demanding and complex than in the past (Glickman, 2001); the time it would have taken a principal or superintendent to respond to a two round Delphi is considerable and these positions do not easily accommodate “extras” such as filling out a questionnaire.

The second concern in this study was participant bias. After looking at the results of the survey, the researcher noticed that there were only two people from a “non traditional background” or from outside of education. Although this might have been a large group of “traditional educators” answering the survey, the researcher notes that this population is common because of the way the education system is currently structured. Many school districts would not allow for an alternatively licensed principal to even apply for a job without three to five years teaching experience. Also, this study found that since there are no individuals with an alternative principal license in Colorado and that very few states have alternative principal licensing in place, most principals were not from outside the field of education at this point.

Conclusions

Since previous research had not been conducted in collecting state alternative principal licensing policies from around the United States and receiving feedback on the essential policy requirements according to Colorado superintendents and principals, no

real basis was available for establishing a priori criteria for alternative principal licensing policy elements and expert opinions. In the absence of a priori criteria for determining the essential elements of alternative principal licensing policy elements, four categories of responses have been established to formulate conclusion statements with regard to the essential elements for alternative principal licensing policy design. Those positions with 90-100 percent of the panelists agreed will be described as strongly supported, while those positions supported by between 70-90 will be considered as generally supported. Positions between 51 and 69 percent will be considered supported with some changes and positions on which less than 50 percent of the panel members agreed will be referred to as having little support (Stuphin, 1988). Based on the previously reported data, results from Table 5.1 and criteria, the following conclusions are offered in Table 5.2.

In summary, the conclusions that this section show are: a) most of the policy recommendations are supported in the 70 percent or higher categories, b) the categories of mentoring, induction programs, and education are the most strongly supported categories, c) the category that is the least supported or has the least amount of consensus is licensing, d) the APL candidate having some teaching experience is essential according to respondents.

Table 5.2

Conclusions Sorted by Agreement Levels

Agreement Group	Conclusion
90-100 Percent Agreement "Strongly Supported"	<ul style="list-style-type: none"> -Principal induction program developed through the hiring school district -Alternatively licensed principals should develop a personal learning plan approved by their mentor and superintendent -The school district should provide a mentoring program -The APL candidate must have two or more years teaching experience OR five years documented successful work experience -The APL candidate must complete a field experience in education management or administration.
70-90 Percent Agreement "Generally Supported"	<ul style="list-style-type: none"> -APL candidate must pass the state licensing test for principals -Application can not be submitted only based on the individuals request -APL must observe a practicing licensed school principal for their first year -Review panel decides whether application meets requirements -Training Program with mentor designed -Alternative candidate must be eligible for a teaching license -Must hold a Masters level degree -APL must verify admission into an alternative principal licensing program before hire or at the same time
51-60 Percent Agreement "Supported With Some Changes"	<ul style="list-style-type: none"> -APL candidate must pass the state teacher licensing test -License is valid for one year -License is renewable -An individual needs to be hired as a school principal at the time of the APL application -The APL candidate will follow ISLLC standards and assessments -The APL candidate must complete practicum one day per month -The APL candidate must hold a Bachelor's degree with at least a 3.0 GPA
50 Percent and Lower Agreement "Little Support"	<ul style="list-style-type: none"> -An alternative principal license is valid for three years, non renewable, and may not be reinstated.

Recommendations

The recommendations in this section are based upon the findings in this study and impressions gained by the researcher while conducting the study.

The first recommendation the researcher has is that a state licensing agency needs to evaluate: a) the climate in the state around alternative principal licensing, b) conduct a

needs assessment regarding the need to identify principals from outside of the field of education, c) look at research around the change process (Fullan, 2001) and evaluation (Marzano, 2003) before implementing any new policy.

These steps by the state agencies are essential because alternative principal licensing is a commitment to a philosophy. Throughout this research the researcher has found that an alternative principal licensing policy that is just implemented without the above recommendations is not beneficial to any of the parties involved. This is most evident in the perceived requirement that an individual needs teaching experience before getting an alternative principal license. If this is the case, the researcher questions why they are doing the alternative license? If the license is non-renewable after one year, why are we putting time and effort into designing a mentoring system, induction programs, and internships? In effect why implement an alternative licensing program that de facto is a replica of the current system? The essential point is that the philosophy of an alternative principal license needs to be further researched and not just implemented before further research has been done and a continuum of the steps to an alternative principal license has been established.

Another recommendation from this study is that the state licensing agency must make sure it is making the requirements for an alternative principal license equal to or similar in requirements to the traditional principal license. Although, there is a great need for principals with the retirements in school administration (Lovely, 2004), certifying individuals quickly or without proper training will only hurt the education system. The individuals that participated in the study had numerous concerns around the candidate having no prior knowledge of curriculum and instruction, teacher evaluation, student

learning, law, classroom management, or current best practices in teaching. These concerns show the researcher that the “quick fix” principal might not be the best answer for education. If a state is starting or conducting alternative principal licensing, the requirements of portfolios, project based assessments, and evaluation in schools, need to occur, as traditional candidates follow.

Before the commitment to alternative principal licensing is made, the state agency needs to check for commitment to funding for the planning, implementation, and follow through of the policy and future programming. The researcher sees three central groups where funding needs to be addressed: a) state level, b) individual Alternative Principal Licensing Candidates, and c) school districts. On the state level there needs to be a general conversation that takes place around panel reviews, mentors, and stipends to individuals who develop rubrics, school district funding, and plans for policy implementation. School districts in the states that begin alternative principal licensing need to adjust their budgets to support these alternative principals by offering mentors, portfolio reviews, internship leave time, evaluation committees, and weekend classes. The individual alternative principal licensing candidate needs to also evaluate their financial commitment to principal licensing. Depending on how the state sets up peer review, some individuals may have to pay for their portfolio reviews and training. Also, the cost of going through an alternative principal licensing program should be budgeted for.

The fourth recommendation for states that implement alternative principal licensing is that training and development for current educators be ongoing. The mentoring element of alternative principal licensing was highly agreed upon by the

participants, however, the researcher is concerned that individuals from school districts that are going to mentor future principals need to be current in their practice of school leadership. The researcher reiterates the concern that over 60 percent of responses on the Delphi about the ISLLC national principal standards, were “confused on what ISLLC is” or “what is ISLLC”. If individuals with no prior work in education are assigned a mentor who does not know what principal standards are, this could be a disastrous mentoring system and further harm the field of education.

The final recommendation for alternative principal licensing policy is that the licensing requirements and length need to be further discussed. Colorado superintendents and principals had a lower agreement level on national licensing requirements than in any other surveyed section. This shows the researcher that more discussion with the experts in the field of education as well as conversations with states that have implemented alternative principal licensing should occur before final acceptance of licensing requirements for an alternative principal candidate.

From the collected data and responses in round one and two of the survey, the following recommendation for an alterative principal licensing policy follows in Figure 5.5.

Category	Suggestions
Application	<ul style="list-style-type: none"> • Achieve the support of a superintendent to recommend licensure to the department of education for an individual to be granted an alternative principal license • Pass the state licensure test for principals before the start of their administrative position.
Review Panel	<ul style="list-style-type: none"> • The panel of experts should include a member from the hiring school district, a member from outside of the school district hiring, a licensed principal, a licensed superintendent, and possibly a member from the state Department of Education. • Scheduling for a review panel seems to be a concern of many of the participants, before deciding on a review panel, consider a time where individuals can meet • Review your budget for the panel members; it would be seemingly difficult to have people “volunteer” their time to interview these perspective candidates for alternative principal licensure as well as take the time to design the competencies rubric. • Design a rubric that highlights the main competencies the state is looking for in an alternative principal licensing candidate. It is recommended that there is one uniform rubric for the state so there is a measurable standard and success can be calculated.
Education	<ul style="list-style-type: none"> • Require the alternative principal licensing candidate to have some form of a post bachelor degree, such as a Master’s in Education, Masters in Business Administration, etc. • The alternative principal licensing candidate must verify admission into an accredited alternative principal licensing program before hiring. • If a school district or state requires practicum, the panel suggests making them at least two times a month, yet considering travel and time.
Miscellaneous	<ul style="list-style-type: none"> • The state and participating districts need to create a field experience where the candidate is spending time in the classroom because it is a necessity to effective leadership. • A Master’s should be required before an individual is allowed to be a school principal.
Work Experience	<ul style="list-style-type: none"> • The alternative principal licensing candidate must have at least one year experience teaching • The ALP candidate should be assigned university or college teacher from an alternative principal licensing program to observe and work with the alternative principal licensing candidate • If the candidate has 3-5 years management or leadership experience from outside of education, it might be acceptable in place of teaching, depending on their job. • The review panel should also design a rubric that will be standard for what is acceptable work experience and how do you measure “success”
Induction and Internships	<ul style="list-style-type: none"> • The district must design a induction program for alternatively licensed principals if there is not an already established principal induction program to be followed • A licensed, practicing principal from the hiring school district is to be observed for a set amount of hours the alternative licensed principals first year • Teacher observation and practice teaching in the classroom should be completed by the alternative principal licensing candidate if they are from outside the field of education their first year

Licensing Length	<ul style="list-style-type: none"> • The license should be initially given for 1-2 years • The license can be renewed 1-2 times • Criterion needs to be developed at the state level for renewal of a candidate and also how to non-renew a candidate • A probationary period needs to be defined and the tasks that take a candidate out of a probationary period needs to be defined by the state • The candidate should gain full licensure after they have completed the probationary period as any other principal
Mentoring	<ul style="list-style-type: none"> • More than the mentor needs to decide on the final evaluation of the candidate • If requiring a school district to implement alternative principal mentoring funding needs to be addressed • Time and funding considerations need to be made. • Already licensed administrators and superintendents need to be trained in mentoring and become familiar with the ISLLC standards
Testing	<ul style="list-style-type: none"> • The ALP candidate must pass the state principal test • According to the surveyed panel the ALP candidate should pass the state teacher licensing exam
General Comments	<p>Every section notes that these alternative principal licensing candidates should have been a teacher or minimally will have some exposure to classroom experiences throughout their training</p> <p>Numerous panel members desire that the alternative principal licensing program is completed before hire.</p> <p>The principals and superintendents surveyed want alternative principal licensing candidates to go through the same process that they did to become licensed. Fairness and equity was stressed in the survey responses.</p>

Figure 5.5: Recommendations for alternative principal licensing policy elements.

Further Research

The commencement of this study has left the researcher with a variety of ideas for further research that were developed throughout the Delphi process.

1. What is the success rate of alternatively licensed administrators vs. traditionally licensed administrators? Using Colorado Student Assessment Program (CSAP), standards based portfolios, stakeholder evaluations, and Annual Yearly Progress as measurement indicators.
2. Where are alternatively licensed principals currently employed?
3. What are the needs of alternative principal licensing candidates after the start of the principalship vs. the needs of regularly licensed administrators?

4. What should be in an alternative principal licensing mentoring program and in their classroom experiences?
5. Why don't we empower teachers from inside of education to take over the principalship instead of recruit from outside of education?
6. As states move toward portfolio assessment for administrator certification, how are school districts modifying their procedures for hiring school administrators?
7. Are school districts hiring policies conducive to even allowing alternative principal licensing candidates to apply?

REFERENCES

- Achilles, C. (2001). What is missing in the current debate about education administration (EDAD) standards! *AASA Professor*, 24(2), 8-13.
- Anastasi, A. (1988). *Psychological testing*. New York, NY: Macmillan.
- Backer, J. & Rogers, M. (1998). Diffusions of innovations theory and work site AIDS programs. *Journal of Health Communications*, 3 (1), 17-28.
- Beaulieu, L. (2002) Mississippi State University southern rural development center. Retrieved February 11, 2006, from <http://www.srdc.msstate.edu>.
- Burgess, G. (2006). Conflict Research Consortium. Retrieved February 11, 2006, from <http://www.conflict.colorado.edu>.
- Campbell, D., & Stanley, J. (1966). *Experimental quasi-experiments designs for research*. Skokie, IL: Rand McNally
- Carnegie Forum on Education and the Economy. (1986). *A nation prepared: Teachers for the 21st century*. Washington D.C.: Author.
- Carter, S. (2000) *Non Excuses: Lessons from 21 High-Performing High-Poverty Schools*. Washington, DC: Heritage Foundation.
- Cesario, M. (2000). *Policy Delphi as a means of identifying and using stakeholder values in policy development and implementation*. Unpublished doctoral dissertation, University of Colorado at Denver, Denver. AAT: 9994790.
- Colorado Department of Education. (1991). *Rules for the Educator Licensing Act of 1991*. Retrieved September 25, 2005, from http://www.cde.state.co.us/cdeboard/download/bdregs_301-37.pdf
- Cohen, J. (1988). *Statistical power and analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Connor, J. (2004). *Principal licensure standards and preparation programs*. Agenda for Colorado Commission on Higher Education. Agenda Item VI, A.

- Conrad, M. (1995). A grounded theory in academic change. In J. Haworth & C. Clifton, (Eds.). *Revising curriculum in higher education* (p. 119-127). Boston, MA: Pearson.
- Cooperman, S. (1988). We can't afford closed-shop principalships. *Executive Educator*, 10 (11), 44.
- Cordeiro, P. (1998). The principal's role in curricular leadership and program development. In L. W. Hughes (Ed.), *The principal as leader*. New York: Merrill.
- Cornett, L. (1991). *Alternative certification: State policies in the SREB states*. Atlanta, GA: Southern Regional Education Board.
- Creswell, J. (2003). *Research Design: qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Cunningham, W., & Cordeiro, P. (2000). *Educational administration: A problem based approach*. Needham Heights, MA: Allyn & Bacon.
- Dalkey, N., & Helmer, O. (1963). An experimental application of the Delphi method to the use of experts. *Management Science*, 9 (3), 458-467.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Dareh, D. (2001). *Leaders helping leaders: A practical guide to mentoring*. Thousand Oaks, CA: Corwin Press.
- Dean, S. (1981). *Positions held by teachers, teacher educators, and state supervisors about selected national issues in agricultural education*. Unpublished doctoral dissertation, The Ohio State University. AAT 8207269.
- Debecq, A., & DeVen, V. (1975). *A group process model for problem identification and program planning*. Madison, WI: University of Wisconsin Madison Press.
- Doyle, C. S. (1992). *Final report to National Forum on Information Literacy*. Syracuse, NY. (ERIC Clearinghouse on Information Resources No. ED 351 033)
- Du Four, R. (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: National Educational Service.
- Dybas, A. (1980). *A Delphi approach to industrial arts teacher education electronics curriculum identification*. Unpublished doctoral dissertation, The Ohio State University. AAT: 8107316

- Egan, T. (2005). Clarifying distance education roles and competencies: Exploring similarities and differences between professional and student-practitioner perspectives. *American Journal of Distance Education*, 19 (2), 87-103.
- Ellwood, A. (2001). State of the States, a statistical portrait of U.S. schools. *American School Board Journal*, 74 (3).
- Enzer, S. (1971). A case study using forecasting as a decision making aid. *FUTURES*, 2 (4).
- Feistritzer, E. (1991). *Alternative teacher certification: A state by state analysis*. Washington, DC: National Center for Educational Information.
- Farrar, M. (1990). Reflections on the first wave of reform” Reordering America’s educational priorities. In S.L. Jacobson (Ed.), *Approaches to administrative training in education*. Albany: State University of New York.
- Ferrandino, V. (2002). Introduction to the ISLLC standards. In K. Hessel & J. Holloway (Eds.), *A framework for school leaders: Linking the ISLLC standards to practice*. Washington D.C.: Educational Testing Service.
- Fielder, R. (1989). *State initiatives directed toward the improvement of practicing school administrators: A study of new policies*. Unpublished doctoral dissertation, Kansas State University. AAT 9016519.
- Florida Department of Agriculture and Consumer Services. (2005). Florida conflict resolution consortium. Retrieved February 11, 2006, from www.consensus.fsu.edu.
- Fullan, M. (1993). *Change forces*. Bristol, PA: Falmer Press.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey Bass.
- Gates, S. et al. (2003). *Who is leading our schools? An overview of school administrators and their careers*. Arlington, VA: RAND Education.
- Gill, B. (1995). We must use the technology. *Times Higher Education Supplement*, 3 (15).
- Gliner, J., & Morgan, G. (2000). *Research methods in applied settings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Glickman. (2001). *Supervision and instructional leadership a developmental approach*. Needham Heights, MA: Allyn and Bacon.

- Gooden, J. (1993). *A national study of alternative certification for school administrators*. Unpublished doctoral dissertation, University of Massachusetts. AAT 9329613.
- Gorton, R., & Snowden, P. (1993). *School leadership and administration: Important concepts, case studies, and simulations*. Madison, WI: WCB Brown and Benchmark.
- Griffiths, D., Stout, R., & Forsyth, P. (Eds.). (1988). *Leaders for America's schools: The report and papers of the national commission on excellence in educational administration*. Berkeley, CA: McCutchan Publishing Corporation.
- Guba, E. (1984). The effect of definitions of policy on the nature and outcomes of policy analysis. *Educational Leadership*, 42 (2), 63-70.
- Hale, E. (2003). *Preparing school principals: A national perspective on policy and program innovations*. Washington, D.C.: Institute for Educational Leadership.
- Hawkins, W. (2001). *November WTO ministerial meeting not on a fast track*. Retrieved October 12, 2005, from http://www.americaneconomicalert.org/view_art.asp?Prod_ID=156.
- Heller, R., Conway, J., & Jacobson, S. (1990). Here's your blunt critique of administrator preparation. *The Executive Educator*, 12(4), 18-22.
- Hess, F. (2003). *A license to lead? A new leadership agenda for America's schools*. Washington, D.C.: Progressive Policy Institute.
- Hess, F. (2004). *Common sense school reform*. Washington, D.C.: Progressive Policy Institute.
- Hessel, K., & Holloway, J. (2002). *A framework for school leaders: Linking the ISLLC standards to practice*. Washington D.C.: Educational Testing Service.
- Hill, G., & Hill, K. (2005). The free dictionary by Farlex. Retrieved October 19, 2005, from <http://www.legal-dictionary.thefreedictionary.com>.
- Holmes Group. (1986). *Tomorrow's teachers and changing*, 18 (2), 67-73.
- Hord, et al. (1987). *Taking charge of change*. Austin, TX: Victor Graphics, Inc.
- Institute for Educational Leadership. (2000) *Leadership for student learning: Reinventing the principalship*. Retrieved May 3, 2005, from <http://www.iel.org/prgrams/21st/report>.

- Jacobson, S. (1990). Reflections on the third wave of reform: Rethinking administration preparation. In S.L. Jacobson (Ed.) *Approaches to administrative training in education*. Albany: State University of New York.
- Kerlinger, F. (1973). *Foundations of behavioral research*. New York, NY: Holt, Rinehart, and Winston, Inc.
- Kilmann, R. (1989). A completely integrated program for creating and maintaining organizational success. *Organizational Dynamics*, 5-19.
- Kinney, L. (1964). *Certification in education*. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Klauke, A. (1989). Restructuring the schools. *ERIC Clearinghouse on Educational Management*. EA37.
- Koster, B., Brekelmans, M., & Wubbels, T. (2005). Quality requirements for teacher educators. *Teaching and Teacher Education: An International Journal of Research and Studies*, 21 (2), 157-176.
- Kotter, J. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Kouzes & Posner. (2002). *The Leadership Challenge*. San Francisco, CA: Jossey-Bass.
- Kowalski, T., & Reitzug, U. (1993). *Contemporary school administration: An introduction*. New York, NY: Longman.
- Lashway, L. (2003). *Finding leaders for hard to staff schools*. (ERIC Clearinghouse on Educational Management No. ED482356)
- Likert, R. (1932). A technique for the measurements of attitudes. *Archives of Psychology*, No. 140.
- Lindquist (1978). *Strategies for change*. Berkeley, CA: Pacific Soundings Press.
- Linstone, H., & Turoff, M. (2002) The Delphi method: Techniques and applications. Retrieved October 25, 2005, <http://www.is.njit.edu/pubs/delphibook>.
- Lovely, S. (2004). *Staffing the principalship*. Alexandria, VA: ASCD.
- Malone, R. (2002). Principal mentoring: An update. *National Association of Elementary School Principals*, 18, 2.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria: VA, Association for supervision and curriculum development.

- Miles, M., & Huberman, A. (1994). *An expanded sourcebook qualitative data analysis*. Thousand Oaks, CA: Sage Publications.
- Minnesota Department of Health. (2006). Community Engagement Consensus: Decision Making process. Retrieved February 11, 2006, <http://www.health.state.mn.us>
- Murphy, J. (1991). Developing leaders for tomorrow's schools. *Phi Delta Kappan*, 72, 514-520.
- Muth, R. (1995). Craft knowledge and institutional constraints. In R. Donmoyer, M. Imber, & J. Scheurich (Eds.), *The knowledge base in educational administration: Multiple perspectives* (p. 96-112). Albany, NY: State University of New York Press.
- Natriello, G. (1992). *Toward the strategic use of alternative routes to teaching*. In Policy Briefs No. 17 (pp. 7-8). Oak Brook, IL: North Central Regional Education Lab.
- National Center of Educational Statistics. (2005). *About national NAEP*. Retrieved October 24, 2005, from <http://www.nces.ed.gov/nationsreportcard/about/national.asp>.
- National Center of Educational Statistics. (2004). *Common core of data*. Retrieved October 24, 2005, from <http://nces.ed.gov/ccd>.
- National Center of Educational Statistics. (2005). *Digest of education statistics tables and figures*. Retrieved October 24, 2005, from, <http://www.nces.ed.gov/programs/digest/d03/lt2.asp>.
- National Commission on Excellence in Education Administration. (1988). *Principals for our changing schools certification and preparation*. Fairfax, VA: Author.
- National Conference of State Legislatures. (2005). *Principals in Colorado: An inventory of policy and practices*. Retrieved May 31, 2005, from <http://www.ncsl.org>.
- National Governors Association Center for Best Practices. (2004). *Improving teaching and learning by improving school leadership*. Retrieved October 10, 2005, from <http://www.nga.org>.
- National Policy Board for Educational Administration. (1990). *Alternative certification for school leaders*. Charlottesville, VA: Author.
- New Scientist. (1993). *Technology forecast: Japan*. Retrieved, October 10, 2005, from <http://www.newscientist.com/article.ns?id=mg13918812.400>
- Nunnally, J. (1978). *Psychometric theory*. New York, NY: McGraw-Hill.

- Parten, M. (1950). *Surveys, polls and samples: Practical procedures*. New York, NY: Harper & Brothers.
- Petrie, H. (1990). Reflections of the second wave of reform: Restructuring the teaching profession. In S. L. Jacobson (Ed.) *Approaches to administrative training in education*. Albany: State University of New York.
- Pollard, C., & Pollard, R. (2005). Research priorities in educational technology: A Delphi study. *Journal of Research and Technology in Education*, 37, 2, 145-160.
- Portin, B., Schneider, M., & Gundlach, L. (2003). *Making sense of leading schools: A study of the school principalship*. Seattle, WA: Center on Reinventing Public Education.
- Prince, C. (2002). *The challenge of attracting good teachers and principals to struggling schools*. Arlington, VA: American Association of School Administrators.
- Rogers, E. (1995). *Diffusion of innovations*. New York, NY: Free Press.
- Rowe, M. (2006). Program on Negotiation. Retrieved January 14, 2006, from <http://www.pon.harvard.edu/about/scommittee.php3>.
- Roza, M. (2003). *A matter of definition: Is there truly a shortage of school principals?* Seattle, WA: The Center on Reinventing Public Education.
- Schumaker, D. & Sommers, W. (2001) *Being a successful principal: Riding the wave of change without drowning*. Thousand Oaks, CA: Corwin Press, Inc.
- Senge, P. (2000). *Schools that learn*. New York, NY: Doubleday.
- Sergiovanni, T (1999). *Educational governance and administration*. Needham Heights, MA: Allyn & Bacon.
- Silhanek, B. (1990). *An examination of certification and professional development of superintendents and principals across the fifty states*. Unpublished doctoral dissertation, Iowa State University. AAT 9110566.
- Sackman, H. (1974). *Delphi assessment: Expert opinion, forecasting and group process*. RAND Corporation, Santa Monica.
- Stolee, P., Hiller, L., & Feightner, J. (2005). Factors associated with the effectiveness of continuing education in long term care. *Gerontologist*, 45 (3), 399.
- Strauss, H., & Zeigler, L. (1975). The Delphi technique and its uses in social science Research. *Journal of Creative Behavior*, 9.

- Swanson, A. (1989). Restructuring educational governance: A challenge of the 1990's. *Educational Administration Quarterly*, 25 (3), 268-93.
- The Broad Foundation and The Thomas B. Fordham Institute. (2003). *Better leaders for America's schools: A manifesto*. Washington, D.C.: Authors. Retrieved September 9, 2005, from <http://www.edexcellence.net/manifesto/maifesto.pdf>.
- Timar, T., & Kirp, D. (1988). *Managing educational excellence*. New York, NY: Falmer.
- University Council for Educational Administration. (1987). *Leaders for America's schools*. Retrieved May 19, 2005, from <http://www.ucea.org>.
- U.S. Department of Education. (1991). *America 2000: An education strategy*. Washington, D.C.: Author.
- U.S. Department of Education. (1983). A nation at risk: The imperative for educational reform. Retrieved July 25, 2005, from <http://www.ed.gov/pubs/NatAtRisk/index.html>.
- U.S. Department of Education. (2001). *No child left behind: A desktop reference*. Retrieved July 8, 2005, from http://www.ed.gov/admins/lead/account/nclbreference/page_pg3.html.
- U.S. Department of Education. (2005). *Supplemental educational services, nonregulatory guidance*. Retrieved August 1, 2005, from <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>
- U.S. Department of Education. (2005). Fact sheet: No child left behind around highly qualified teachers. Retrieved August 1, 2005, from <http://www.ed.gov/nclb/methods/teachers/hqtflexibility.pdf>
- U.S. Department of Education. (2005). Supplemental educational services, nonregulatory guidance. Retrieved August 1, 2005, from <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>
- U.S. Department of Education. (2004). Charting the course: States decide major provisions under no child left behind. Retrieved August 1, 2005, from <http://www.ed.gov/news/pressreleases/2004/01/01142004.html#qualified>.
- U.S. Department of Education. (2002). Innovative Pathways to school leadership, Office of innovation and improvement. Retrieved August 1, 2005, from <http://www.ed.gov/admins/recruit/prep/alternative/report.pdf>

- U.S. Department of Education. (2003). Highly Qualified Staff Title I Directors' Conference. Retrieved August 1, 2005, from <http://www.ed.gov/admins/tchrqual/learn/hqs/edlite-index.html>
- U.S. Department of Education. (2002). Key policy letters signed by the education secretary or deputy secretary. Retrieved August 1, 2005, from <http://www.ed.gov/policy/elsec/guid/secletter/020724.html>
- U.S. Department of Education. (2001). How faith and community leaders partner to leave no child behind. Retrieved August 1, 2005, from <http://www.ed.gov/nclb/freedom/faith/faith.htm>
- U.S. Department of Education. (2001). No child left behind: A desktop reference. Retrieved July 8, 2005, from http://www.ed.gov/admins/lead/account/nclbreference/page_pg3.html.
- U.S. Department of Education. (2001). The facts about local control and flexibility. Retrieved August 1, 2005, from http://www.ed.gov/nclb/freedom/local/local_control.pdf.
- U.S. Department of Education. (2001). The facts about supporting charter schools. Retrieved August 1, 2005, from <http://www.ed.gov/nclb/choice/charter/charter.html>
- U.S. Department of Labor Statistics. (2004). *Occupational outlook handbook: 2004-05 edition*. Retrieved October 21, 2005, from <http://www.bls.gov/oco/home.htm>.
- Volman, M. (2005). A variety of roles for a new type of teacher educational technology and the teaching profession. *Teaching and Teacher Education: An International Journal of Research and Studies*, 21 (2).
- Walberg, H. (1984). Community Influences on learning. *Evaluation in Education*, 8, 1-82.
- Waters, T., Marzano, R., & McNulty, B. (2003). *Balanced leadership: What thirty years of research tells us about the effect of leadership on student achievement*. Aurora, CO: McRel.
- Weidman, D. (1975). *Defining a term necessary restricts its scope*. Federal Register, Retrieved October 3, 2005, from <http://www.epa.gov/fedrgstr/index.html>
- Whitaker, T., & Turner, E. (2000). *What is your priority?* Indianapolis, IN: Indiana Principal Leadership Academy.
- Wholey, J. (1979). *Evaluation- promise and performance*. Washington D.C.: Urban Institute.

Winzenried, A. (2000). *Delphi- a history of the concept*. Retrieved November 12, 2004, from http://www.elthamcollege.vic.edu.au/arthur/delp_2000_history.htm.

Winzenried, A. (2000). *Delphi- a philosophy of the concept*. Retrieved November 12, 2004, from http://www.elthamcollege.vic.edu.au/arthur/delp_2000_history.htm.

Wright, T. (2004). Consulting stakeholders in the developemtn of environmental policy implementation plan: A delphi study at Dalhousie University. *Environmental Education Research*, 10 (2), 179-194.

APPENDIX A

Phone Survey Form

**Phone Survey Of National Alternative Certification Policies
For School Administrators**

Name: _____ Telephone Number: _____

Title: _____

Address: _____

Certification Agency: _____

1. Does your state have alternative certification policies for school administrators?
Alternative certification is a policy in which an individual can acquire administrative certification with completing traditional certification requirements.

YES NO

2. Where can I find information on your state's alternative licensing policy?

3. The state agency is sending:

- A copy of the state's alternative licensing policy
- A copy of the state's application for alternative principal licensing
- Additional information:

APPENDIX B

State Licensing Agencies Contact Information

State	Name of Person	Contact phone/email	Address
Alabama	Dr. Lynn Beck	tcert@sdenet.alsde.edu http://alsde.edu #:334-242-2977 lbeck@bamaed.ua.edu 205-348-6060	Alabama State Department of Education Teacher Education and Certification Office 5201 Gordon Persons Building, Post Office Box 302101 Montgomery, Alabama 36130-2101
Alaska	DiAnn Brown	certify@educ.State.ak.us 907- 465-2831	Alaska Department of Education; Teacher Education and Certification 801 West 10th Street; Suite 200 Juneau, Alaska 99801-1894
Arkansas	Donna Zornes,	(501) 682-4344 dzornes@arkedu.k12.ar.us	Arkansas Department of Education Teacher Education & Licensure 4 Capitol Mall Little Rock, Arkansas
Arizona		(602) 542-4367 (24 hrs.)	Arizona Department of Education Teacher Certification Unit 1535 W. Jefferson Phoenix AZ 85007
California	D. Holt	(916) 445-7254 dholt@cde.ca.gov/iasa	Commission on Teaching Credentialing 1812 9th St. Sacramento, CA. 94244-2700
Colorado	Nita Jiron	jiron_n@cde.state.co.us (303) 866-6628	Colorado Dept. of Educator Licensing Unit 201 E. Colfax Ave. Denver, CO 80203
Connecticut	Hilary E. Freedman	#: (860) 566-5201 teacher.cert@po.state.ct.us	Connecticut State Department of Education Bureau of Certification and Teacher Preparation P. O. Box 150471 - Room 243 Hartford, Connecticut 06115-0471
Delaware	Mary Ketchem	(302) 736-4688 http://doe.state.de.us	DELAWARE Dept. of Public Education Certification Office John G. Townsend Building Federal and Loockerman Streets Dover, Delaware 19903-1402
District of Columbia		URL : http://www.k12.dc.us 202-724-4246	DISTRICT OF COLUMBIA Teacher Education and Certification Branch Suite IOIA, 215 G St. N.E. Washington, D.C. 20002
Florida	Ingrid M. Engstrom Assistant Personnel Director or Kathy Hebda	904-488-8652 #: (800) 445-6739 hebdak@mail.doe.state.fl.us	Florida Dept. of Education Bureau of Teachers of Certification Collins Building Tallahassee FL 32399
Georgia	Dr. Peggy Torrey Rick Eiserman	(404) 657-9000 mail@gapsc.com	GEORGIA Professional Standards Commission Certification Section 1452 Twin Towers East 205 Butler Street Atlanta GA 30334-5040
Hawaii	Bert Itoga Evaluator Project Rise	733-4470; #: (800) 305-5104	Hawaii Dept. of Certification and Development Office of Personnel Services Unit.

State	Name of Person	Contact phone/email	Address
			Room 301 Honolulu HI 96804
Idaho	Mike Stefanic:Supervisor: Teacher Certification or Larry Norton	#: (208) 334-3475	Idaho State Dept. of Education Teacher Education and Certification Boise ID 83720-0027
Illinois	Kim Knauer, Director of Communications	217/524-7618 (217) 785-2805	ILLINOIS State Board of Teacher Education and Certification 100 N. First St. Springfield IL 62777
Indiana	Maranda Cooper Principal Leadership Academy	317-232-9004 317-232-6665	Indiana Department of Education State House, Room 229 Indianapolis, Indiana 46204-2798
Iowa	Gary Borlaug 515-281-3483 gborlau@ed.state.ia.us Susan Fischer 515-281-3605 sfische@ed.state.ia.us Jane Heinsen 515-281-3437 jheinse@ed.state.ia.us Christina Dykstra 515-281-3611 Christina.Dykstra@ed.state.ia.us		Bureau of Practitioner Preparation and Licensure, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319
Kansas	SUSAN HELBERT, CERTIFICATION SPECIALIST (785) 296-2289 shelbert@ksbe.state.ks.us DIANA STEPHAN, CERTIFICATION SPECIALIST (785)296-2280 dstephan@ksbe.state.ks.us		Kansas Department of Education 120 South east 10th Avenue Topeka, Kansas 66612-1182
Kentucky		1:00 p.m. to 4:30 p.m. (502) 573-4606- Main number (888) 598-7667	Division of Certification 1024 Capital Center Drive Frankfort, Kentucky 40601
Louisiana	Diane R. Garbo	(504) 342-3490 webmaster@mail.doe.state.la.us	Louisiana Dept. of Education Bureau of Higher Education And Teacher Certification Baton Rouge LA 70804-9064
Maine	Nancy Ibarguen	nancy.ibarguen@state.me.us 207-287-5944	Maine Department of Education 23 State House Station Augusta, Maine 04333-0023
Maryland	Ronald Peiffer, Assistant State Superintendent	410-767-0462	Maryland Department of Education 200 West Baltimore Street Baltimore, Maryland 21201
Massachusetts		781-388-3300	Massachusetts Department of Education 350 Main Street Malden, Massachusetts 02148
Michigan	Flora Jenkins	(JenkinsF@state.mi.us) 517-373-3324	Michigan Department of Education Hannah Building, Fourth Floor 608 West Allegan Street Lansing, Michigan 48933

State	Name of Person	Contact phone/email	Address
Minnesota		Personnel.Licensing@state.mn.us 612-296-2358	Minnesota Department of Children, Families and Learning 712 Capitol Square Building 350 Cedar Street Saint Paul, Minnesota 55101
Mississippi	Carloyn Alexander Office of Educator Licensure	(601)359-3483 601-359-3513	Mississippi State Department of Education Suite 365 359 North West Street Jackson, Mississippi 39201
Missouri	Celeste Ferguson, Assistant Commissioner	573) 751-2931 commiss@mail.dese.state.mo.us	Missouri Department of Elementary and Secondary Education Division of Urban and Teacher Education -- Teacher Certification P.O. BOX 480 Jefferson City, MO 65102-0480
Montana	Steve Meredith	(406) 444-3150 cbergeron@opi.mt.gov	MONTANA Teacher Education and Certification Office of Public Instruction P.O. Box 202501 Helena, MT 59620-2501
Nebraska		tcertweb@nde4.nde.state.ne.us 402-471-2496 1-800-371-4642 Eduneb@NDE4.NDE.State.NE.US	Nebraska Department of Education Teacher Education and Certification 301 Centennial Mall South PO Box 94978 Lincoln, Nebraska 68509-4987
New Hampshire	Dianne Roy	(603) 271-2407 ksanborn@ed.statenh.us	New Hampshire Department of Education Bureau of Credentialing, Division of Program Support State Office Park South 101 Pleasant St. Concord, NH 03301
New Jersey	Joan Brady	609-984-6377	Training New Jersey Department of Education Division of Professional Development and Licensing CN 500 Trenton, New Jersey 08625-0500
New Mexico	Dr. Kurt A. Steinhaus	ksteinhaus@sde.state.nm.us (505) 827-6683 Telephone #: 505-827-6516	New Mexico State Department of Education Professional Licensure Unit Education Building, 300 Don Gaspar Santa Fe, New Mexico 87501-2786
New York		rdanfort@mail.nysed.gov 518-474-5844	New York Education Department 111 Education Building Washington Avenue Albany, New York 12234
Nevada:		(702) 486-6455 fsouth@K12.unr.edu	NEVADA Certification Office Department of Education 1850 East Sahara Suite 207, State Mail Room Las Vegas, NV 89158
North Carolina		919-715-1299	Department of Public Instruction* Licensure Section 301 North Wilmington Street Raleigh, North Carolina 27601-2825
North Dakota	Janet Placek, Executive Director Deb Jensen, Assistant	328-2264 701-328-2260 wsantea@mail.dpi.state.nd.us	Contact Person: Education Standards and Practices Board 600 E Boulevard Ave

State	Name of Person	Contact phone/email	Address
	Director	or tlalonde@mail.dpi.state.nd.us	Bismarck, ND 58505-0080
Ohio	Marylin Troyer, Interim Director Leonard Crawford, Assistant Director	614-466-3593	Ohio Department of Education Division of Professional Development and Licensure 65 South Front Street, Room 412 Columbus, Ohio 43215-4183
Oklahoma			
Oregon		(503) 378-3586	Teacher Standards and Practices Commission 255 Capitol St. N.E., Suite 105 Salem, OR 97310-1332
Pennsylvania	Anne Shuster	#: (717) 783-6730 00certifica@psupen.psu.edu	Pennsylvania Department of Education Bureau of Teacher Certification & Preparation 333 Market Street Harrisburg, PA 17126-0333
Rhode Island			
South Carolina	Sandra Rowe, Ed.D.	803-734-8466 LICENSURE@sdc.state.sc.us	Director, Office of Teacher Education, Certification & Evaluation 1600 Gervais Street Columbia, South Carolina 29201
South Dakota		605-773-3553 605-773-3134 janellet@deca.state.sd.us - or - joleneb@deca.state.sd.us	Office of Policy and Accountability Department of Education and Cultural Affairs 700 Governors Drive Pierre, S.D. 57501-2291
Tennessee	Amy Gallagher Director of Teacher Licensing	(615) 532-4885	Tennessee Department of Education Office of Teacher Licensing 5th Floor, Andrew Johnson Tower Nashville, TN 37243-0377
Texas		sbec-info@esc20.net. 1-888-863-5880. (512) 463-9734	Division of Educator Preparation and Certification Texas Education Agency William B. Travis Building 1701 N. Congress Ave. Austin, TX 78701
Utah	Erica Akin	801-538-7661 EAKIN@usoe.k12.ut.us	Utah State Office of Education 250 East 500 South Salt Lake City, Utah 84111
Vermont		fbisson@doe.state.vt.us #:802-828-2445	Vermont Department of Education Licensing Office 120 State Street Montpelier, Vermont 05620-2501
Virginia	Dr. Thomas Elliott	(804) 371-2522 gbarber@pen.k12.va.us	Virginia Department of Education Division for Compliance Coordination Office for Teacher Education and Licensure P.O. Box 2120 Richmond, VA 23216-2120
Washington	Cindy Adams	cadams@esd101.net (360) 753-6773	WASHINGTON Professional Certification Old Capitol Building P.O. Box 47200 Olympia, WA 98504-7200
West Virginia	Barbara Brazeau	#: (304) 558-7010 1-800-982-2378 bbrazeau@access.k12.wv.us	WEST VIRGINIA Office of Professional Preparation Building 6, Room 337, Capitol Complex 1900 Kanawha Boulevard East

State	Name of Person	Contact phone/email	Address
			Charleston, WV 25305-0330
Wisconsin		608-267-9153 walljm@mail.state.wi.us	WISCONSIN Licensing Team, Teacher Education Team Department of Public Instruction 125 South Webster St. P.O. Box 7841 Madison, WI 53707-7841
Wyoming	Linda Stowers, Director Betsie Martinez Secretary	(307) 777-6261 (307) 777-7291	Wyoming Professional Teaching Standards Board Hathaway Building, 2nd Floor 2300 Capitol Ave Cheyenne, WY 82002

APPENDIX C

Alternative Principal Licensing State Responses

State	Response	
Florida	2002 law gives 67 local school boards authority to set their own alternative qualifications for persons wishing to become principals who do not hold a state certificate.	
Texas	Complete a principal licensing program	License
Ohio Alabama	School districts may apply NOT individuals	Application
Ohio Kentucky	Valid for serving as a principal or assistant principal, shall be issued at the request of the superintendent of a city, educational service center, local, or joint vocational school district.	Application
Vermont	Successful completion of State examination required for administrators-Before application	Application
Vermont	\$1,200 review fee for portfolio to pay for the Peer Review	Application
Vermont	Interview by Peer Review Panel	Application
Illinois New Jersey Mississippi	Hired as a school administrator at the time of the alternative license application	Application
New York	A screening panel review	Application
New Hampshire	A written statement indicating your intent to pursue alternative license for a specific certification area.	Application
New Hampshire	\$300.00 review fee for board of examiners made up of peers in the licensed group.	Application
New Hampshire	Board of Examiners holds a half-day oral examination. Board of Examiners is comprised of three members, two of whom are certified and employed in the area for which certification is sought, and a representative of the Department.	Application
Mississippi	Recommendation from Superintendent or School Board	Application
Vermont	Evaluation panel established to review the qualification of an applicant who is qualified in the field of practice for the endorsement. The evaluation panel will determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license and endorsements is sought.	Application/Peer Review
Vermont	Peer Review has 4 Stages: <ol style="list-style-type: none"> 1. Apply to peer review 2. Prepare the portfolio using State's designed competencies 3. evaluation process 4. action upon the peer review panel's recommendation 	Application/Peer Review
State	Policy	Category
South Dakota Ohio Vermont Texas	Bachelor's degree	Education
South Dakota	15 graduate semester hours of course work	Education
Ohio	Bachelor degree having a GPA of at least 3.0	Education

State	Response	
Montana Texas	A master's degree from any accredited professional education preparation program and nine graduate semester credits in school administration	Education
Minnesota	Completing an approved K-12 licensure program, but lack teaching experience you must complete a specialist or doctoral program, or a program consisting of a master's degree plus 45 quarter credits in school administration	Education
Illinois	Have graduated from an accredited college or university what a master's degree in a management field OR a bachelor's degree and the life experience equivalent of a master's degree in a management filed	Education
New Jersey	Completion of an advanced degree in curriculum, leadership or management	Education
Alabama	Must verify admission into an administrator licensing program	Education
Alabama	Must be enrolled in at least one course in an administrator licensing program	Education
New Hampshire	Master's degree or higher	Education
Massachusetts Maryland	Master's degree or other advanced degree in a management/leadership field	Education
Mississippi	Complete 9 Saturday practicum (one per month) at a Community College site	Education
South Dakota	Masters degree with a PreK-8 or 7-12 principalship	Education and Hired as a principal
Maryland	18 semester hours of graduate course work taken at the post-baccalaureate level to include a balance of content in Curriculum, instruction, and assessment OR an internship experience designed by the local school system.	Education/Experience
Ohio	Two more years of teaching experience OR five years of documented successful work experience in education, management or administration.	Experience
South Dakota	Three years of verified experience in an accredited k-12 school, one year of which included classroom teaching experience or direct services to students	Experience
South Dakota	3 years of verified experience in an accredited K-12 school, one year of which included classroom teaching experience or direct services to students	Experience
Montana	Eligibility for a teaching license	Experience
Montana	Verification of three yeas of successful teaching experience as an appropriately licensed and assigned teacher at the level in which they are a principal	Experience
Illinois	Have been employed for a period of at least five years in a management level position	Experience
Alabama	Individuals hold valid professional educator certification in a teaching field	Experience
Alabama	Verification of one year of P-12 classroom teaching experience	Experience
New Hampshire	Seven or more years of educational experience under a credential issued by another state	Experience
Massachusetts	3 years employment in an executive management/leadership role in non-educational setting	Experience
Massachusetts	3 full years employment in role of principal/assistant principal on alternative license before initial license	Experience
Mississippi	Verification from employer of at least five years of	Experience

State	Response	
	supervisory experience	
Minnesota	Complete field experience in school administration. This must take place in a school setting under the supervision of educators from approved college or university school administration program.	Field Experience
Minnesota	The field experience must consist of 320 hours and is in addition to the internship experience	Field Experience
Montana	Sign and file with the Superintendent of Public Instruction a plan of professional intent leading to full licensure within three years of the date of the alternative license	Forms
Texas	Complete a 1 year induction program	
Massachusetts	Complete a 2 year induction program	Induction Program
Maryland	Year long principal's academy. Research based professional development for principals in first five years	Induction Program
South Dakota	Practicum or internship which address standards	Internship
Minnesota	Experience in curriculum, school organization, philosophy of education, and elementary and secondary schools	Internship
Minnesota	One school year of classroom experience	Internship
Minnesota	Supervision of a practicing, licensed school administrator	Internship
Minnesota	Supervision provided by educators from an approved school administration program	Internship
Minnesota	A written agreement between the intern, the approved school administration preparation institution and the school district in which the internship is completed.	Internship
Ohio	For non-educator issued an alternative principal license, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience (one hundred eighty clock hours with a minimum of ninety hours in both year one and year two). Such a program must require the alternatively-licensed principal or assistant principal to work with a master teacher (s) to obtain teaching experience based on guidelines developed by the Ohio Department of Education	Internship/Classroom teaching experience
South Dakota	Authorization is valid for five years only, unless the holder has also previously completed a masters degree in education within the past 10 years	Length of License
Ohio Alabama	A one-year alternative principal license (renewable two times)	Length of License
Montana	Valid for a term of three years. Non renewable and may not be reinstated	License
Illinois Florida	One-year nonrenewable certificate	License
Ohio	Provisional license for principals granted upon completion of <ol style="list-style-type: none"> 1. Three years of successful experience under alternative principal licensure. 2. Individuals not holding a master's degree, completion of a master's degree in education administration from accredited institution 3. Individuals with a master's degree, completion of six semester hours in school law, school supervision, and teacher evaluation, plus an additional six semester hours from an accredited university or ninety clock hours of professional 	License Requirements

State	Response	
	<p>development based on pre-assessment data and personal learning goals</p> <ol style="list-style-type: none"> 4. Participating in a mentoring program 5. Non educators-verification by the superintendent of successful completion of classroom teaching experience requirement based upon input from master teacher 6. Successful completion of State examination required for administrators 	
New Jersey Texas	A training program is developed by the district, the mentor, and candidate, and approved by Department of Education	Mentor
New Jersey	Candidate is evaluated 3 times	Mentor
New Jersey	Upon recommendation of the mentor, the State Board of Examiners issues a standard certificate	Mentor
Mississippi	Complete one year as and administrator with supervision from the state (mentor)	Mentor
Ohio New York New Jersey	The employing school district shall provide a mentoring program for alternatively licensed principals or assistant principals	Mentoring
Ohio	Completion of Interstate School Leaders Licensure Consortium (ISLLC) self assessment. On Ohio Department of Education's Web site	Mentoring
Ohio	Development of a personal learning plan approved by the mentor and superintendent	Mentoring
Ohio	Assistance in acquiring critical knowledge in the following areas: facilitating a vision, school culture and instructional program, managing the school organization, collaboration and community engagement, ethics and integrity, and understanding publics.	Mentoring
New Hampshire	Demonstrates the state's standards or competencies through a written portfolio.	Portfolio
Vermont	Reach the acquired knowledge and skills needed to meet the standards (12 consecutive week of student teaching or an equivalent) and the competencies and requirements for the endorsement through coursework and experiences rather than through a preparation program.	Premise
Mississippi	K-12 educators holding a Master's degree or higher in Education with at least 3 years of teaching experience	Premise
Mississippi	Individuals holding an MBA or MPA with at least five years of supervisory experience	Premise
Illinois New York New Jersey New Hampshire Texas	Passed the State licensing test for administrators	Test
Mississippi	Passing scores on Teacher and Administrator/Principal state assessments before licensure	Test
Mississippi	Three week training program prior to being hired into a school district on an alternative license	Training

APPENDIX D
Stratified Random Sampling Colorado School Districts
COLORADO PUBLIC SCHOOL DISTRICT SELECTION
25% of Districts Chosen
Random Selection using a Table of Random Numbers

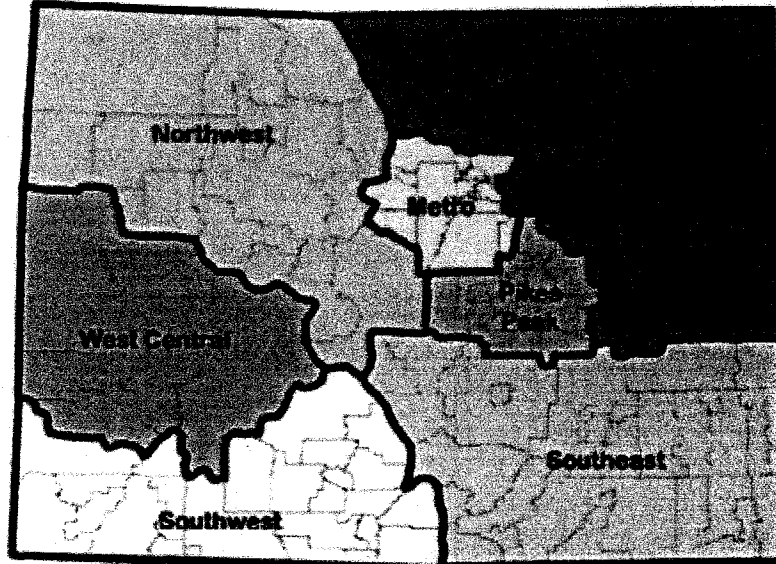
District Size	Districts	
Over 25,00 Students Column 60, Rows 3-4 (2 School Districts)	1. ADAMS-ARAPAHOE 28J 2. BOULDER VALLEY RE 3. CHERRY CREEK 5 4. COLORADO SPRINGS 11	5. DENVER COUNTY 1 6. DOUGLAS COUNTY RE 1 7. JEFFERSON COUNTY R-1 8. NORTHGLENN THORNTON
6,001 to 25,000 Column 94, Rows 9-12 (4 School Districts)	1. ACADEMY 20 2. ADAMS COUNTY 14 3. BRIGHTON 27J ADAMS 4. FALCON 49 5. GREELEY 6 6. HARRISON 2 7. LITTLETON 6 8. MESA COUNTY VALLEY 51	9. POUDBRE R-1 10. PUEBLO CITY 60 11. PUEBLO COUNTY RURAL 70 12. ST VRAIN VALLEY RE 1J 13. THOMPSON R-2J 14. WESTMINSTER 50 15. WIDEFIELD 3 EL
1,201 to 6,000 Column 25, Rows 70-74 (11 School Districts)	1. ALAMOSA RE 11J 2. ARCHULETA COUNTY 50 JT 3. ASPEN 1 4. BAYFIELD 10 JT R 5. BRUSH RE 2(J) 6. CANON CITY RE 1 7. CHEYENNE MOUNTAIN 12 8. CLEAR CREEK RE 1 9. DELTA COUNTY 50(J) 10. DURANGO 9 R 11. EAGLE COUNTY RE 50 12. EAST GRAND 2 13. EAST OTERO R-1 14. EATON RE 2 WELD 15. ELIZABETH C-1 16. ENGLEWOOD 1 17. FLORENCE RE 2 18. FORT MORGAN RE 3 19. FOUNTAIN 8 20. GARFIELD RE 2 21. GUNNISON WATERSHED RE 1J 22. JOHNSTOWN MILLIKEN RE 5J 23. KEENESBURG RE 3(J)	24. LAKE COUNTY R 1 LAKE 25. LAMAR RE 2 PROWERS 26. LEWIS PALMER 38 27. MANITOU SPRINGS 14 28. MAPLETON 1 ADAMS 29. MOFFAT COUNTY RE: NO 1 30. MONTE VISTA C 8 31. MONTEZUMA CORTEZ RE 1 32. MONTROSE COUNTY RE 1J 33. PARK (ESTES PARK) R-3 34. PLATTE CANYON 1 35. ROARING FORK RE 1 36. SHERIDAN 2 37. STEAMBOAT SPRINGS RE 2 38. SUMMIT RE 1 39. TRINIDAD 1 40. VALLEY RE 1 41. WELD COUNTY RE 42. WELD COUNTY S/D RE 8 43. WINDSOR RE 44. WOODLAND PARK RE 2 45. TELLER

<p>601 to 1,200</p> <p>Columns 55-56, Row 11</p> <p>(7 School Districts)</p>	<p>1. AULT HIGHLAND RE-9</p> <p>2. BENNETT 29J</p> <p>3. BRANSON REORGANIZED 82</p> <p>4. BUENA VISTA R-31</p> <p>5. BURLINGTON RE-6J</p> <p>6. CALHAN RJ-1</p> <p>7. CENTER-26</p> <p>8. CRIPPLE CREEK VICTOR RE-1</p> <p>9. CROWLEY COUNTY RE-1-J</p> <p>10. CROWLEY</p> <p>11. DEL NORTE C-7 RIO</p> <p>12. DOLORES RE-4A</p> <p>13. ELLICOTT 22</p> <p>14. HUERFANO RE-1</p> <p>15. IGNACIO 11 JT</p>	<p>16. LIMON RE-4J</p> <p>17. MEEKER RE1</p> <p>18. NORTH CONEJOS RE-1J</p> <p>19. PARK COUNTY RE-2</p> <p>20. PEYTON-23 JT</p> <p>21. PLATTE VALLEY RE-7</p> <p>22. ROCKY FORD R-2</p> <p>23. SALIDA R-32</p> <p>24. STRASBURG 31J</p> <p>25. WIGGINS RE-50(J)</p> <p>26. WRAY RD-2</p> <p>27. YUMA-1</p>
<p>301 to 600</p> <p>Columns 57-58, Rows 12-49</p> <p>(9 School Districts)</p>	<p>1. AKRON R-1</p> <p>2. BIG SANDY 100J</p> <p>3. BUFFALO RE-4</p> <p>4. BYERS 32J</p> <p>5. COTOPAXI RE-3</p> <p>6. CUSTER COUNTY SCHOOL</p> <p>7. DISTRICT C-1</p> <p>8. ELBERT 200</p> <p>9. EXPEDITIONARY BOCES</p> <p>10. FOWLER R-4J OTERO</p> <p>11. GILPIN COUNTY RE-1</p> <p>12. GRANADA RE-1</p> <p>13. HANOVER 28</p> <p>14. HAYDEN RE-1</p> <p>15. HOEHNE REORGANIZED 3</p> <p>16. HOLLY RE-3</p> <p>17. JULESBURG RE-1</p> <p>18. KIOWA C-2</p> <p>19. LAS ANIMAS RE-1</p> <p>20. MANCOS RE-6</p>	<p>21. MIAMI/YODER-60 JT</p> <p>22. NORWOOD R-2J</p> <p>23. PLATEAU VALLEY 50</p> <p>24. RANGELY RE-4</p> <p>25. RIDGWAY R-2</p> <p>26. SANFORD 6J</p> <p>27. SANGRE DE CRISTO RE-22J</p> <p>28. SARGENT RE-33J</p> <p>29. SOUTH CONEJOS RE-10</p> <p>30. SOUTH ROUTT RE-3</p> <p>31. SPRINGFIELD RE-4</p> <p>32. SWINK 33</p> <p>33. TELLURIDE R-1</p> <p>34. VILAS RE-5</p> <p>35. WEST END RE-2</p> <p>36. WEST GRAND 1-JT.</p> <p>37. WILEY RE-13 JT</p>

<p>300 or less</p> <p>Columns 70-99, Row 14</p> <p>Columns 52-98, Row 44</p> <p>(13 School Districts)</p>	<p>1. AGATE 300</p> <p>2. AGUILAR REORGANIZED 6 3.</p> <p>ARICKAREE R-2</p> <p>4. ARRIBA FLAGLER C-20</p> <p>5. BETHUNE R-5</p> <p>6. BRIGGS DALE RE-10</p> <p>7. CAMPO RE-6</p> <p>8. CENTENNIAL BOCES</p> <p>9. CENTENNIAL R-1</p> <p>10. CHERAW 31</p> <p>11. CHEYENNE COUNTY RE-5 12.</p> <p>CHEYENNE NORTH PARK R-1</p> <p>13. COLORADO DETENTION</p> <p>14. CENTERS</p> <p>15. CREEDE CONSOLIDATED-1</p> <p>16. DE BEQUE 49JT MESA</p> <p>17. DEER TRAIL 26J</p> <p>18. DOLORES COUNTY RE-NO.2 19.</p> <p>EADS RE-1 KIOWA</p> <p>21. EDISON 54 JT</p> <p>22. FRENCHMAN RE-3</p> <p>23. GENOA HUGO</p> <p>24. HAXTUN RE-2J</p> <p>25. HINSDALE COUNTY RE-1</p> <p>26. HI-PLAINS R-23</p> <p>27. IDALIA RJ-3</p> <p>28. KARVAL RE-23</p>	<p>29. KIM REORGANIZED 88</p> <p>30. KIT CARSON R-1</p> <p>31. LA VETA RE-2</p> <p>32. LIBERTY J-4</p> <p>33. LONE STAR 101</p> <p>34. MANZANOLA 3J</p> <p>35. MC CLAVE RE-2</p> <p>36. MOFFAT 2</p> <p>37. MOUNTAIN BOCES</p> <p>38. MOUNTAIN VALLEY RE-1</p> <p>39. NORTH PARK R-1</p> <p>40. OTIS R-3</p> <p>41. OURAY R-1</p> <p>42. PAWNEE RE-12</p> <p>43. PLAINVIEW RE-2</p> <p>44. PLATEAU RE-5</p> <p>45. PLATTE VALLEY RE-3</p> <p>46. PRAIRIE RE-11 WELD</p> <p>47. PRIMERO REORGANIZED 2 48.</p> <p>PRITCHETT RE-3 BACA</p> <p>49. SIERRA GRANDE R-30</p> <p>50. SILVERTON 1</p> <p>51. STRATTON R-4</p> <p>52. WALSH RE-1</p> <p>53. WELDON VALLEY RE-20(J) 54.</p> <p>WOODLIN R-104</p>
---	--	---

APPENDIX E

REGIONS OF COLORADO REPRESENTED:



Northwest:	<ul style="list-style-type: none"> • Eagle County RE-50 • Summit County RE-1 • West Grand 1-JT 	Pikes Peak	<ul style="list-style-type: none"> • Academy 20 • Calhan RJ-1 • Cheyenne Mountain 12 • Elbert 200 • Ellicott 22 • Hanover 28
West Central	<ul style="list-style-type: none"> • De Beque 49JT • Gunnison Watershed RE1J • Mesa County Valley 51 • Telluride R-1 	Metro	<ul style="list-style-type: none"> • Cherry Creek 5 • Douglas County RE-1 • Elizabeth C-1 • Englewood 1 • Littleton 6
South West	<ul style="list-style-type: none"> • Ignacio 11JT • Moffat 2 • Sangre De Cristo RE-22J • Sierra Grande R-30 • Silverton 1 	North Central	<ul style="list-style-type: none"> • Briggsdale RE-10 • Park-Estes Park RE-3 • Poudre R-1 • Weld County RE-8 (Fort Lupton)
South East	<ul style="list-style-type: none"> • Aguilar Reorg 6 • Crowley RE1J • Eads RE-1 • East Otero R-1 • Fowler R-4-J • Hoehne Reorg 3 • Las Animas RE-1 • Manzanola 3J • Rocky Ford R-2 	North East	<ul style="list-style-type: none"> • Bennett 29J • Buffalo (Merino) RE-4 • Cheyenne Co RE-5 • Deer Trail 26J • Idalia RJ-3 • Kit Carson R-1 • Valley (Sterling) RE-1 • Woodlin R-104

APPENDIX F

Letter 1 to the Participants

Dear Educational Leader:

As the Director of Educator Licensing and as a certified school principal in Colorado, we realize your busy schedule. However, we are asking for a few minutes of your time to assist in a national study that could affect the future of principal licensing policy.

As an educational leader in Colorado, we are sure that you are concerned about important changes in Colorado principal licensing policy. The most recent change in principal licensing is the start of alternative principal licensing. Alternative principal licensing is where an individual can acquire a principal license without completing traditional licensing requirements. These “non traditional” routes allow individuals from outside of the field of education to apply for a school principalship.

A national study has been proposed to identify the essential elements that should be included in an alternative principal licensing policy recommended by leaders in the field of education. The initial categories you will find on the survey are drawn from the State’s around the country that have an alternative principal licensing policy.

Although there is no direct benefit to you for participating, your voluntary assistance with this study is essential as an educational leader and because of your knowledge of the qualifications of a licensed principal. We are asking a few minutes of your time to complete and return the online questionnaire by **February, 28th**. Please use this link to start the survey: <http://www.surveymonkey.com>

This study will utilize a modified Delphi technique. Therefore, we wish to alert you to two additional questionnaires which will be mailed to you following your response to this one. The second and third questionnaire will be e-mailed independently. Each questionnaire will:

- a. summarize responses to the previous questionnaire,
- b. report a summary of comments in agreement and disagreement with each position and
- c. ask you to review your response considering the new data

Consideration of your confidential viewpoint and anonymous viewpoints of others should assist us in moving toward a more enlightened response to the questionnaire. Your response will remain strictly confidential by removing your names and e-mails and will only be used as summary data. There are no known risks to participate. It is not possible to identify all potential risks in an experimental procedure, but the researcher(s) have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

We thank you in advance for assistance with this study. If you have any questions regarding this research please do not hesitate to contact us by phone (970)278-1351 or e-mail, Alternative.Principal.Licensing@hotmail.com. Also, if you have any questions about your rights as a volunteer in this research, contact Janell Meldrem, Human Research Administrator at 970-491-1655. We will eagerly await your response.

Sincerely,

David Whaley, Ph.D.
Colorado State University
Director of Educator Licensing

Michelle Hickey-Gramke
Colorado State University
Ph.D. Candidate

Alternative Principal Licensing Policy: Survey 1

1. Directions

Under every category there are statements from alternative principal licensing policies around the United States. For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

Thank you for your time and assistance.

Next >>

Alternative Principal Licensing Policy: Survey 1

2. Category 1: Application for Alternative Principal Licensure

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of each other. You CAN agree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

1. An alternative license should be issued at the request of: the superintendent of a school district, an education service center, or from some other recognized educational administrative entity--- and not be issued only based on the request of an individual pursuing this type of license.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Application Requirement	☐	☐	☐	☐

2. Comments/Additions/Concerns about #1

3. An alternative principal license shall only be issued after the successful completion of the State examination required for school principals

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Application Requirement	☐	☐	☐	☐

4. Comments/Additions/Concerns about #3

5. An individual interested in an alternative principal license needs to be hired as a school principal at the time of the alternative principal license application

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Application Requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Comments/Additions/Concerns about #5

7. Please make any additional suggestions for the alternative licensing policy application

Additions:

Additions:

Additions:

<< Prev **Next >>**

Alternative Principal Licensing Policy: Survey 1

3. Review Panel

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

8. A peer review panel will interview individuals applying for an alternative principal license. The peer review panel is comprised of three members, two of whom are licensed and employed in the area for which license is sought, and a representative of the State's Department of Education.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Review Panel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Comments/Additions/Concerns about #8

10. The evaluation panel will determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license is sought.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Review Panel Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Comments/Additions/Concerns about #10

12. Peer Review has 4 Stages:

-Apply to peer review

-Prepare the portfolio using State's designed competencies

-Evaluation process

-Action upon the peer review panel's recommendation

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Review Panel Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Comments/Additions/Concerns about #12

14. Please make any additional suggestions for the alternative licensing policy review panel

Additions:

Additions:

Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 1

4. Education Requirements

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

15. The alternative principal licensing candidate must hold a Bachelors degree with a Grade Point Average of at least 3.0 to apply for an alternative principal license.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Comments/Additions/Concerns about #15

17. The alternative principal licensing candidate must verify admission into an alternative principal licensing program to the hiring school district as well as the State's Department of Education before the individual can be hired as a school principal

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Comments/Additions/Concerns about #17

19. The alternative principal licensing candidate must complete practicum one day per month at an accredited alternative licensing college/university.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Comments/Additions/Concerns about #19

21. The alternative principal licensing candidate must hold a master's degree from an accredited professional education preparation program

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Comments/Additions/Concerns about #21

23. Please make any additional suggestions for the alternative principal licensing policy education requirements

Additions:

Additions:

Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 1

5. Induction Programs/Internships

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

24. The alternative principal licensing candidate who has completed an approved K-12 licensure program, but lacks teaching experience must complete a program consisting of a master's degree plus credits in school administration

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Comments/Additions/Concerns about #24

26. The alternative principal licensing candidate must have graduated from an accredited college or university with a master's degree in a management field (ex. Masters of Business Administration) OR a Bachelor's degree and the life experience equivalent (ex. 3-5 years management experience) of a master's degree in a management field

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Comments/Additions/Concerns about #26

28. Please make any additional suggestions for the alternative principal licensing policy education requirements

Additions:

Additions:

Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 1

6. Work Experience

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

29. The alternative principal licensing candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management or administration.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Comments/Additions/Concerns about #29

31. The alternative principal licensing candidate must have three years of verified experience in an accredited preK-12 school, one year of which included classroom teaching experience or direct services to students

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Comments/Additions/Concerns about #31

33. The alternative principal licensing candidate must be eligible for a teaching license

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Comments/Additions/Concerns about #33

35. The alternative principal licensing candidate must show verification of three years of successful teaching experience as an appropriately licensed and assigned teacher at the educational level in which they are a principal (Elementary, Secondary)

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Comments/Additions/Concerns about #35

37. The alternative principal licensing candidate must complete field experience as a school principal. This must take place in a school setting under the supervision of

educators from an approved college or university school administration program.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Comments/Additions/Concerns about #37

39. If the alternative principal licensing candidate is from outside the field of education, they must be employed for a period of 3-5 years in an executive management/leadership role in a non-educational setting

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Comments/Additions/Concerns about #39

41. The alternative principal licensing candidate must show verification of one year of full time preK-12 classroom teaching experience

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Comments/Additions/Concerns about #41

43. Please make any additional suggestions for the alternative principal licensing policy work experience requirements

Additions:

Additions:

Additions:

<< Prev **Next >>**

Alternative Principal Licensing Policy: Survey 1

7. Induction Program/Internship

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

44. The alternatively licensed principal must complete an principal induction program through the hiring school district.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Internship/Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Comments/Additions/Concerns about #44

46. For a non-educator issued an alternative principal license, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience (one hundred eighty clock hours with a minimum of ninety hours in both year one and year two). Such a program must require the alternatively-licensed principal or assistant principal to work with a master teacher

(s) to obtain teaching experience based on guidelines developed by the State's Department of Education

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Internship/Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Comments/Additions/Concerns about #46

48. The alternatively licensed principal must observe a practicing, licensed school principal for a set amount of hours their first year as a school principal

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Internship/Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. Comments/Additions/Concerns about #48

50. Please make any additional suggestions for the alternative principal licensing requirement for induction and internships

Additions:

Additions:

Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 1

8. Length of License

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

51. An alternative principal license is valid for five years only, unless the holder has also previously completed a master's degree in education within the past 10 years

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Length of License	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. Comments/Additions/Concerns about #51

53. An alternative principal license is valid for one-year and renewable two times

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Length of License	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. Comments/Additions/Concerns about #53

55. An alternative principal license is valid for a term of three years; is non-renewable; and may not be reinstated

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Length of License	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. Comments/Additions/Concerns about #55

57. Please make any additional suggestions for the length of an alternative principal license

Additions:

Additions:

Additions:

[<< Prev](#) [Next >>](#)

Alternative Principal Licensing Policy: Survey 1

9. Mentoring

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

58. A training program should be developed by the district, the mentor, and alternative principal licensing candidate, and approved by Department of Education

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. Comments/Additions/Concerns about #58

60. The alternatively licensed principal should develop a personal learning plan approved by the mentor and superintendent

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. Comments/Additions/Concerns about #60

62. Upon recommendation of the mentor, the State Board of Examiners issues a standard certificate to the individual holding an alternative principals license

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63. Comments/Additions/Concerns about #62

64. The alternatively licensed principal will complete the Interstate School Leaders Licensure Consortium (ISLLC) self assessment provided on the Department of Education's Web site prior to qualifying for a full license

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

65. Comments/Additions/Concerns about #64

66. The employing school district shall provide a mentoring program for alternatively licensed principals or assistant principals

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. Comments/Additions/Concerns about #66

68. Please make any additional suggestions for the alternative principal licensing mentoring requirements

Additions:

Additions:

Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 1

10. Testing

For every statement provided, please determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

PLEASE NOTE: Every statement is independent of the other statements. You CAN agree/disagree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

69. The alternatively licensed principal must pass the State licensing test for principals

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. Comments/Additions/Concerns about #69

71. The alternatively licensed principal must pass the State teacher assessment before full licensure

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

72. Comments/Additions/Concerns about #71

73. Please make any additional suggestions for the alternative principal licensing policy on testing

Additions:

Additions:

Additions:

<< Prev **Next >>**

Alternative Principal Licensing Policy: Survey 1

11. Miscellaneous Information

74. What is your role in a school district?

Superintendent	Secondary Principal	Elementary Principal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

75. What is the size of your school district?

Over 25,00 students	6,001 to 25,000 students	1,201 to 6,000 students	601 to 1,200 students	301 to 600 students	300 or less students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. How many years experience do you have as a school principal?

No experience	1-5 years	6-10 years	11-15 years	16 or more years
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

77. How many years experience do you have as a district superintendent?

No experience	1-5 years	6-10 years	11-15 years	16 or more years
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

78. What is your gender?

Male	Female
<input type="radio"/>	<input type="radio"/>

79. Before your role as an educational leader, were you an educator or a non-educator

Educator	Non-Educator
<input type="radio"/>	<input type="radio"/>

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 1

12. Thank You

Thank you for taking the time to fill out this survey! Please print your responses to the survey for reference in the next round. You will have access to the results on March 3rd along with another survey.

Thanks again.

<< Prev **Done >>**

APPENDIX H

Reminder Letter

Dear Colorado Superintendents,

Last week Friday you should have received a survey from Colorado State University requesting your assistance in reviewing current alternative principal licensing requirements. As an educational leader in Colorado, we are sure that you are concerned about **important changes in Colorado principal licensing policy**. The most recent change in principal licensing is the start of alternative principal licensing. Alternative principal licensing is where an individual can acquire a principal license without completing traditional licensing requirements. These “non traditional” routes allow individuals from outside of the field of education to apply for a school principalship.

We understand that you have a tremendously busy schedule; however, we NEED your opinion on alternative principal licensing policy requirements in Colorado to make recommendations to the Colorado Department of Education regarding potential changes to the existing policy and improvements for future implementation.

TO MAKE OUR DATA VALID WE NEED COLORADO SUPERINTENDENTS TO PARTICIPATE!!!

We thank you in advance for assistance with this study. If you have any questions regarding this research please do not hesitate to contact us by phone (970)278-1351 or e-mail, Alternative.Principal.Licensing@hotmail.com. Also, if you have any questions about your rights as a volunteer in this research, contact Janell Meldrem, Human Research Administrator at 970-491-1655. We will eagerly await your response.

Sincerely,

David Whaley, Ph.D.
Director of Educator Licensing
Colorado State University

Michelle Hickey-Gramke
Ph.D. Candidate
Colorado State University

APPENDIX I

Letter for Survey 2 to the Participants

Dear Educational Leaders:

Thank you for your response on what “should” be in an alternative principal licensing policy. Based upon first round data collected from you, a second communication has been prepared. PLEASE participate in one more round of this survey!

The purpose of this communication is to:

1. Reevaluate the alternative positions on the issues in light of information gathered on the first instrument.
2. Provide you the opportunity to further clarify the reasons for taking a particular stance.

Care has been taken to summarize responses from the first communication which will allow you to compare your opinions with those of your colleagues. Although this has taken additional space, **COMPLETION TIME SHOULD BE COMPARABLE TO THE FIRST SURVEY!**

Should you have questions regarding your role in this study or the procedures, please contact us at (970)278-1351 or by e-mail at Alternative.Principal.Licensing@hotmail.com.

We are asking that you return the completed questionnaire by March 13, 2006. Again, thank you for your continued voluntary assistance.

Sincerely,

David Whaley, Ph.D.
Colorado State University
Director of Educator Licensing
(970)491-5292
Alternative.Principal.Licensing@hotmail.com

Michelle Hickey-Gramke
Colorado State University
Ph.D. Candidate
(970)278-1351

Alternative Principal Licensing Policy: Survey 2

1. Directions

Before every question you will find summarized comments along with a pie graph displaying the responses of Colorado superintendents and principals from survey #1. Please look at the comments and pie graph; consider your colleagues responses; and then determine if you: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree with that policy requirement by checking one box next to the statement. Please add any comments, changes, or concerns in the space provided under each statement.

Although this has taken additional space, COMPLETION TIME SHOULD BE COMPARABLE TO THE FIRST SURVEY! PLEASE do not skip questions.

PLEASE NOTE: Every statement is independent of each other. You CAN agree with more than one statement in a section even if they seem to contradict.

For this study, the definition of alternative principal licensing is:

A policy in which an individual can acquire administrative certification without completing traditional certification requirements.

Thank you for your time and assistance.

Next >>

Alternative Principal Licensing Policy: Survey 2

2. Category 1: Application for Alternative Principal Licensure

QUESTION #1

An alternative license should be issued at the request of: the superintendent of a school district, an education service center, or from some other recognized educational administrative entity--- and not be issued only based on the request of an individual pursuing this type of license.

YOUR SUMMARIZED RESPONSES FROM QUESTION #1, SURVEY #1

1

An alternative license should only be issued as a result of a candidate being 'sponsored' for a position, and that he/she has demonstrated that the required skills have been learned in an alternative environment.

2

I am not sure a request coming from an individual or a superintendent really means that the person has received enough training to be a principal.

3

The potential principal would have to establish some kind of educational background. The best way to do this would be to have the superintendent recommend to the state that this person is qualified.

4

There should be some minimal requirements before this could be issued requiring a course in teacher evaluation and school law.

5

With the increase in vacancies expected, having a means of controlling the quality of applicants is critical to public education. This effort should reduce the number as well as provide the district who needs more applicants the ability to seek those it feels would best serve students and systems.

6

I really don't like the idea of having principals who have not taken the traditional method of training. They need to understand schools and education, before becoming a principal. That is done by teaching and taking the course work.

7

I believe the most effective education administrators, principals, must have teaching experience to make connections and build understanding. I do not think alternative licensing should be available for school principals.

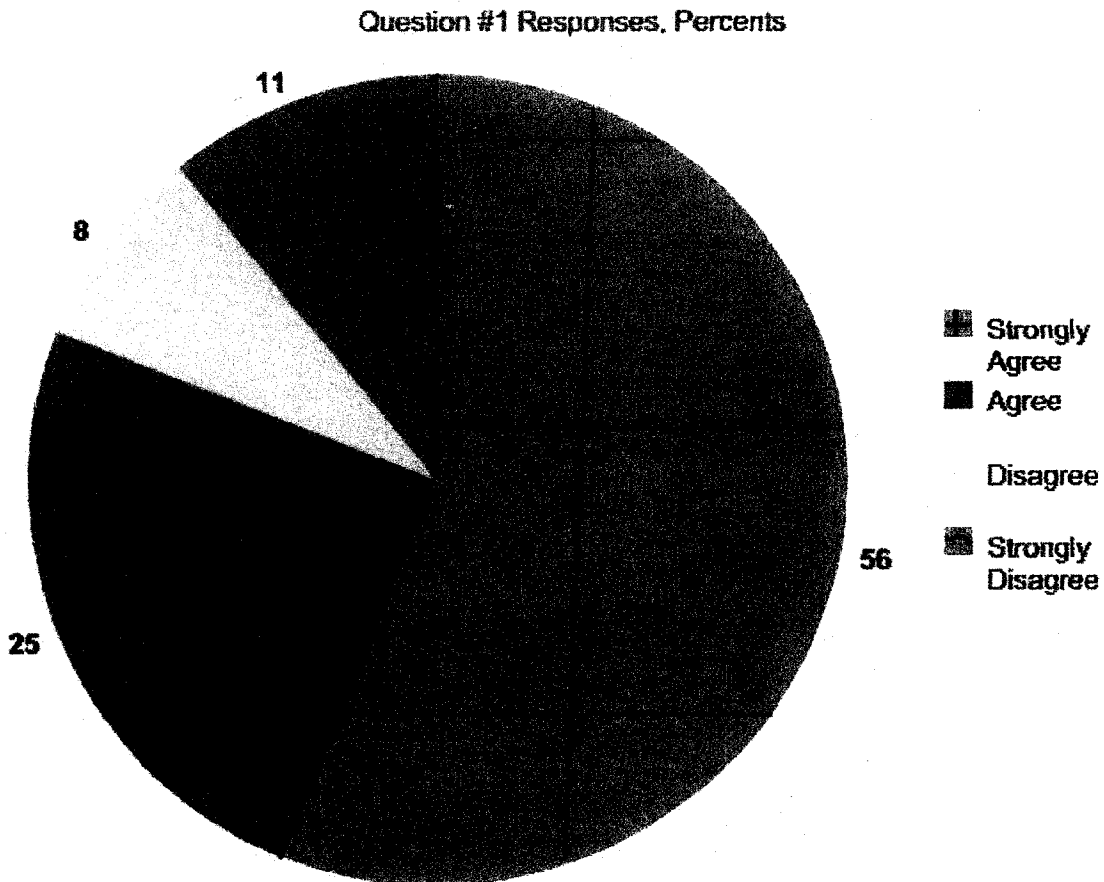
8

This should be done on a limited basis.

9

I think alternative licensure is a bad idea. If alternative licensure is approved, it should only occur through state department of education in conjunction with requests from district superintendents.

**Question #1 Responses, Percentages
97 Respondents**



1. An alternative license should be issued at the request of: the superintendent of a school district, an education service center, or from some other recognized educational administrative entity—and not be issued only based on the request of an individual pursuing this type of license.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Application Requirement				

2. Comments/Additions/Concerns about #1

QUESTION #3:

An alternative principal license shall only be issued after the successful completion of the State examination required for school principals

YOUR SUMMARIZED RESPONSES FROM QUESTION #3, SURVEY #1

1.

I agree with this statement, but to grant a principal license without classroom experience is not ideal.

2.

There is so much more than passing a test that goes along with the principalship. Example- the 100 m/c question test for the P.L.A.C.E. test that I passed. It did not prove at all that I could be successful.

3.

Some formal training should be required. The complexities of the position require coursework to properly prepare the individual. For example; finance, law, curriculum, instruction, and assessment evaluation.

4.

This regulation would be consistent with other regs as we keep the pool filled with Highly Qualified principals.

5.

Alternative licensure is a bad idea. If it approved, a stringent state examination should be mandatory.

6.

Would need to demonstrate some understanding of the requirements-how school funding works, leadership skills, etc.

7.

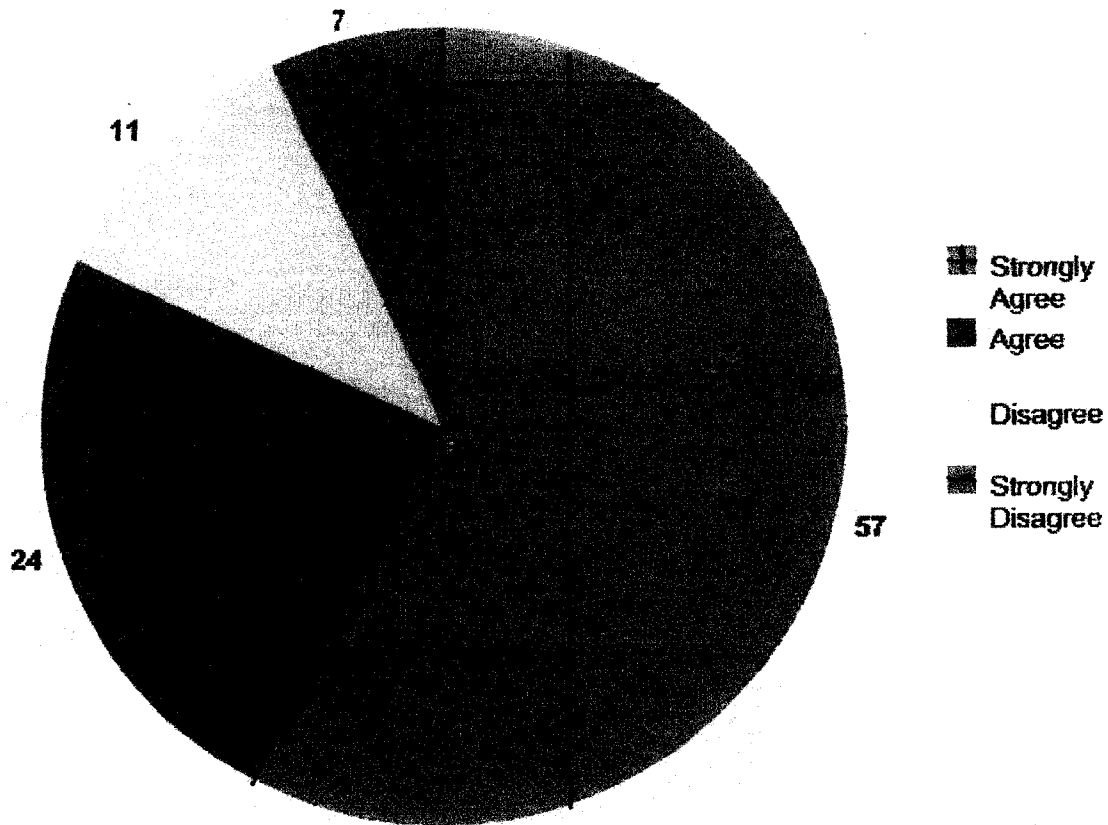
Exams are notoriously inadequate if used as the sole tool for evaluation. Rather a body of evidence should be an alternate means for approval.

8.

We now require such testing for alternative teacher licensure. Passing the principal's place test should be required for the issuance of any principal license.

**Question #3 Responses, Percentages
97 Respondents**

Question #3 Responses, Percents



3. An alternative principal license shall only be issued after the successful completion of the State examination required for school principals

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

Application Requirement

4. Comments/Additions/Concerns about #3

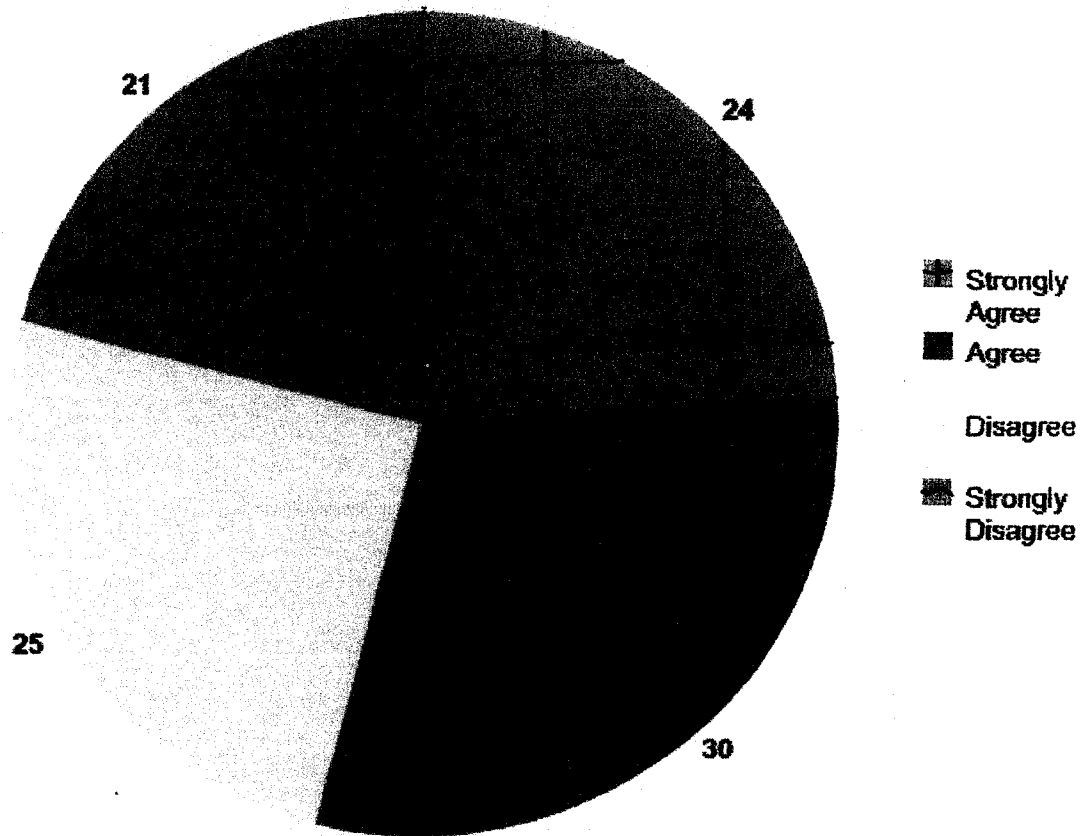
QUESTION #5. An individual interested in an alternative principal license needs to be hired as a school principal at the time of the alternative principal license application.

YOUR SUMMARIZED RESPONSES FROM QUESTION #5, SURVEY #1

- 1.**
Hired at the time of the alternative license application, or have a letter from a district/site with an exact date of hire within a short period.
- 2**
Some situations may require an immediate action. Once the principal is hired then there should be a set of guidelines and training that he/she must complete.
- 3**
It should be reworded to "conditionally hired" as the evaluation for licensure may not decide to award licensure.
- 4.**
Hopefully this question means; upon completion.
- 5.**
They should undergo some type of internship and mentoring before be allowed to work.
- 6.**
If I understand this, then the application process is only for positions that have no other choice but to seek an alternative principal. I also would worry about the "good old boy" system that perpetuates mediocrity at best. There should be some additional regs to prove the need exists.
- 7.**
The alternative license needs to be in hand prior to being hired as a principal
- 8.**
Response choices do not address my feeling about this concept...I believe that teaching experience should also be a requirement in addition to an academic program as currently is in place.
- 9.**
I don't think we should be hiring people to be principals who are not connected to the educational field and furthermore who have NOT been teachers themselves.
- 10.**
I think you could request this if you were interested in someone. I think the person should be licensed before they have the job.
- 11.**
There could be exceptions to this if a school district would ;like to begin process before there is an urgent need.
- 12.**
Putting someone in a principal role without the proper preparation and experience is asking for trouble.
- 13.**
Needs of the district and available personnel may not allow sufficient time to find appropriately licensed personnel, especially in smaller rural districts.

**Question #5 Responses, Percentages
97 Respondents**

Question #5 Responses, Percents



5. An individual interested in an alternative principal license needs to be hired as a school principal at the time of the alternative principal license application

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Application Requirement				

6. Comments/Additions/Concerns about #5

7. Please make any additional suggestions for the alternative licensing policy application

Additions:
Additions:
Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 2

3. Review Panel

Question #8

A peer review panel will interview individuals applying for an alternative principal license. The peer review panel is comprised of three members, two of whom are licensed and employed in the area for which license is sought, and a representative of the State's Department of Education.

YOUR SUMMARIZED RESPONSES FROM QUESTION #8, SURVEY #1

1

That would be ideal~ reality is that if a school district is looking to hire a person with an alternative principal license, then time would be an issue. To coordinate a team of peers and a member from CDE- would almost be impossible.

2.

If they are going to allow an alternative principal license, it should be under the same conditions as an alternative teacher's license. There is no state committee that screens those. It really is the responsibility of the school district to select candidates that meet their needs.

3.

This is fine as long as they must also show proof of a successful internship.

4.

Sounds like a quality control procedure! GREAT!

5.

If they are not going to complete a program there should be SOME kind of panel to sign off on abilities, however that would be.

6.

Again, I don't think we should hire principals who have not previously been teachers.

7.

I have little faith in anyone from CDE knowing what is going on in the field.

8.

I could go two ways with this. If there is an extreme reason to need someone and the only way to have them is alternate certification, then I would agree with the committee makeup being like this.

9.

Should have at least one member who has no stake in the traditional licensure process, otherwise those present might be biased toward that process.

10.

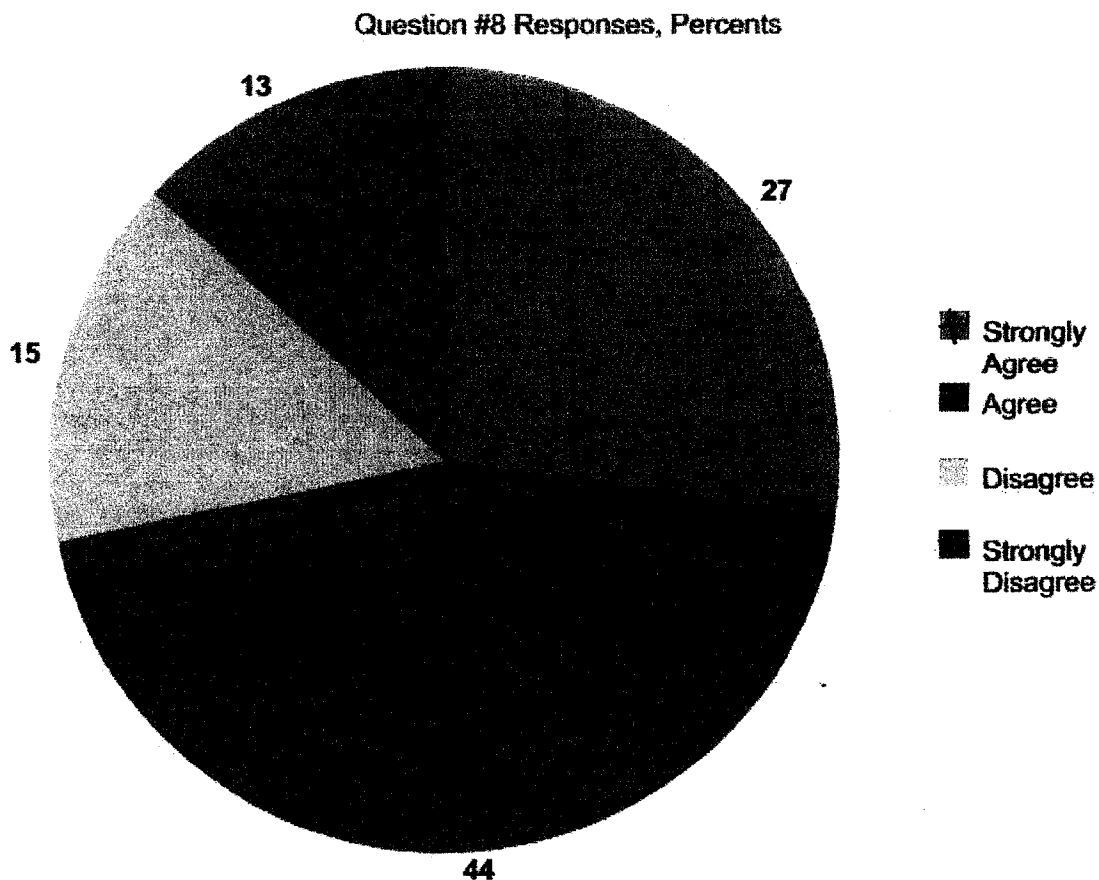
Don't use a CDE person. Use someone that knows the current problems in administration. You would be better served with a BOCES Director or a district administrator as the third person.

11. I still disagree with the whole concept, but this makes a little sense.

12. This would be too cumbersome and time consuming.

13. Not acceptable

**Question #8 Responses, Percentages
97 Respondents**



8. A peer review panel will interview individuals applying for an alternative principal license. The peer review panel is comprised of three members, two of whom are licensed and employed in the area for which license is sought, and a representative of the State's Department of Education.

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

9. Comments/Additions/Concerns about #8

Question #10

The evaluation panel will determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license is sought.

YOUR SUMMARIZED RESPONSES FROM QUESTION #10, SURVEY #1

1

As well as a letter of support from a practicing administrator designee, from the school that is offering the position.

2

This would be great. Even for principals who went through the traditional programs. Especially for 1 to 2 year principals.

3

There needs to be a rather black and white rubric for evaluation of the evidence. It should not be open to a lot of interpretation.

4

How these areas are defined will be important to keeping the bar high!

5

If all I had to do was take a test, appear before a peer group, and find someone to recommend me for a principal license, then I wouldn't have gone through the years of getting teaching experience, trying to understand the perspective of the different levels of education (the central office work I did, TOSA, etc.), and then paying for and going through classes and an internship!

6

timeliness would be the main concern

7

Keep an open mind to someone with parallel or informal experience

8.

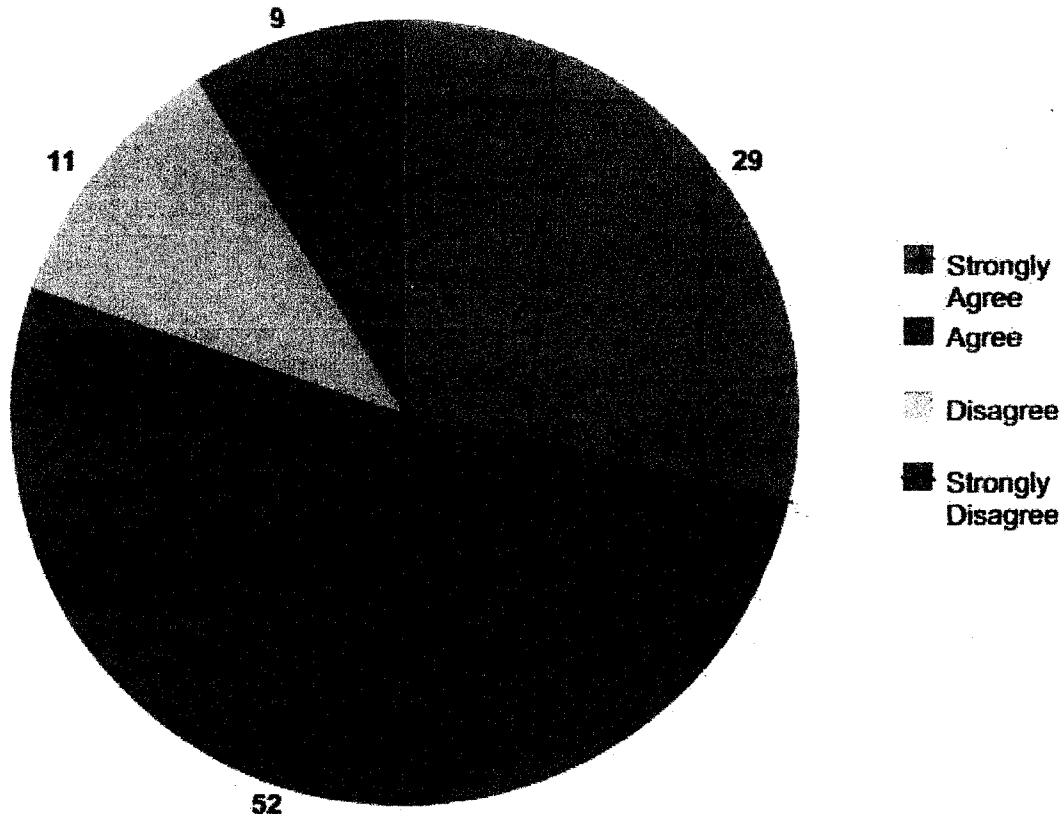
I think that this is a good evaluation. The applicant should have passed the Place Test.

9.

This would be fine, but what is the evidence of competence.

**Question #10 Responses, Percentages
97 Respondents**

Question #10 Responses, Percents



10. The evaluation panel will determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license is sought.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Review Panel Requirements	☺	☺	☺	☺

11. Comments/Additions/Concerns about #10

Question #12

Peer Review has 4 Stages: -Apply to peer review -Prepare the portfolio using State's designed competencies -Evaluation process -Action upon the peer review panel's recommendation

YOUR SUMMARIZED RESPONSES TO QUESTION #12, SURVEY #1

1

Anyone can put together a portfolio we need people who can guide teachers in best practices, deal with parents who are in and out of jail, understand that there is a huge difference in business management and educating children.

2

The use of a clearly defined rubric might be helpful.

3

Why would someone do this - why not just go through a licensure program...

4

Add Place Test and evaluation training.

5

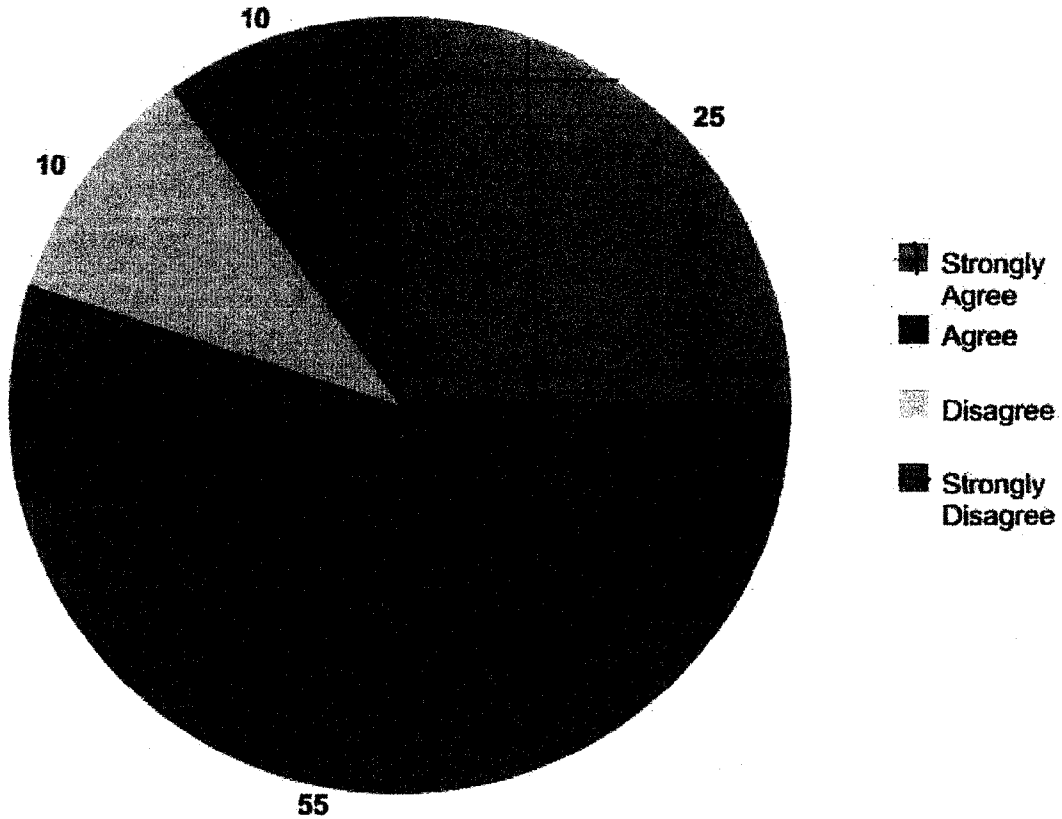
There should be evidence of successful completion of principal experience before the alternative licensure is continued.

6

If there is a peer review I agree with this process.

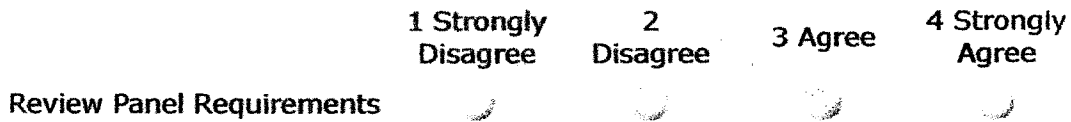
**Question #12 Responses, Percentages
97 Respondents**

Question #12 Responses, Percents



12. Peer Review has 4 Stages:

- Apply to peer review
- Prepare the portfolio using State's designed competencies
- Evaluation process
- Action upon the peer review panel's recommendation



13. Comments/Additions/Concerns about #12

14. Please make any additional suggestions for the alternative licensing policy review panel

Additions:

Additions:

Additions:

<< Prev

Next >>

Alternative Principal Licensing Policy: Survey 2

4. Education Requirements

Question #15

The alternative principal licensing candidate must hold a Bachelors degree with a Grade Point Average of at least 3.0 to apply fo an alternative principal license.

YOUR SUMMARIZED RESPONSES TO QUESTION #15, SURVEY #1

1.

The quality of undergraduate work can not be consistently measured by GPA, which differs widely by the quality of the institution. A 2.8 from a highly selective private university is more valuable than a 4.0 from moderately selective state institution. Different degrees (majors) require various levels of rigor and intellectual ability, therefore making this minimum requirement useless as a tool for gauging the applicant's potential as a principal. This kind of approach parallels the overly bureaucratic and problematic licensing requirements currently in place. An alternative candidate may have struggled through a college major not well suited to their skills and interests, and after many years of teaching people (maybe not in public schools) and being successful running a business wants to become a principal. As a superintendent, a principal license is NO guarantee of success. There are too many licensed principals who are good at jumping through hoops yet lack the entrepreneurial spirit necessary for leadership in public schools. Public education doesn't need more leaders with a mentality characterized by the common statement "I've got X years in the system."

2

The alternative principal licensing candidate should have an MA as a minimum requirement.

3

Although this may be a preferred criteria, sometimes this data is 'old' and does not reflect growth that may have ocured between graduation and other positions that the candidate may have held. This could be a guideline, but I would not make it a criteria that cannot be flexible based on the candidate.

4

There is no correlation to grade point average and competency as a principal. Especially in the case of a BA degree-they could have finished that 10-15 years before being an alternative principal licensure candidate.

5

I agree with the Bachelor's Degree requirement, but disagree with the GPS requirement.

6

As an education leader, he/she must be educated! This information must be checked and may not be an online degree with minimal performance expectations!!!

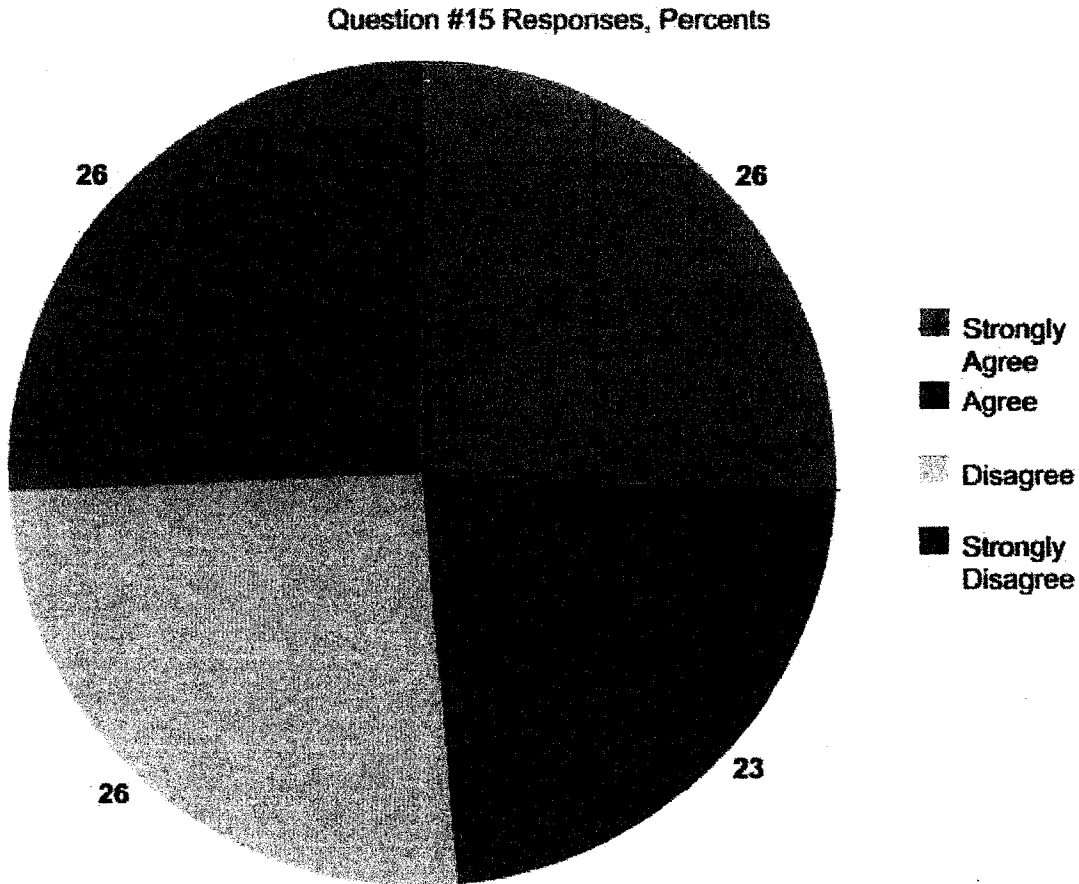
7.

Again, there needs to be other areas with which the candidate has demonstrated knowledge and skill other than grades and a degree....real, practical experiences.

8.

Principal candidates should have at least 24 hours in educational leadership, educational policy studies, developmental psychology, and organizational theory.

**Question #15 Responses, Percentages
97 Respondents**



15. The alternative principal licensing candidate must hold a Bachelors degree with a Grade Point Average of at least 3.0 to apply for an alternative principal license.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Comments/Additions/Concerns about #15

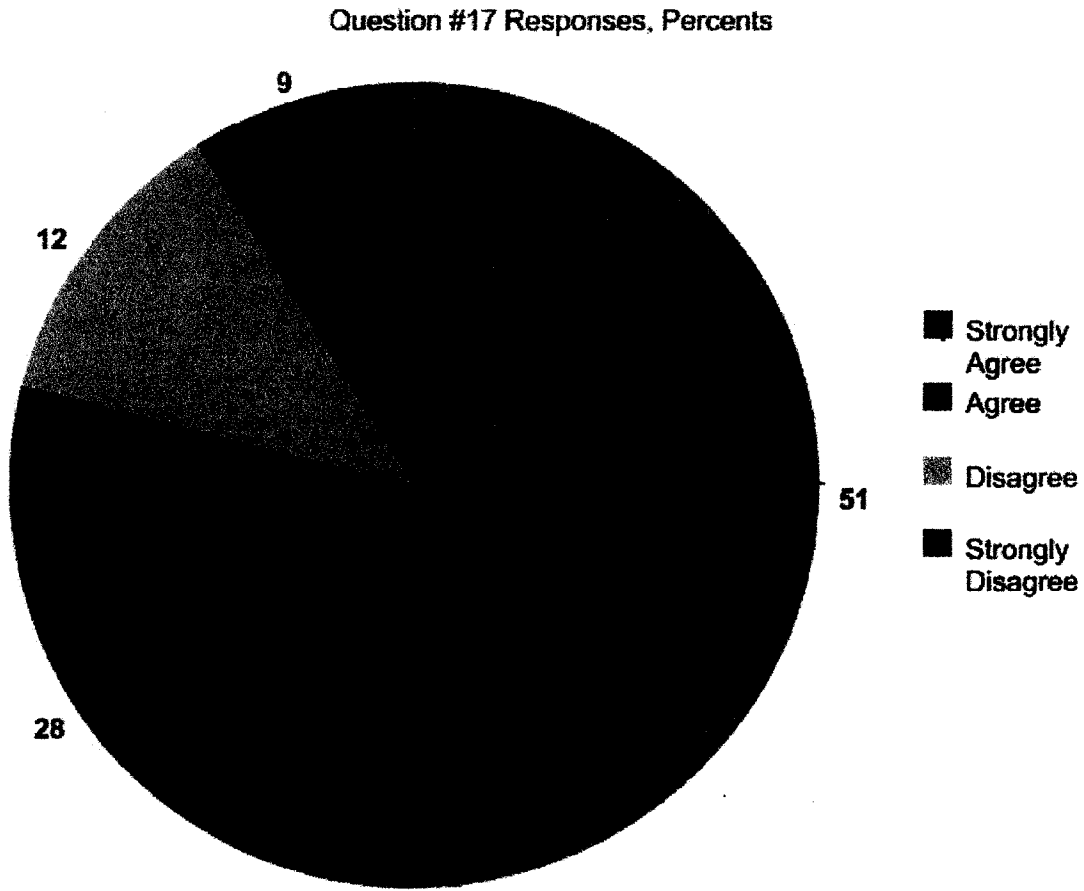
Question #17

The alternative principal licensing candidate must verify admission into an alternative principal licensing program to the hiring school district as well as the State's Department of Education before the individual can be hired as a school principal

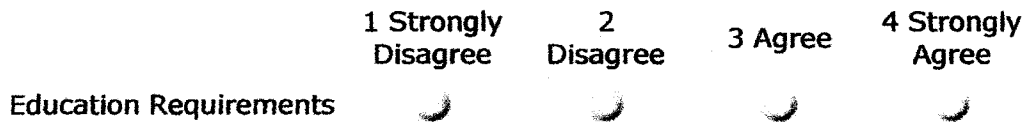
YOUR SUMMARIZED RESPONSES FROM QUESTION #17, SURVEY #1

- 1.
These could be concurrent, depending on circumstances.**
- 2.
Sometimes there may be special circumstances in which the candidate may need to fill a position before admitted to/verified in a program.**
- 3.
Must complete a program prior to being hired.**
- 4.
I'm not sure there is enough demand for principals to warrant this. There seems to be an adequate pool of traditionally licensed principal applicants out there.**
- 5.
I was not allowed to be a principal until I had completed the program including 500 hours in an internship. I resent people who think they can enter this profession without having worked as a teacher or learned all I had to learn about educational leadership**
- 6.
If the person is qualified to be a principal, there should be no need for additional formal schooling. To take away from the principal's time and focus at the school would only weaken that person's performance, and the best "schooling" will take place on the job. Rather assign a mentor.**
- 7.
I think the program should be complete before the person is a principal...I'm ok with them being an assistant principal while in the program.**
- 8.
How could anyone even imagine putting someone in this position before even going into the program? This position is not the place for on-the-job training.**
- 9.
The district should be able to hire the individual concurrent with applying to the alternative principal licensing program. Sometimes the district doesn't have time to wait for the alt licensing program to make a determination.**

**Question #17 Responses, Percentages
97 Respondents**



17. The alternative principal licensing candidate must verify admission into an alternative principal licensing program to the hiring school district as well as the State's Department of Education before the individual can be hired as a school principal



18. Comments/Additions/Concerns about #17

Question #19

The alternative principal licensing candidate must complete practicum one day per month at an accredited alternative licensing college/university.

YOUR SUMMARIZED RESPONSES FROM QUESTION #19, SURVEY #1

1.

Why?

2

This would need to be a minimum.

3

Practicum practice should be more than once a month in order for it to be meaningful.

4

Would have to be evening. Again time is the issue.

5

Their practicum will be on the job. If they are not hired yet, then they should do some practicum work at another public school, not college.

6

They will need a lot of support in their first year. It is hard enough coming into principalship with a teaching background.

7

Not long enough

8.

Seems minimal but if they are already hired...then it will be difficult to do more. Perhaps a TRAINED MENTOR (or a mentor with a license) needs to be assigned and then the process will occur and be structured for that individual. I'm not convinced that college/university will have the resources or time to invest in the growth needed. In most cases, I think some additional formal training will be mandated and can be done at university or other valid way. A formal plan must be instituted to ensure he/she has the background needed to be successful.

9.

One day per month is not even close to being a practicum of value. I ended up doing over 800 hours (that was logged) in my program and still could have used more to really prepare me for all this job entails.

10.

two a month probably makes more sense

11.

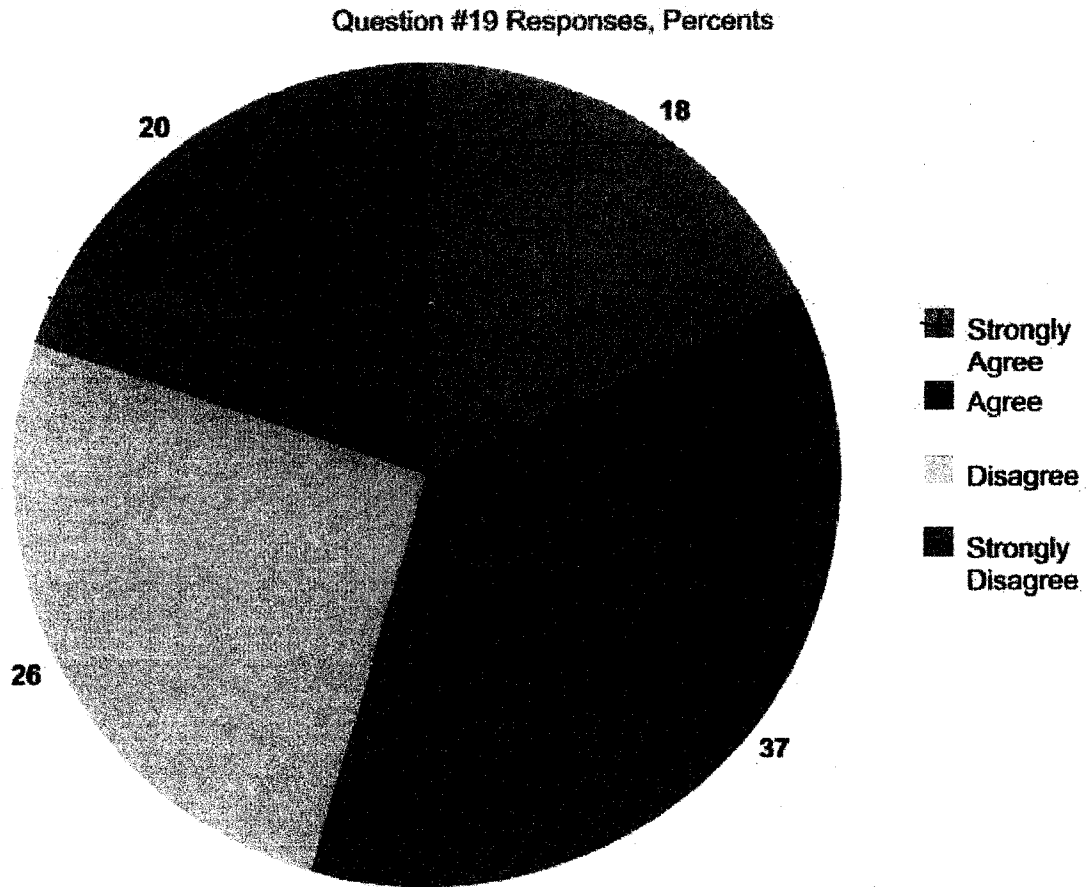
This practicum should mirror the alternative licensure practice used in Teacher in Residence Programs.

12.

This may present some serious barriers for outlying districts. Those living in a metro area certainly could comply with this, but those in rural districts would have

a difficult time.

**Question #19 Responses, Percentages
97 Respondents**



19. The alternative principal licensing candidate must complete practicum one day per month at an accredited alternative licensing college/university.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Comments/Additions/Concerns about #19

Question #21

The alternative principal licensing candidate must hold a master's degree from an accredited professional education preparation program

YOUR SUMMARIZED RESPONSES FROM QUESTION #21, SURVEY #1

1.

Why wouldn't an MBA be acceptable?

2.

Prospective school administrators should go through traditional programs of preparation, take the licensing exam for school administrators, and pass before certification. I am against alternative licensing.

3.

But, the candidate should be a teacher for at least five years or more.

4.

A master's degree is preferable.

5.

Working on a master's in education.

6.

They should require a MA but not necessarily in education. Although I think it would be helpful. I personally wouldn't hire someone who didn't have the educational background, but there may be circumstances when someone would.

7.

If a candidate has a Master's degree from an accredited professional education preparation program, why wouldn't they just go through traditional licensing?

8.

As long as they have actually spent time teaching.

9.

Certainly not! the whole point is to find highly committed, talented, and intelligent individuals who may NOT have gone through formal training

10.

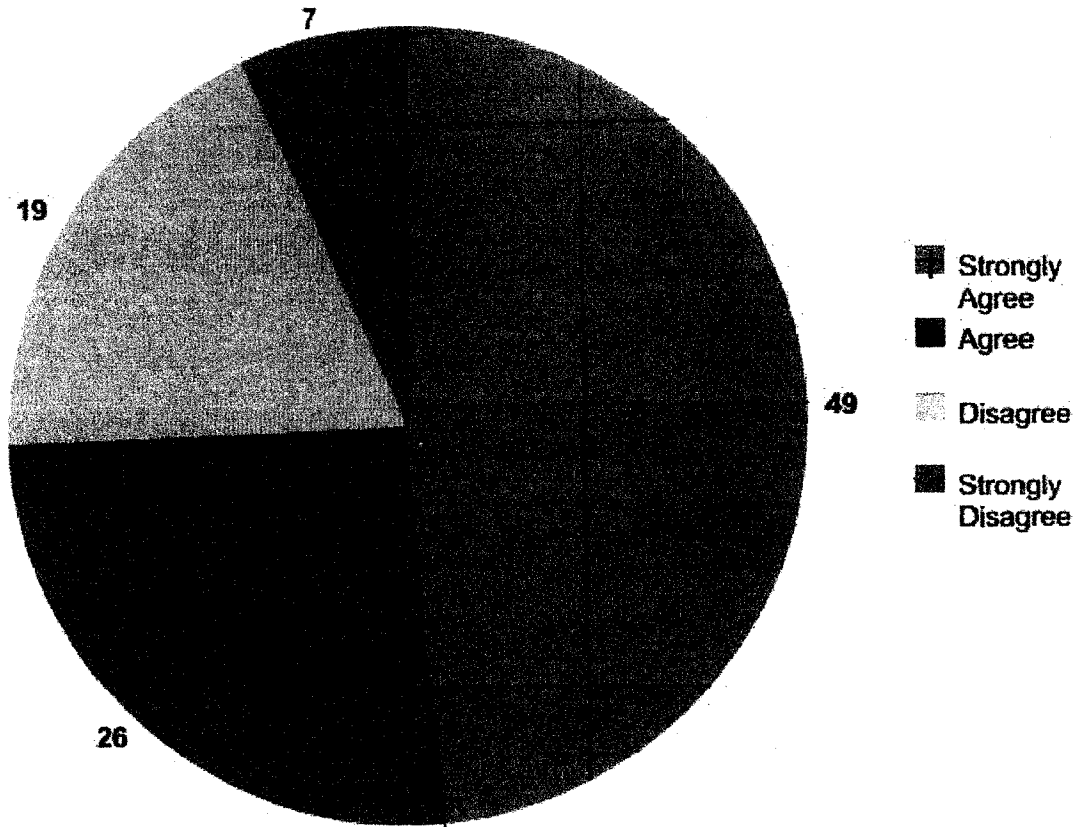
A master's degree in any field would be fine.

11.

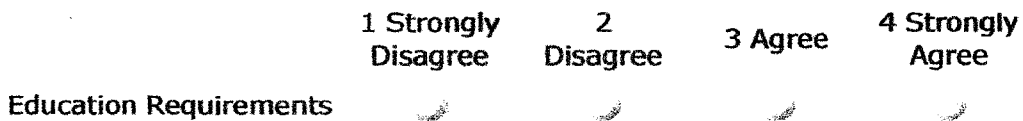
Needs to be education-related at least.

**Question #21 Responses, Percentages
97 Respondents**

Question #21 Responses, Percents



21. The alternative principal licensing candidate must hold a master's degree from an accredited professional education preparation program



22. Comments/Additions/Concerns about #21

.....

.....

23. Please make any additional suggestions for the alternative principal licensing policy education requirements

Additions: .

Additions: .

Additions:

<< Prev

Next >>

Alternative Principal Licensing Policy: Survey 2

5. Induction Programs/Internships

Question #24

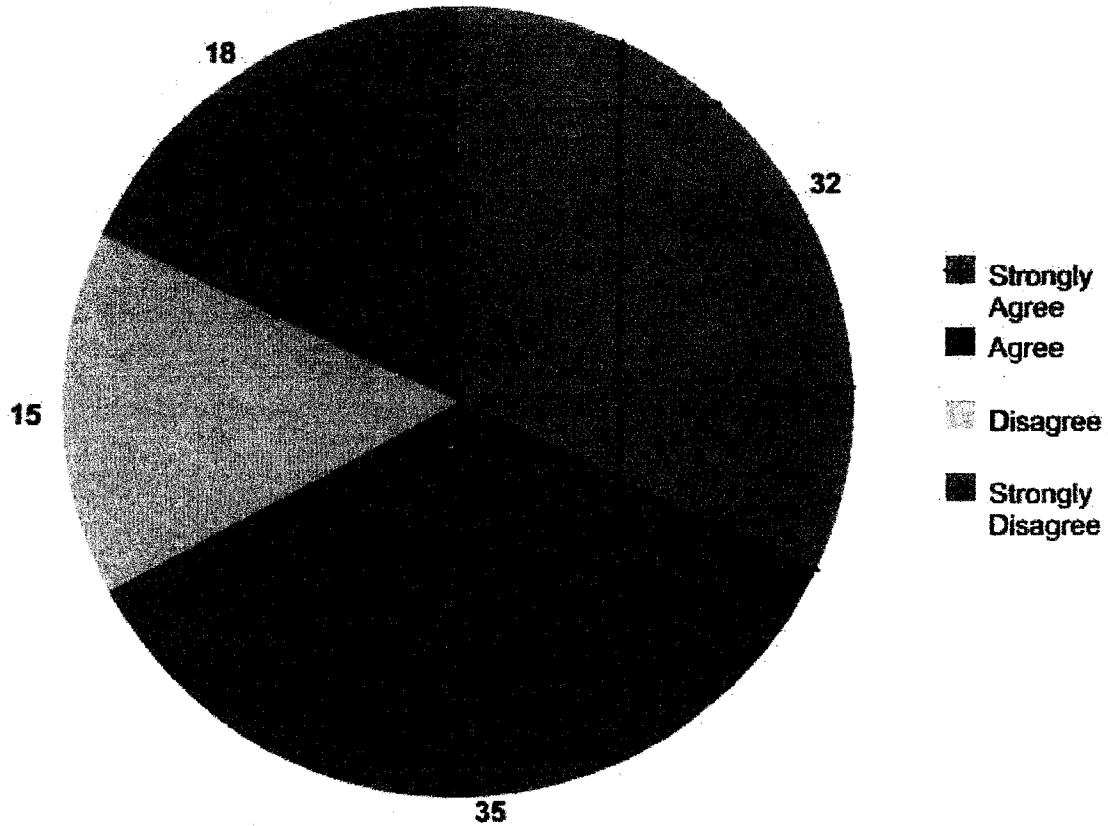
The alternative principal licensing candidate who has completed an approved K-12 licensure program, but lacks teaching experience must complete a program consisting of a master's degree plus credits in school administration

YOUR SUMMARIZED RESPONSES FROM QUESTION #24, SURVEY #1

- 1.
An administrator who lacks teaching experience? That would compromise her/his integrity with staff on day one.**
- 2.
How can we ask them to evaluate teachers having never been in a classroom?**
- 3.
I believe this is necessary for candidates who have worked outside education.**
- 4.
Seems like this person needs some teaching experience along with the professional skills and education. Teaching is a different from what it looks. It's very hard work and a principal must understand this process very clearly to create and shape systems to continue to improve.**
- 5
I think a principal MUST have at least five years successful teaching experience.**
- 6.
MSW, degree or other Masters programs that can support school administration type responsibilities should be included.**
- 7.
Once again, this seems too much for an "alternative" program**

**Question #24 Responses, Percentages
97 Respondents**

Question #24 Responses, Percents



24. The alternative principal licensing candidate who has completed an approved K-12 licensure program, but lacks teaching experience must complete a program consisting of a master's degree plus credits in school administration

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	☐	☐	☐	☐

25. Comments/Additions/Concerns about #24

Question #26

The alternative principal licensing candidate must have graduated from an accredited college or university with a master's degree in a management field (ex. Masters of Business Administration) OR a Bachelor's degree and the life experience

equivalent (ex. 3-5 years management experience) of a master's degree in a management field

YOUR SUMMARIZED RESPONSES FROM QUESTION #26, SURVEY #1

1.

There should be a minimum requirement of an MA

2.

Management and Leadership are different. While both are required, effective leadership has more effect (studies indicate that effect size is more significant with respect to leadership than management) on improved performance (student and teacher) than does management.

3.

I was a business major and nothing in the study of that field prepared me for the personal skills it takes to be a principal...it may help be a manager but that is not all that I do.

4.

Must have preparation in K-12 education

5.

We are not managers any longer - we are instructional leaders.

6.

A Master's should be the minimum. This is a middle management position.

7.

Again, If the person is qualified to be a principal, there should be no need for additional formal schooling. To take away from the principal's time and focus at the school would only weaken that person's performance, and the best "schooling" will take place on the job. Rather assign a mentor.

8.

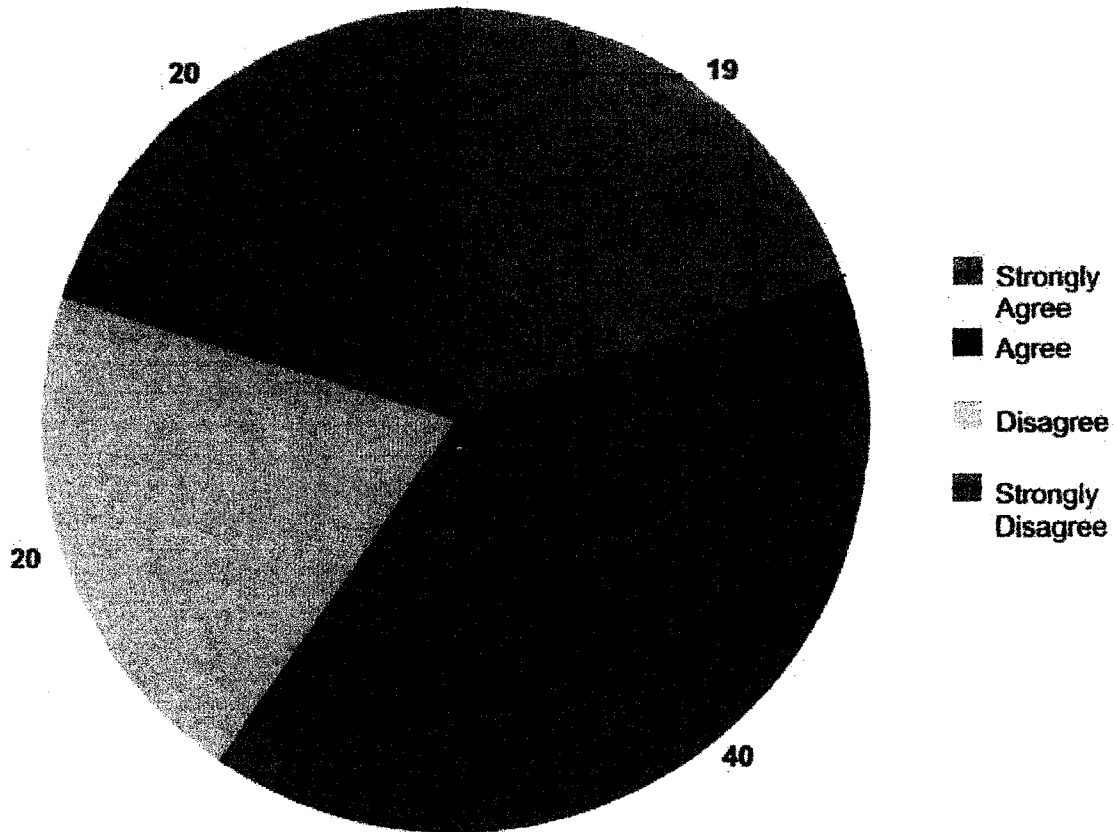
Educational administration is about education. A guy who had three years of experience at a JC Penney store wouldn't be able to make good educational decisions.

9.

This is more like what I would expect for an "alternative" program

**Question #26 Responses, Percentages
97 Respondents**

Question #26 Responses, Percents



26. The alternative principal licensing candidate must have graduated from an accredited college or university with a master's degree in a management field (ex. Masters of Business Administration) OR a Bachelor's degree and the life experience equivalent (ex. 3-5 years management experience) of a master's degree in a management field

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Education Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Comments/Additions/Concerns about #26

.....

.....

.....

.....

28. Please make any additional suggestions for the alternative principal licensing policy education requirements

Additions:

Additions:

Additions:

<< Prev

Next >>

Alternative Principal Licensing Policy: Survey 2

6. Work Experience

Question #29

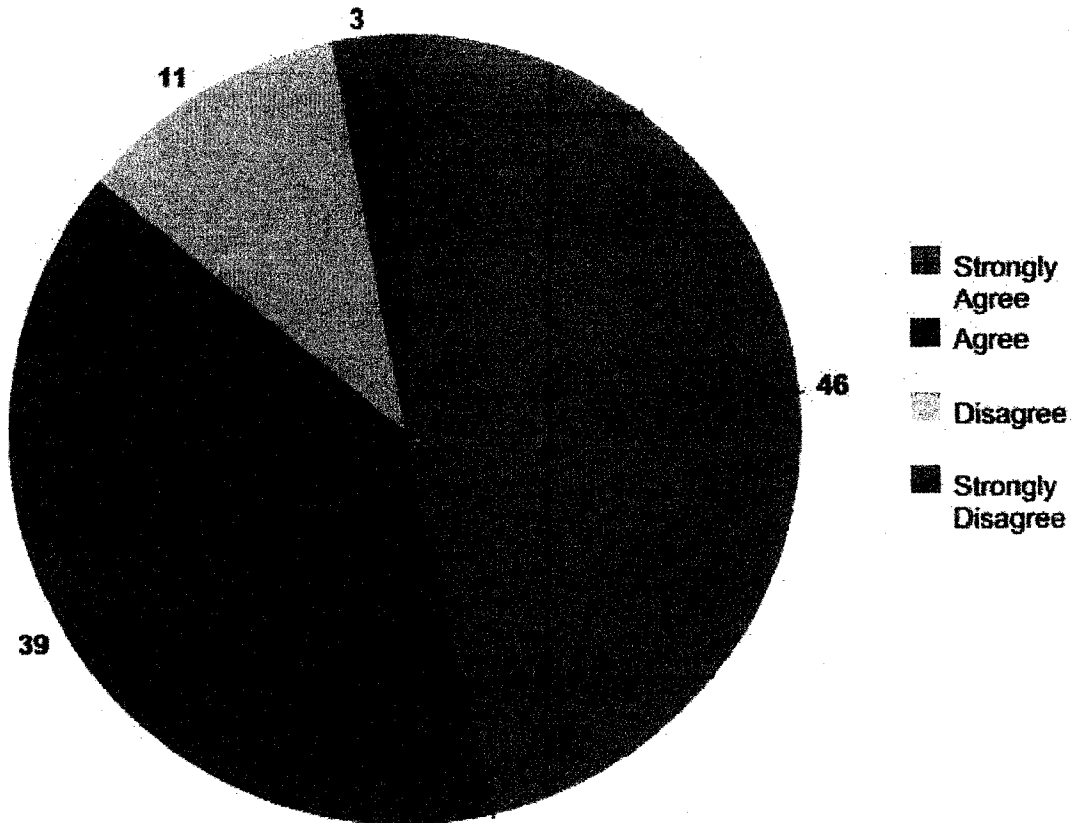
The alternative principal licensing candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management or administration.

YOUR SUMMARIZED RESPONSES FROM QUESTION #29, SURVEY #1

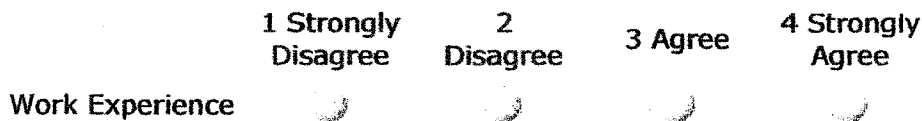
- 1.
I don't know if I agree with the detail of this requirement, but I think the idea is valid.**
- 2.
No alternative licensing for school administration.**
- 3.
with a masters**
- 4.
Work experience must somehow show they understand teaching. I would hope that they also show evidence of continuous learning in their first field...as well as other indicators that would suggest "highly qualified".**
- 5.
5 years teaching experience - minimum**
- 6.
I think that a minimum of three years should be the requirement.**
- 7.
If the candidate has never taught in a classroom, they should be required to do a practicum in a classroom.**

**Question #29 Responses, Percentages
97 Respondents**

Question #29 Responses, Percents



29. The alternative principal licensing candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management or administration.



30. Comments/Additions/Concerns about #29

Question #31

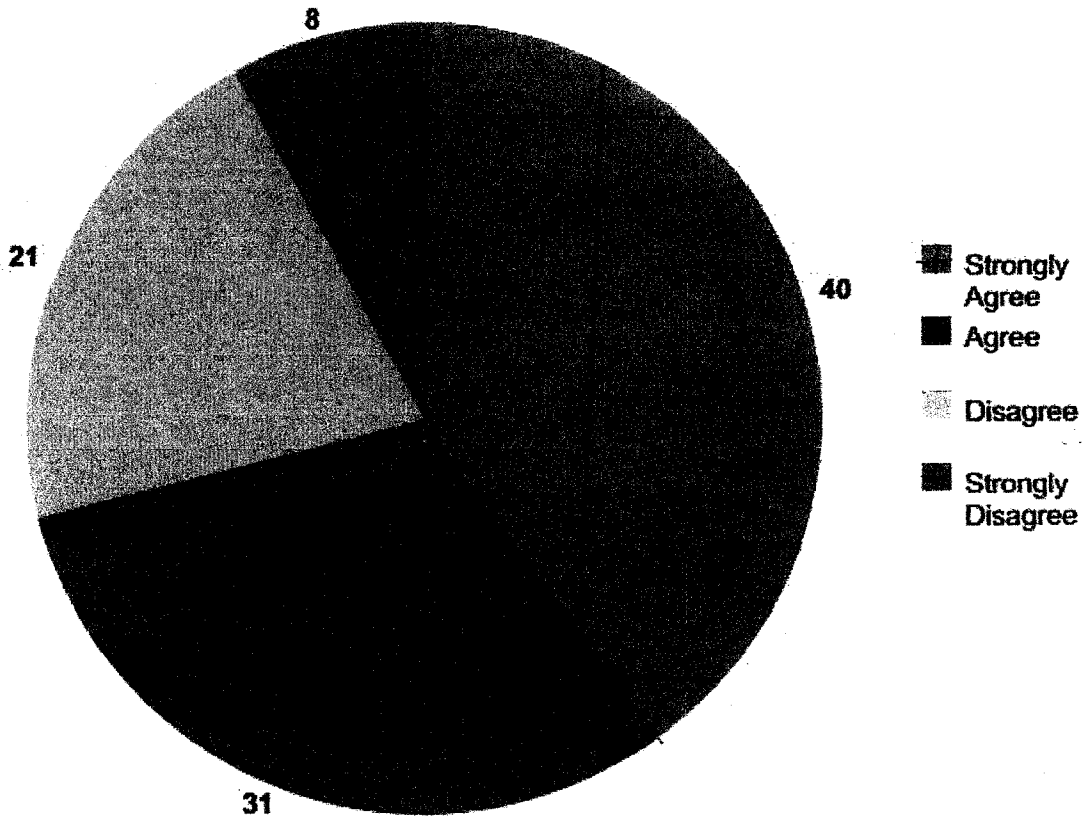
The alternative principal licensing candidate must have three years of verified experience in an accredited preK-12 school, one year of which included classroom teaching experience or direct services to students

YOUR SUMMARIZED RESPONSES FROM QUESTION #31, SURVEY #1

- 1.
Experiences must be longer in the education field. Two to three years is not enough to understand the big picture of education.**
- 2.
with a masters**
- 3.
Are we trying to find a way for teachers who have not completed the traditional licensing program to become licensed or are we trying to license executive professionals from outside of education?**
- 4.
Many educators (teachers) are very critical of those individuals that lack classroom experience. For many that experience lends credibility to the individual's capacity.**
- 5.
I don't believe this is enough to prepare a person for the principalship. It is a very difficult job and demands experience teaching children, working with teachers, dealing with parents, and understanding most effective instructional practice.**
- 6.
5 years TEACHING - not just providing services to students. It is a very different thing.**
- 7.
I prefer number 29 above: The alternative principal licensing candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management or administration.**

**Question #31 Responses, Percentages
97 Respondents**

Question #31 Responses, Percents



31. The alternative principal licensing candidate must have three years of verified experience in an accredited preK-12 school, one year of which included classroom teaching experience or direct services to students

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Comments/Additions/Concerns about #31

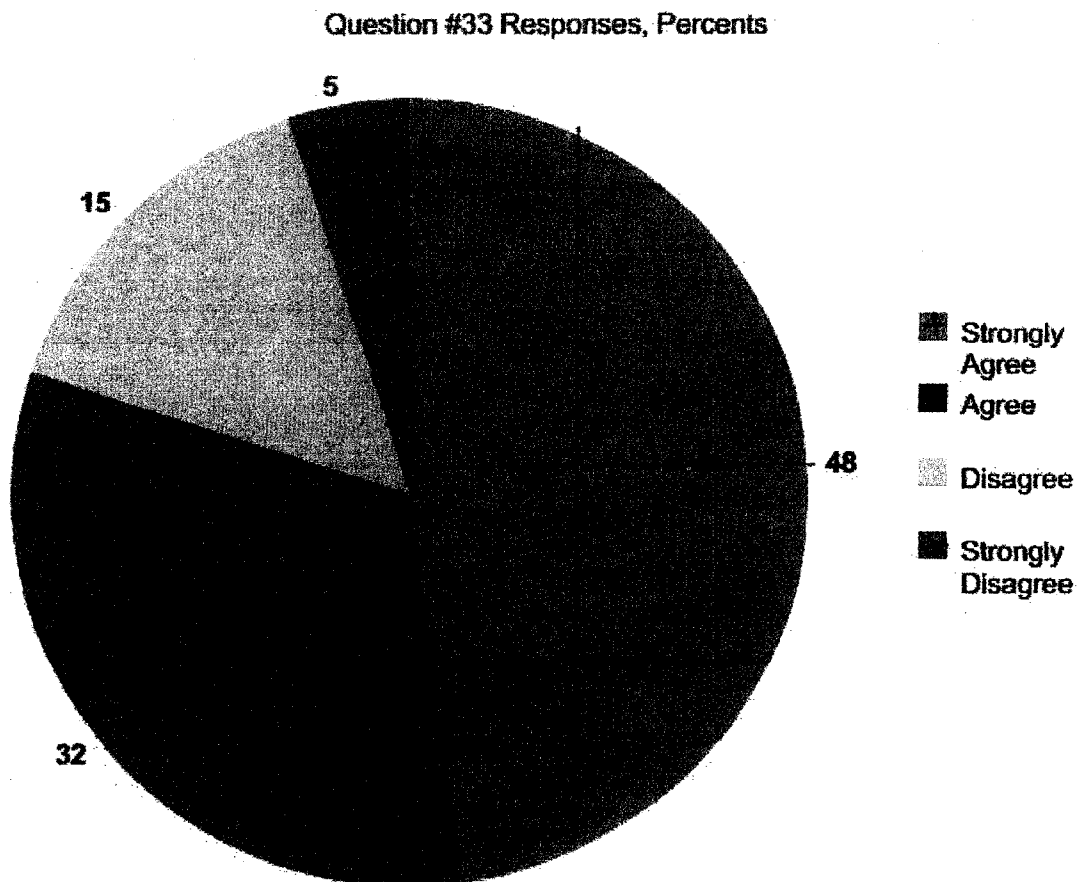
Question #33

The alternative principal licensing candidate must be eligible for a teaching license

YOUR SUMMARIZED RESPONSES FROM QUESTION #33, SURVEY #1

1. **Could be counseling or other education related field.**
2. **The candidate must have certified teaching experience.**
3. **And they should teach before they can be an administrator**
4. **How can a person be instructional leaders if they do not understand how children learn.**
5. **the idea is to get folks who might not be in the normal "licensure" track**
6. **By this I assume the principal would have a background check. I don't assume this would be courses and time in class, etc.**

**Question #33 Responses, Percentages
97 Respondents**



33. The alternative principal licensing candidate must be eligible for a teaching license

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

Work Experience



34. Comments/Additions/Concerns about #33

Question #35

The alternative principal licensing candidate must show verification of three years of successful teaching experience as an appropriately licensed and assigned teacher at the educational level in which they are a principal (Elementary, Secondary)

YOUR SUMMARIZED RESPONSES FROM QUESTION #35, SURVEY #1

1.

If we are trying to license teachers who have not gone through the traditional process, then the alternative licensure should be temporary and there should be a measure added about completing the traditional process in 2-3 years.

2.

Ideal...but as above... these should not be alternative but should be regularly licensed with a waiver to give them time to get it done...not absolved from this training.

3.

Teaching experience at any level is relevant whether they are interested in primary or secondary administration

4.

#35 is getting closer to what I think is necessary. The principalship is a difficult and demanding job and requires an enormous amount of background knowledge and experience working with children, teachers, and parents. The probationary teacher evaluation itself requires a person to really know what good teaching looks like and has the ability to guide/coach teachers who need further development. A principal must be able to determine what is working and what is not. Also, experience with children who struggle academically, socially, and behaviorally need a person with experience.

5.

They must show 5 years minimum and the level doesn't always matter. I taught elem. level, but then was a coordinator for k-12 and was successful at admin. of middle level - I needed to know what good teaching looks like and how to get

teachers there.

6.

While I agree with this statement, I am not sure it is a requirement for the regular license. I know of high school counselors who have become elementary principals without any elementary experience--it provides challenges.

7.

I prefer number 29 above: The alternative principal licensing candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management or administration.

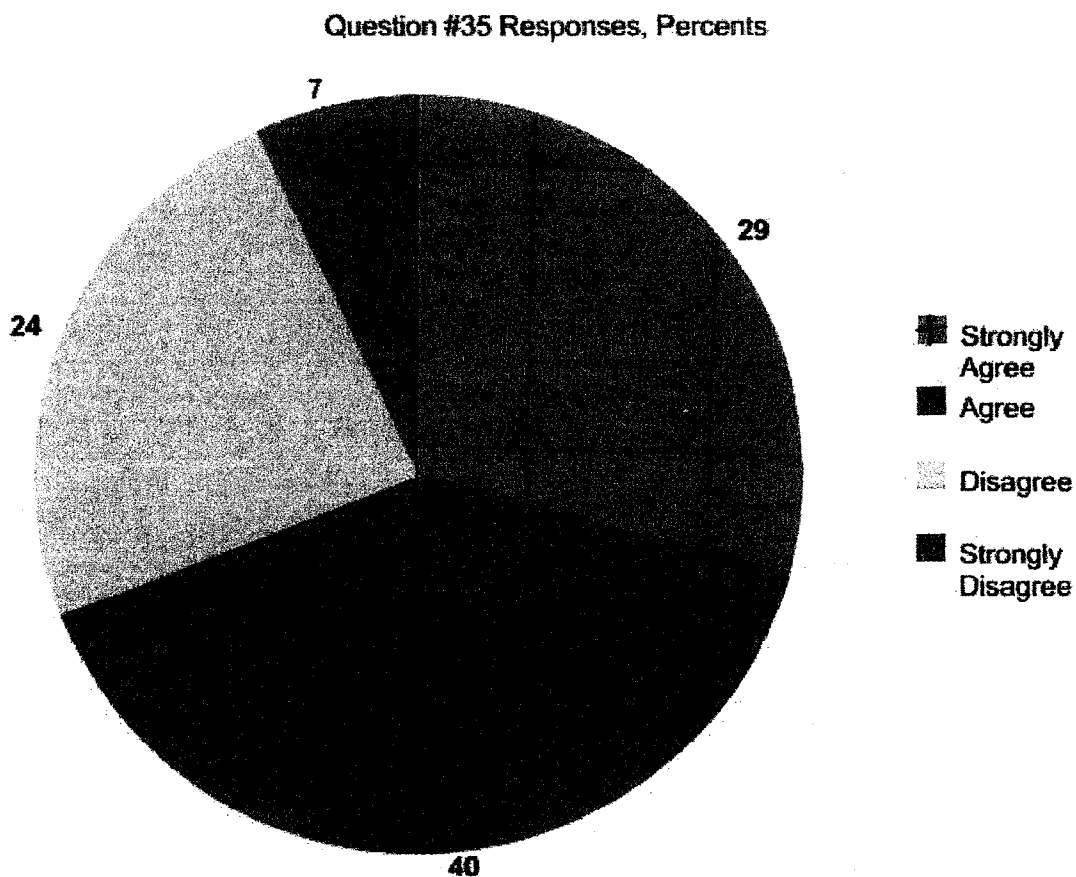
8.

Does not have to be a teacher to be a great principal. There are many other opportunities to work in a school setting that may not be a teaching position. The principalship is much more than teaching. Often a teacher qualified person does not have any training in all the other related duties of a principal.

9.

You can't be the curriculum leader without knowing how to teach and without understanding the collegial atmosphere that teachers enjoy.

**Question #35 Responses, Percentages
97 Respondents**



35. The alternative principal licensing candidate must show verification of three years of successful teaching experience as an appropriately licensed and assigned teacher at the educational level in which they are a principal (Elementary, Secondary)

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Comments/Additions/Concerns about #35

Question #37

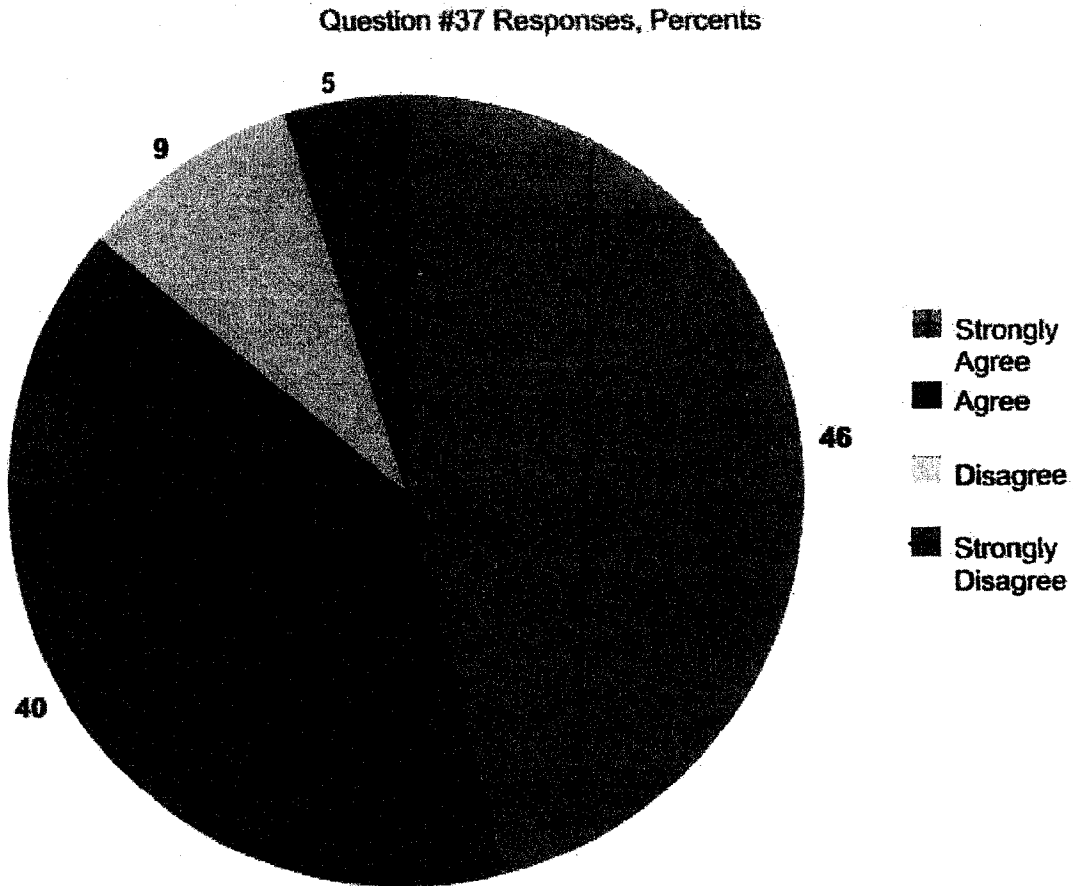
The alternative principal licensing candidate must complete field experience as a school principal. This must take place in a school setting under the supervision of educators from an approved college or university school administration program.

YOUR SUMMARIZED RESPONSES FROM QUESTION #37, SURVEY #1

- 1. If they must be hired as a principal to enter the program, I would be useful do field experience at another school, under the supervision of a qualified person.**
- 2. No alternative licensing.**
- 3. Will alternative licensure applicants be allowed to work in a principal role concurrently with trying to become licensed? Field experience is very necessary especially prior to starting. Otherwise, the field experience is occurs in the work setting in a trial by fire way.**
- 4. I've learned that to be effective in mentoring a principal requires different skills!!! I want these mentors trained and certified for this process. Otherwise, we will only get mediocre principals from this process. NAESP's PALS program is one that will certify mentors who may or may not be on university payroll. They can be employed by school district.**
- 5. Extensive field experience after teaching in the classroom several years and earning a Master's degree in education/administration.**
- 6. as I have said several times before, formal schooling is likely to be far inferior to**

on the job experience guided by an assigned mentor

**Question #37 Responses, Percentages
97 Respondents**



37. The alternative principal licensing candidate must complete field experience as a school principal. This must take place in a school setting under the supervision of educators from an approved college or university school administration program.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Comments/Additions/Concerns about #37

Question #39

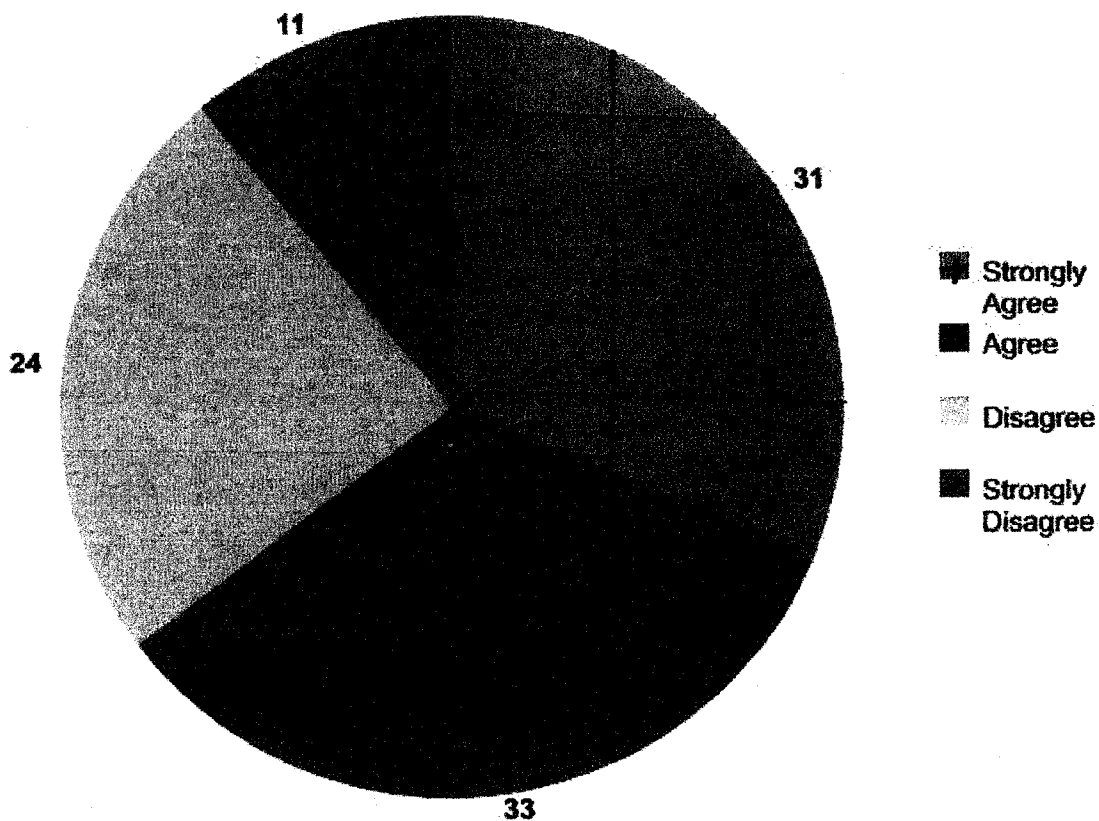
If the alternative principal licensing candidate is from outside the field of education, they must be employed for a period of 3-5 years in an executive management/leadership role in a non-educational setting

YOUR SUMMARIZED RESPONSES FROM QUESTION #39, SURVEY #1

- 1.
Their experience should include management of people, programs, and budgets.**
- 2.
I'd say 5 years minimum experience.**
- 3.
K-12 educational experience is needed.**
- 4.
You know what I am going to say.....Teaching Experience is a must!!!!**
- 5.
They should not be considered if they are from outside the education field and haven't been a teacher**
- 6.
Where will they get their understanding of the educational process if they have not been in the educational setting?**
- 7.
I don't think that outside fields prepare for principalships. Superintendency or directorships are a different story.**

**Question #39 Responses, Percentages
97 Respondents**

Question #39 Responses, Percents



39. If the alternative principal licensing candidate is from outside the field of education, they must be employed for a period of 3-5 years in an executive management/leadership role in a non-educational setting

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Comments/Additions/Concerns about #39

Question #41

The alternative principal licensing candidate must show verification of one year of full time preK-12 classroom teaching experience

YOUR SUMMARIZED RESPONSES FROM QUESTION #41, SURVEY #1

1.

No alternative licensing.

2.

More time as a teacher would be extremely beneficial

3.

One year minimum.

4.

Looks like a minimalist approach... not sure these are the candidates I want in alternative settings.

5.

you might also consider documented volunteer experience in the Peace Corps or Americorps, etc.

6.

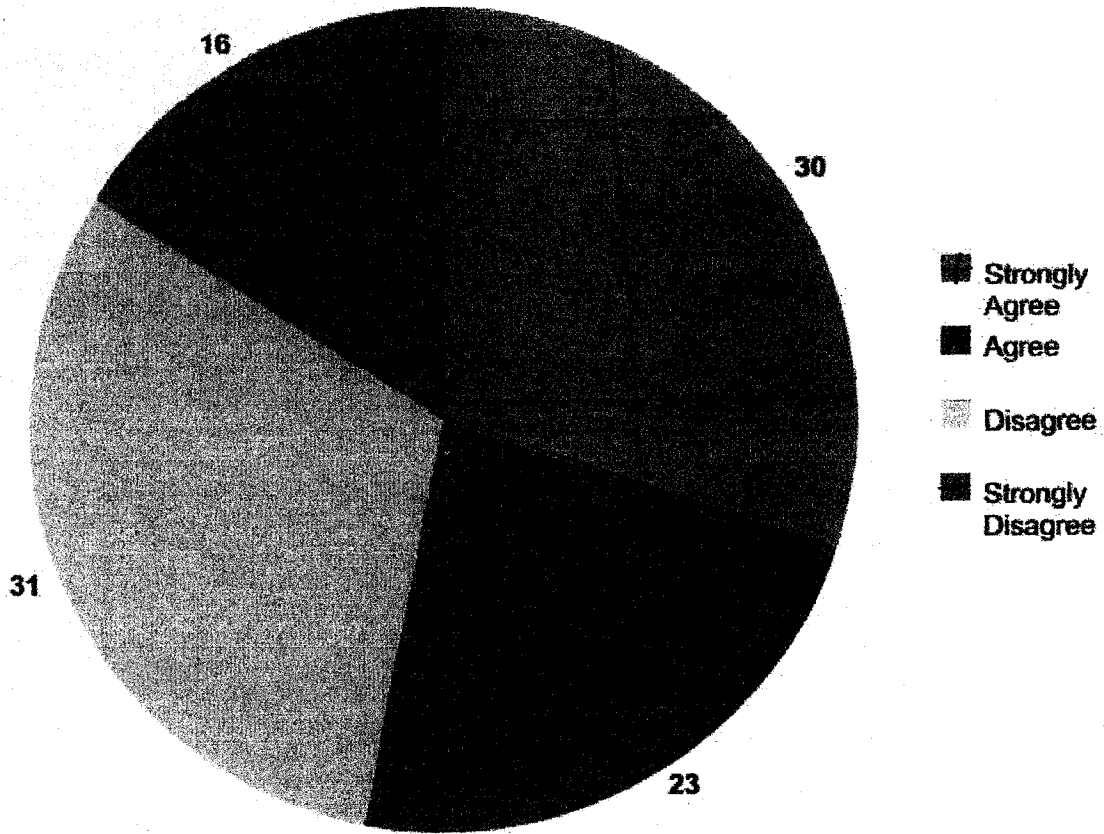
minimum three years

7.

I prefer number 29 above: The alternative principal licensing candidate must have two or more years of teaching experience OR five years of documented successful work experience in education, management or administration.

**Question #41 Responses, Percentages
97 Respondents**

Question #41 Responses, Percents



41. The alternative principal licensing candidate must show verification of one year of full time preK-12 classroom teaching experience

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Work Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Comments/Additions/Concerns about #41

43. Please make any additional suggestions for the alternative principal licensing policy work experience requirements

Additions:

Additions:

Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 2

7. Induction Program/Internship

Question #44

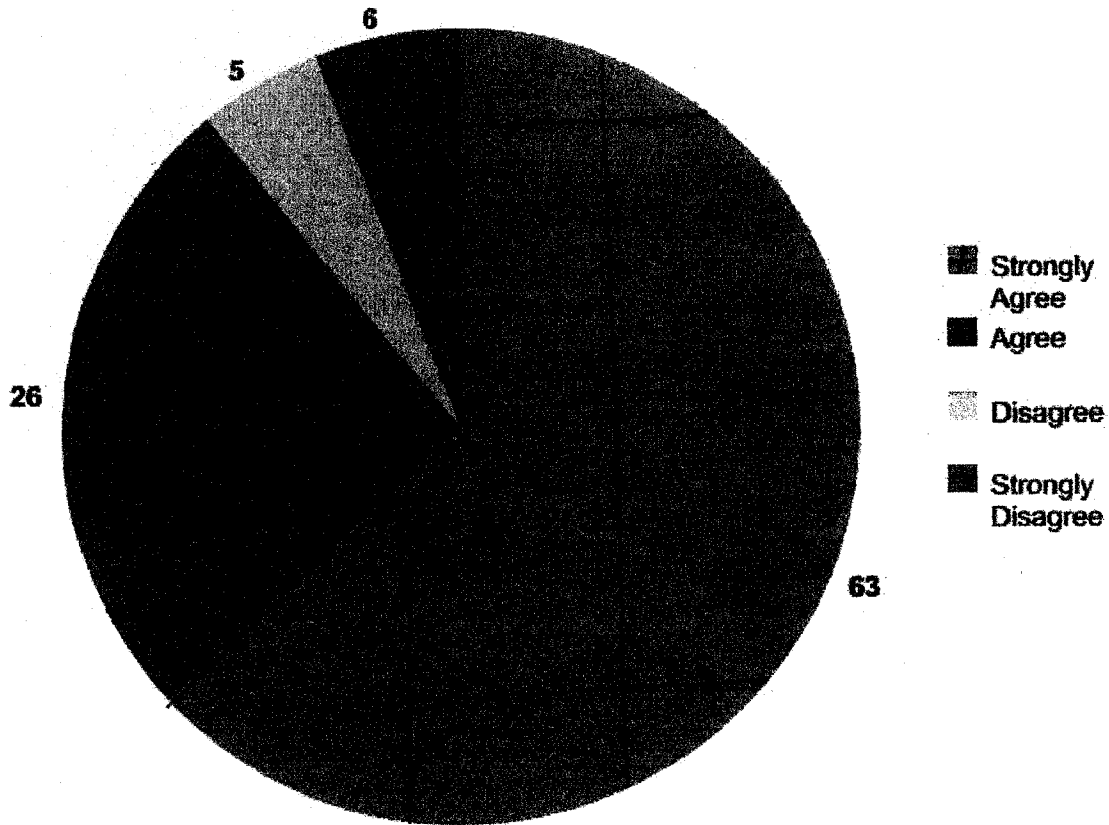
The alternatively licensed principal must complete a principal induction program through the hiring school district.

YOUR SUMMARIZED RESPONSES FROM QUESTION #44, SURVEY #1

- 1.
This would be especially critical!**
- 2.
This is required of all principals.**
- 3.
Some school districts may not have an induction program. Would have to be partnered with BOCES or a bigger district.**
- 4.
Higher education program.**
- 5.
this, in conjunction with an assigned mentor, fulfills the need for on the job training**
- 6.
Teachers have to and so should administrators.**
- 7.
It may be possible to due the induction and the role of the position at the same time.**

**Question #44 Responses, Percentages
97 Respondents**

Question #44 Responses, Percents



44. The alternatively licensed principal must complete a principal induction program through the hiring school district.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Internship/Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Comments/Additions/Concerns about #44

Question #46

For a non-educator issued an alternative principal license, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience (one hundred eighty clock hours with a minimum of ninety hours in both year one and year two). Such a program must require the

alternatively-licensed principal or assistant principal to work with a master teacher (s) to obtain teaching experience based on guidelines developed by the State's Department of Education

YOUR SUMMARIZED RESPONSES FROM QUESTION #46, SURVEY #1

1.

I support the direction of this approach, but not necessarily the details.

2.

I think an absolute requirement is having teaching experience. I don't agree with hiring a non-educator

3.

Great plan...

4.

This should be a minimum. Finding such individuals to assume this responsibility will difficult.

5.

As mentioned, a principal needs many more hours of teaching experience; 5 years.

6.

This would be a great start.

7.

I agree with this sentiment, but with many years experience as a working principal, this is not a realistic scenario if you want them to do the work of being a principal at the same time.

8.

I don't believe principals should be non-educators

9.

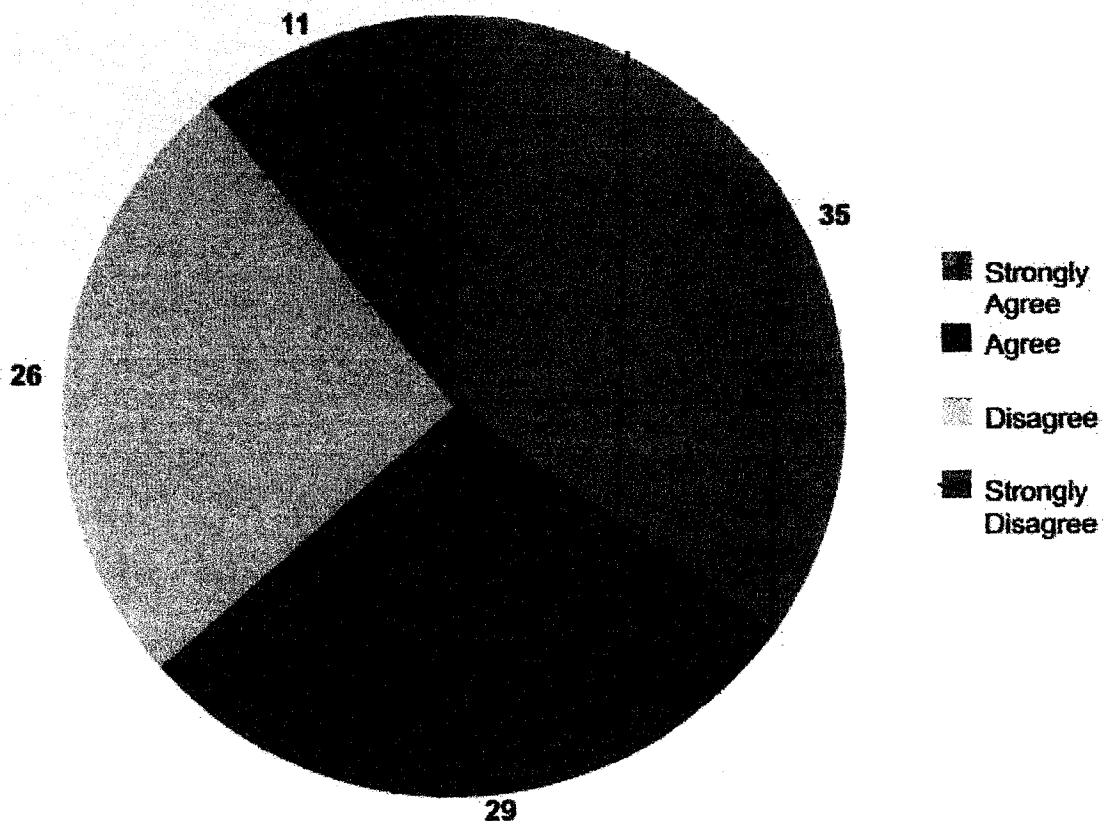
may interfere with principal activities--must be focused on the job at hand, and also may interfere with the employer-employee relationship if mentor is also employee of that principal--all assuming that the alternatively licensed principal is allowed to work as a one

10.

I think they need experience before they are a principal

**Question #46 Responses, Percentages
97 Respondents**

Question #46 Responses, Percents



46. For a non-educator issued an alternative principal license, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience (one hundred eighty clock hours with a minimum of ninety hours in both year one and year two). Such a program must require the alternatively-licensed principal or assistant principal to work with a master teacher (s) to obtain teaching experience based on guidelines developed by the State's Department of Education

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Internship/Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Comments/Additions/Concerns about #46

.....

.....

.....

.....

Question #48

The alternatively licensed principal must observe a practicing, licensed school principal for a set amount of hours their first year as a school principal

YOUR SUMMARIZED RESPONSES FROM QUESTION #48, SURVEY #1

1.

This will be hard to do. So much of what a principal does is confidential and involves an element of "putting out fires" daily.

2.

This should be part of a mentoring program.

3.

And longer if needed!!!! Should be individualized for maximum growth. I suspect that they may not all have time to accomplish expectations in one year. Let the accomplishments of standards be the guideline, not time.

4.

If teaching hasn't happened, it won't matter how long you observe a principal - observing doesn't cut it - maybe a year long internship

5.

this is a good idea

6.

Communication and mentorship are critical.

7.

Preferably in a school that is challenging administratively and with a principal with 3 or more years experience.

8.

maybe they should have to serve a minimum of one year as an assistant principal

9.

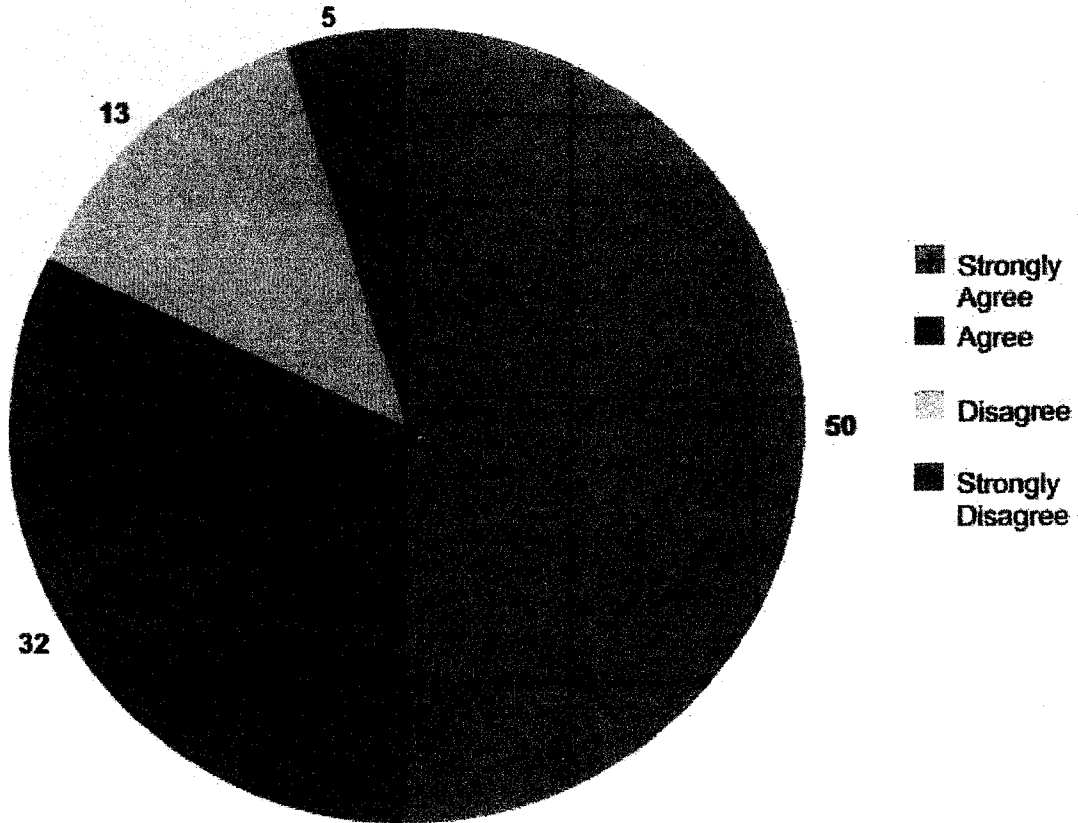
They need a mentor - part of their induction could be observing a principal but it does not have to be a requirement.

10.

They should at the very least do this, but before they are hired as a principal.

**Question #48 Responses, Percentages
97 Respondents**

Question #48 Responses, Percents



48. The alternatively licensed principal must observe a practicing, licensed school principal for a set amount of hours their first year as a school principal

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Internship/Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. Comments/Additions/Concerns about #48

50. Please make any additional suggestions for the alternative principal licensing requirement for induction and internships

Additions:

Additions:

Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 2

8. Length of License

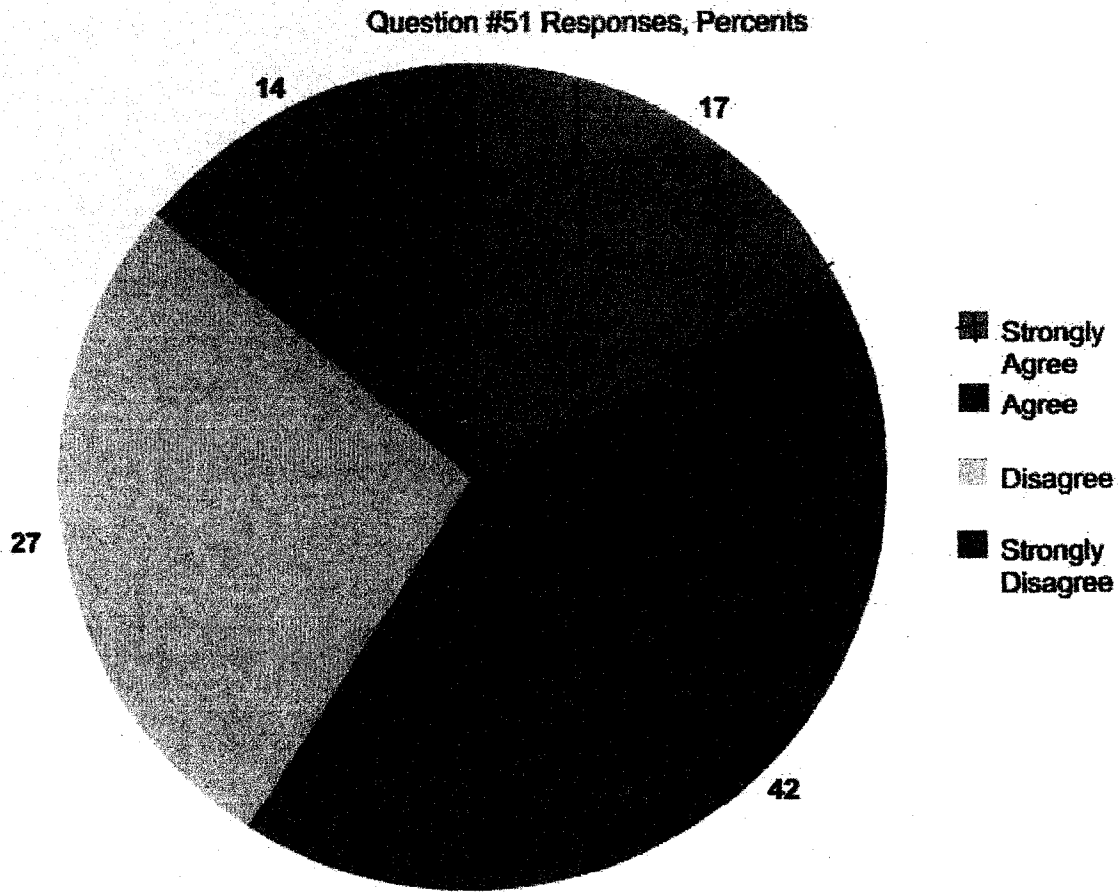
Question #51

An alternative principal license is valid for five years only, unless the holder has also previously completed a master's degree in education within the past 10 years

YOUR SUMMARIZED RESPONSES FROM QUESTION #51, SURVEY #1

- 1.
2-3 years for teachers turned administrators to finish traditional licensing program. For professionals outside of education 3 years probationary alternative license and then normal renewal procedures.**
- 2.
5 years is too long**
- 3.
Needs to be shorter.**
- 4.
And includes continuous professional growth each year.**
- 5.
As long as the person has been a teacher**
- 6.
Add in the experience factor not just the degree.**
- 7.
The license should be provisional for the first 3 years.**
- 8.
Once licensed, regardless of track, the license should be considered a professional license.**
- 9.
I think they should go through the same requirements as a professional principal license - if we are willing to give them a license, then we should be comfortable with the same expectations.**

Question #51 Responses, Percentages
97 Respondents



51. An alternative principal license is valid for five years only, unless the holder has also previously completed a master's degree in education within the past 10 years

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Length of License	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. Comments/Additions/Concerns about #51

Question #53

An alternative principal license is valid for one-year and renewable two times

YOUR SUMMARIZED RESPONSES FROM QUESTION #53, SURVEY #1

1.

This makes sense...gives the administrator time to grow and get a program under his/her belt. Job performance should be a determiner of renewal.

2.

Once they successfully complete all requirements, it should be good for the same length as other principal licenses. Unless you are stating that once they complete the requirements, they no longer have an alternative license, but a regular one.

3.

For teachers turned administrators yes. For other professionals need to be renewable indefinitely.

4.

Renew just one time

5.

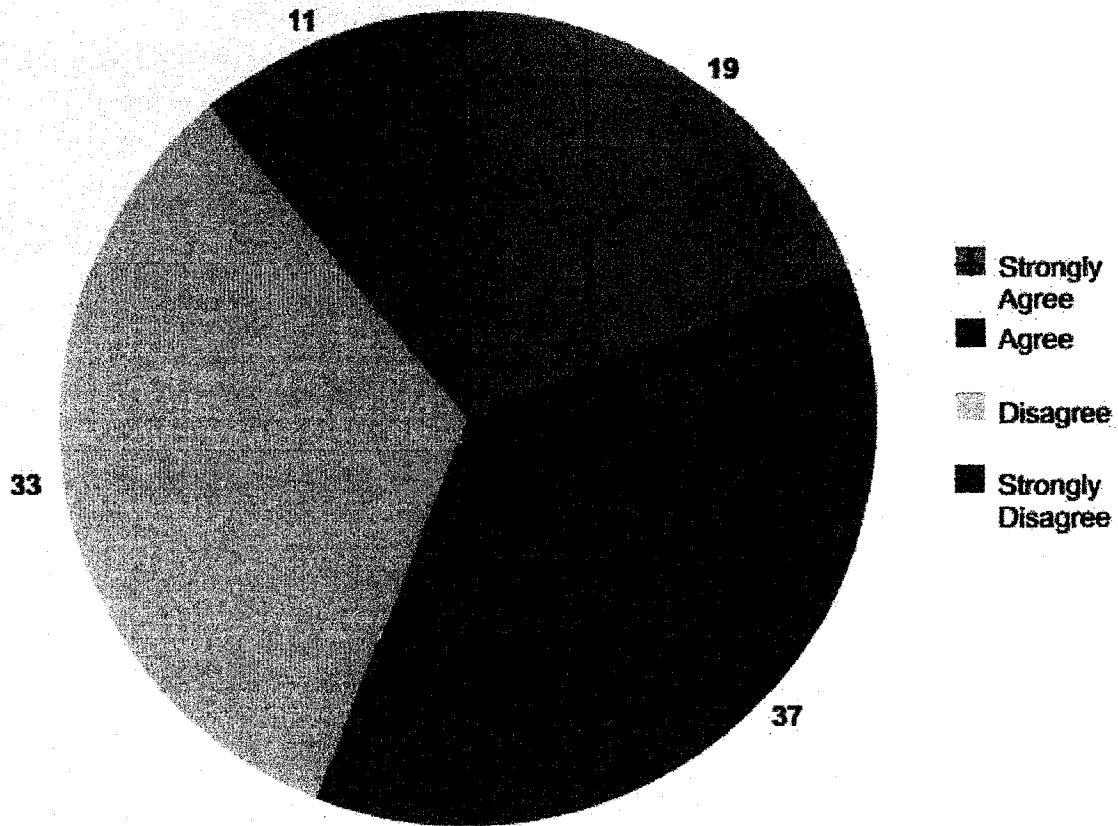
I don't think it is setting the person up for success earning a temporary alternative license. I believe the traditional model is best for this position. Even those requirements are not sufficient for some and they fail as principals.

6.

It takes at least a couple of years to feel proficient in this position. Possibly for two years with two renewals would be more realistic.

**Question #53 Responses, Percentages
97 Respondents**

Question #53 Responses, Percents



53. An alternative principal license is valid for one-year and renewable two times

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Length of License	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. Comments/Additions/Concerns about #53

Question #55

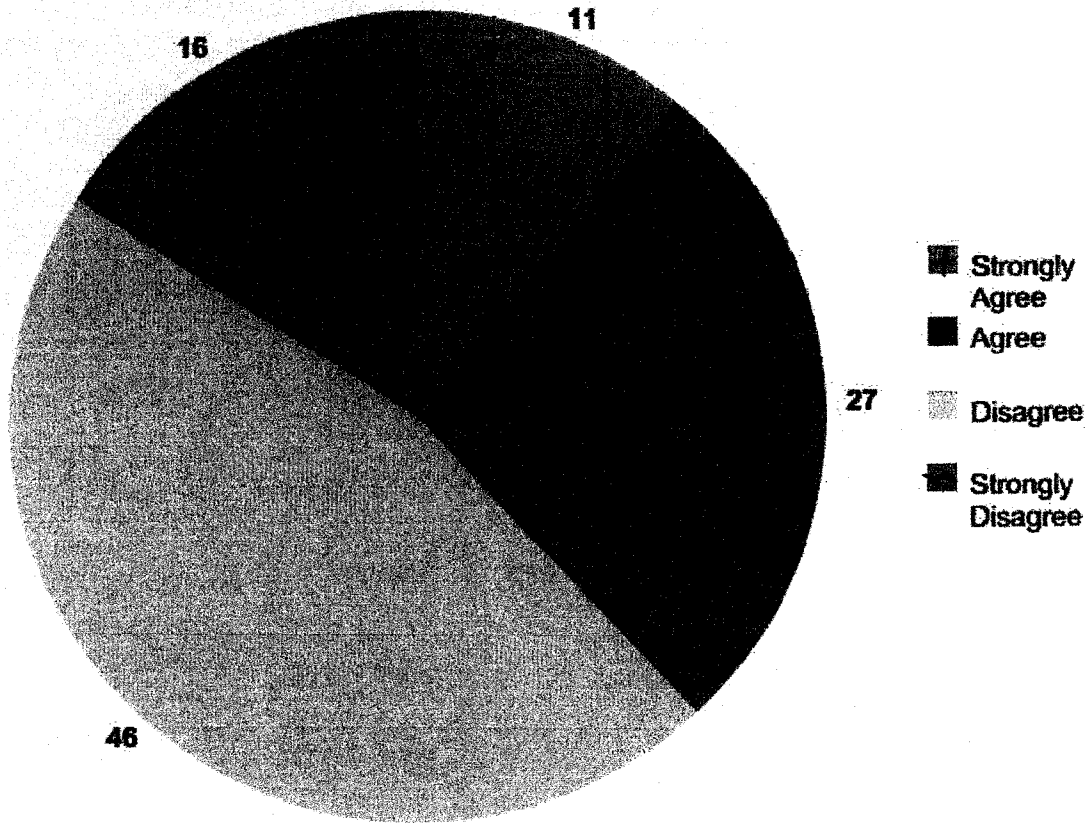
An alternative principal license is valid for a term of three years; is non-renewable; and may not be reinstated

YOUR SUMMARIZED RESPONSES FROM QUESTION #55, SURVEY #1

- 1.
This is absurd! What does the school do after three years of this person's employment?**
- 2.
This is penalizing the principal for the type of license that is given, rather than using an evaluation system that would address the principal's skills and performance.**
- 3.
For teachers turned administrators yes. For other professionals need to be renewable indefinitely.**
- 4.
A one year renewal should be added to this statement.**
- 5.
reinstatement should depend on success of principalship - criteria would have to be developed**
- 6.
This is also a good alternative.**
- 7.
It should be renewable**
- 8.
What if the individual is very successful?**

**Question #55 Responses, Percentages
97 Respondents**

Question #55 Responses, Percents



55. An alternative principal license is valid for a term of three years; is non-renewable; and may not be reinstated

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Length of License	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. Comments/Additions/Concerns about #55

57. Please make any additional suggestions for the length of an alternative principal license

Additions:

Additions:

Additions:

<< Prev

Next >>

Alternative Principal Licensing Policy: Survey 2

9. Mentoring

Question #58

A training program should be developed by the district, the mentor, and alternative principal licensing candidate, and approved by Department of Education

YOUR SUMMARIZED RESPONSES FROM QUESTION #58, SURVEY #1

1.

This should be required by the state for all new principals

2.

I believe education leadership departments of institutions of higher learning should be involved.

3.

Any training and support from the district to better prepare a person for the principalship is great.

4.

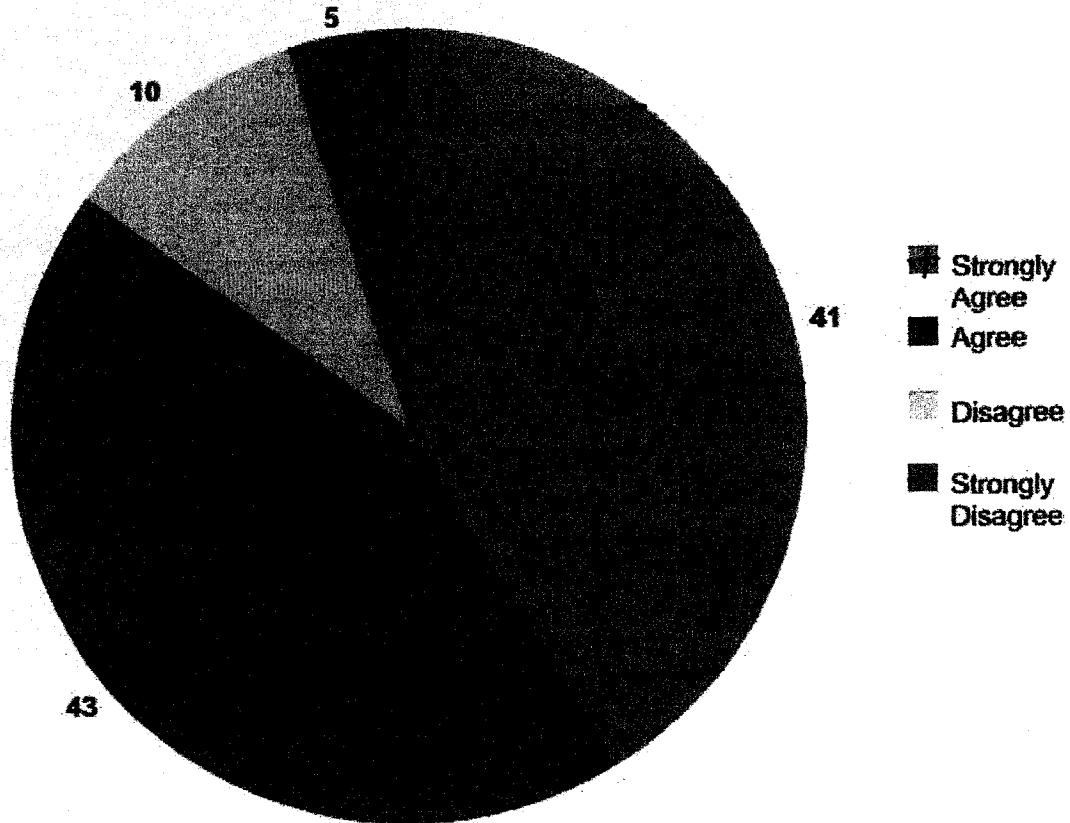
Make it the BOCES. Leave CDE out of the training program. A related university program would be better.

5.

I think they are a part of it but that a college or university is also one of the components.

**Question #58 Responses, Percentages
97 Respondents**

Question #58 Responses, Percents



58. A training program should be developed by the district, the mentor, and alternative principal licensing candidate, and approved by Department of Education

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

Mentoring

59. Comments/Additions/Concerns about #58

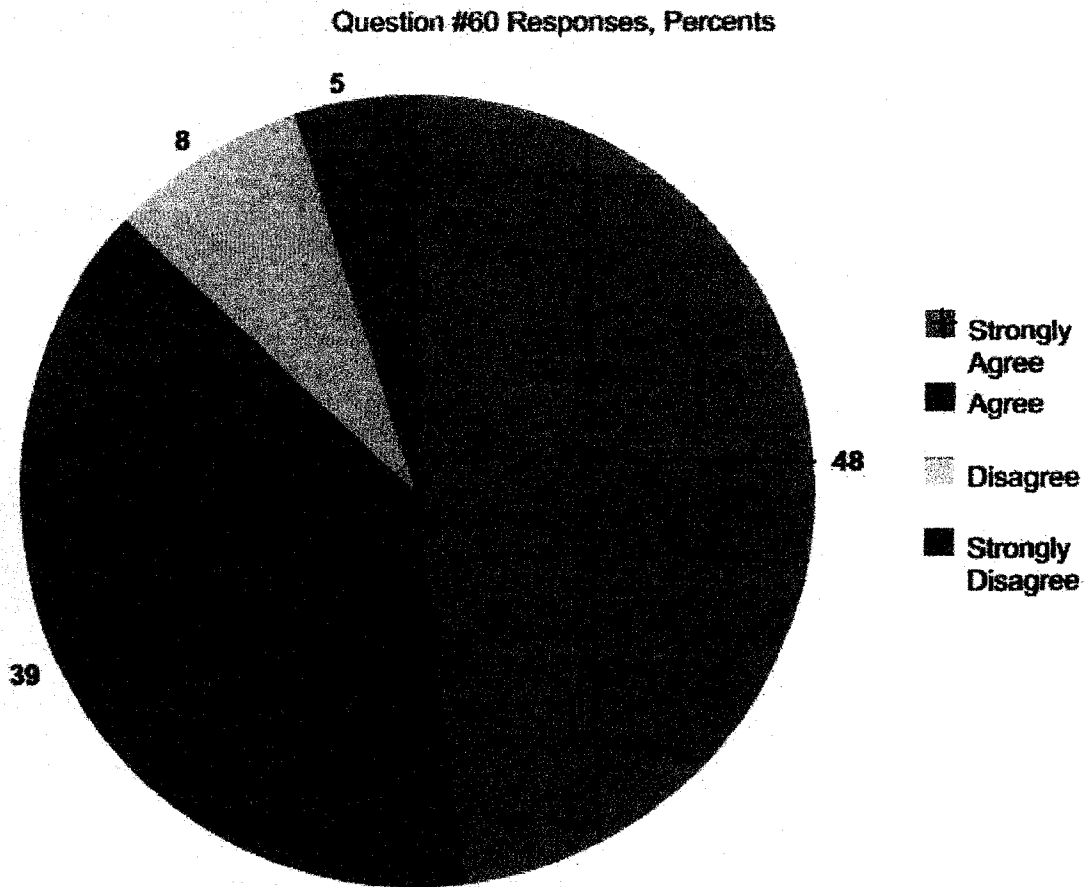
Question #60

The alternatively licensed principal should develop a personal learning plan approved by the mentor and superintendent

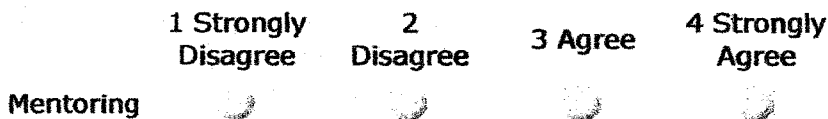
YOUR SUMMARIZED RESPONSES FROM QUESTION #60, SURVEY #1

1. **And ed leadership at higher ed.**
2. **I agree**
3. **I agree only if the plan is carefully structured to include coursework to be taken, conferences to be attended , mentoring oversight, etc.**

**Question #60 Responses, Percentages
97 Respondents**



60. The alternatively licensed principal should develop a personal learning plan approved by the mentor and superintendent



61. Comments/Additions/Concerns about #60

Question #62

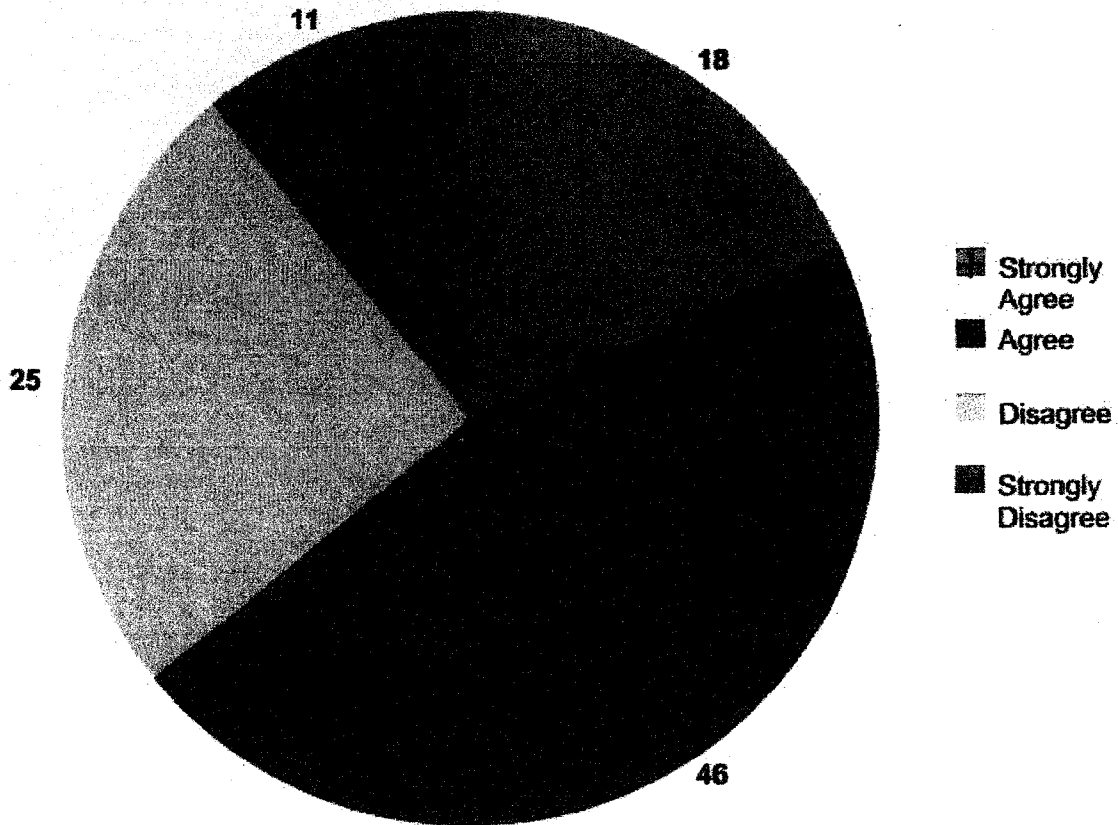
Upon recommendation of the mentor, the State Board of Examiners issues a standard certificate to the individual holding an alternative principals license

YOUR SUMMARIZED RESPONSES FROM QUESTION #62, SURVEY #1

- 1.
They should ultimately have to pass the state exam that all other principals take.**
- 2.
Maybe should include one other out of district person to avoid conflicts of interest.**
- 3.
In conjunction with ed leadership at higher ed**
- 4.
An in-depth, very specific evaluation needs to accompany any recommendation that includes a body of evidence that proves quality work in various performance areas.**
- 5.
Anything alternative should be temporary**
- 6.
Make it probationary.**
- 7.
No--we need to know that this is an alternative license**

**Question #62 Responses, Percentages
97 Respondents**

Question #62 Responses, Percents



62. Upon recommendation of the mentor, the State Board of Examiners issues a standard certificate to the individual holding an alternative principals license

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63. Comments/Additions/Concerns about #62

Question #64

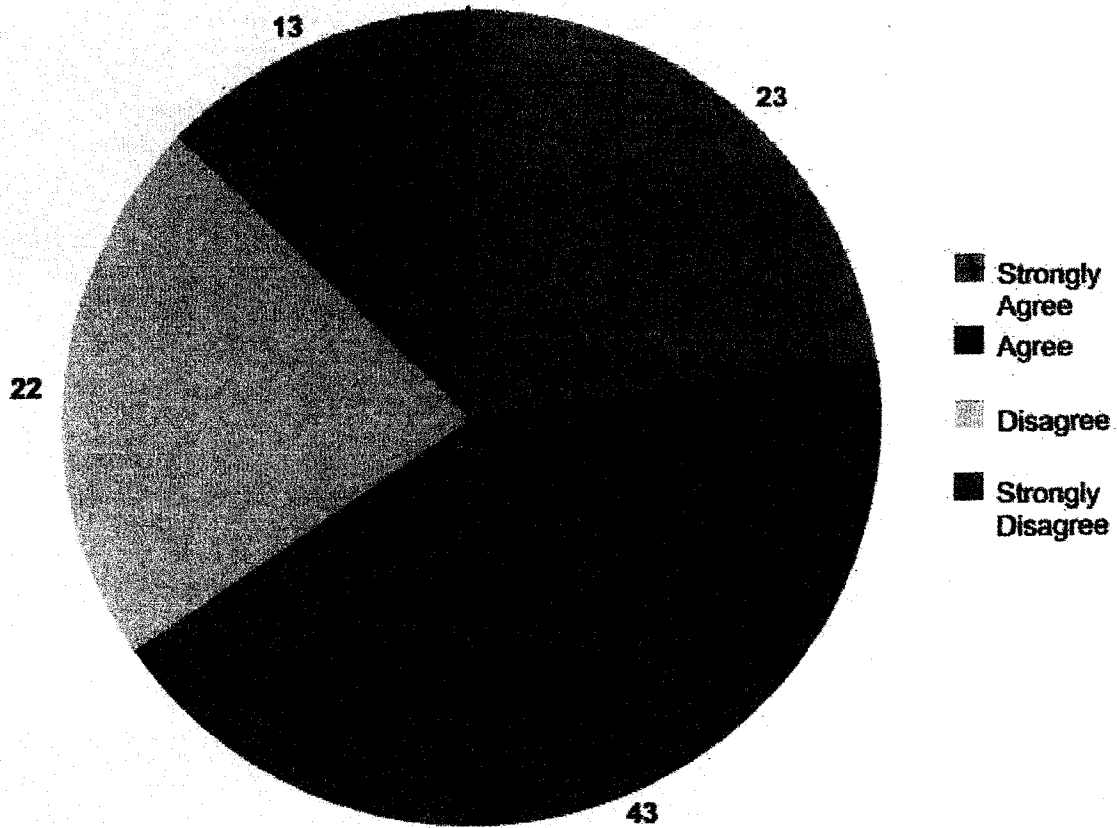
The alternatively licensed principal will complete the Interstate School Leaders Licensure Consortium (ISLLC) self assessment provided on the Department of Education's Web site prior to qualifying for a full license

YOUR SUMMARIZED RESPONSES FROM QUESTION #64, SURVEY #1

- 1.
Question is too specific to individual state to understand.**
- 2.
Don't know what this is, but they need to show they are competent educators.**
- 3.
Colorado does not follow these standards...**
- 4.
Not sure about this. I have not seen the quality of this assessment tool.**
- 5.
State requirements are sufficient**
- 6.
not unless required of standard applicants**
- 7.
Use the Place.**
- 8.
This is probably okay but I am not aware of the ISLLC**

**Question #64 Responses, Percentages
97 Respondents**

Question #64 Responses, Percents



64. The alternatively licensed principal will complete the Interstate School Leaders Licensure Consortium (ISLLC) self assessment provided on the Department of Education's Web site prior to qualifying for a full license

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

Mentoring

65. Comments/Additions/Concerns about #64

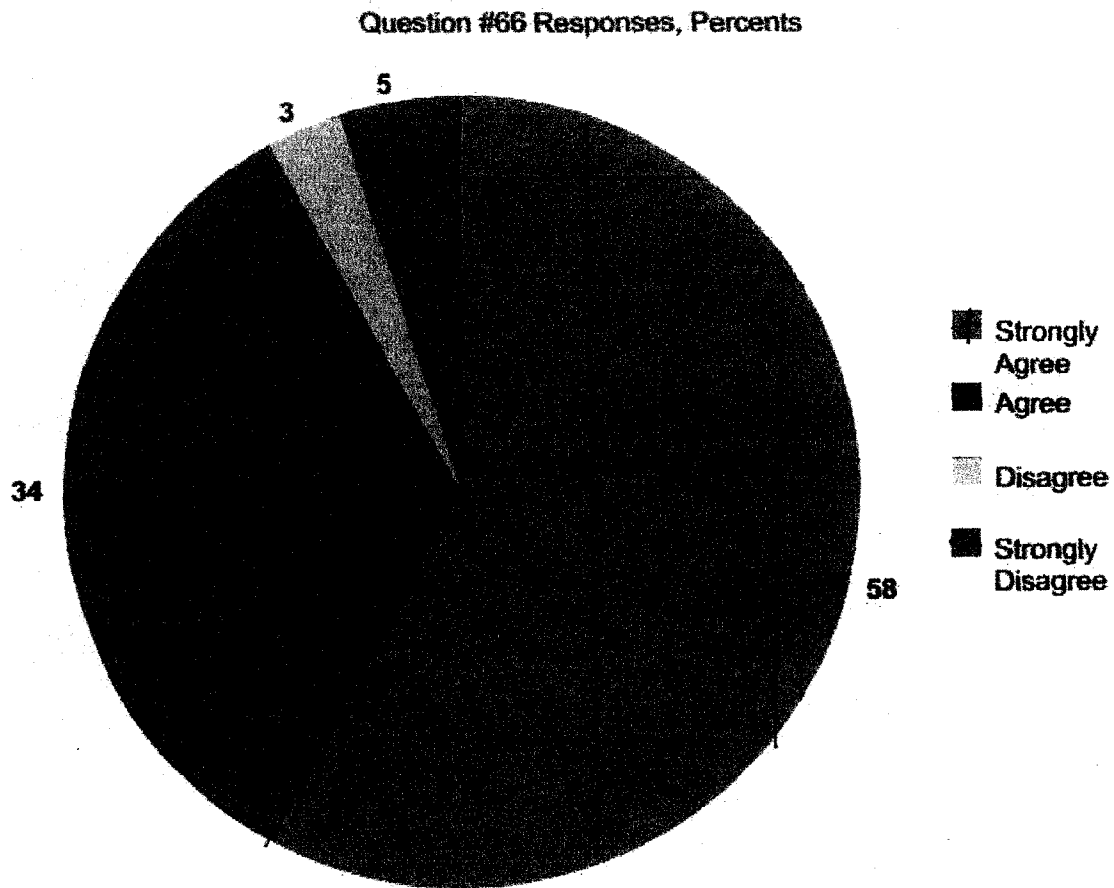
Question #66

The employing school district shall provide a mentoring program for alternatively licensed principals or assistant principals

YOUR SUMMARIZED RESPONSES FROM QUESTION #66, SURVEY #1

1. **This would be absolutely critical.**
2. **These can be good and they can be very weak.**
3. **That will cost money that should be used for students and staff who are qualified.**
4. **This is a must.**

**Question #66 Responses, Percentages
97 Respondents**



66. The employing school district shall provide a mentoring program for alternatively licensed principals or assistant principals

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Mentoring	○	○	○	○

67. Comments/Additions/Concerns about #66

68. Please make any additional suggestions for the alternative principal licensing mentoring requirements

Additions:

Additions:

Additions:

<< Prev **Next >>**

Alternative Principal Licensing Policy: Survey 2

10. Testing

Question #69

The alternatively licensed principal must pass the State licensing test for principals

YOUR SUMMARIZED RESPONSES FROM QUESTION #69, SURVEY #1

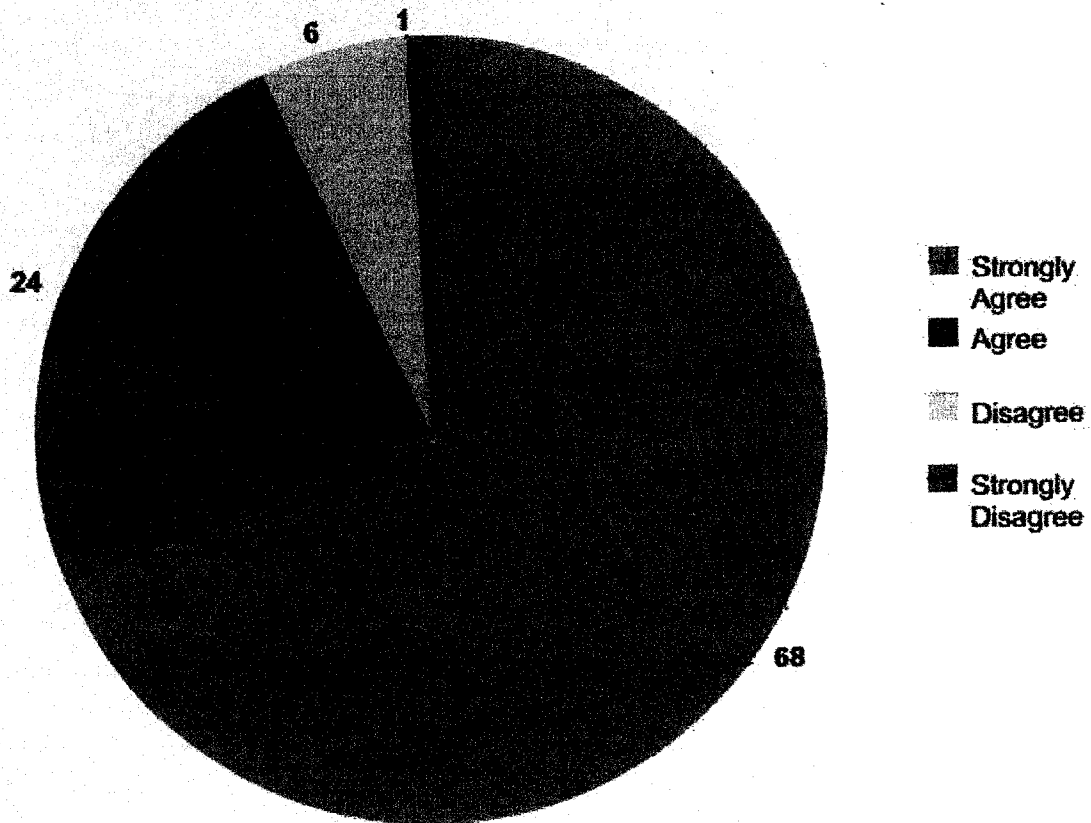
- 1.
This assumes that I think anyone would pass the State licensing test for principals.**

- 2.
in order to obtain professional, but not alternative, license**

- 3.
I agree only if there is a state licensing test for regular principal licensing.**

**Question #69 Responses, Percentages
97 Respondents**

Question #69 Responses, Percents



69. The alternatively licensed principal must pass the State licensing test for principals

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

Testing

70. Comments/Additions/Concerns about #69

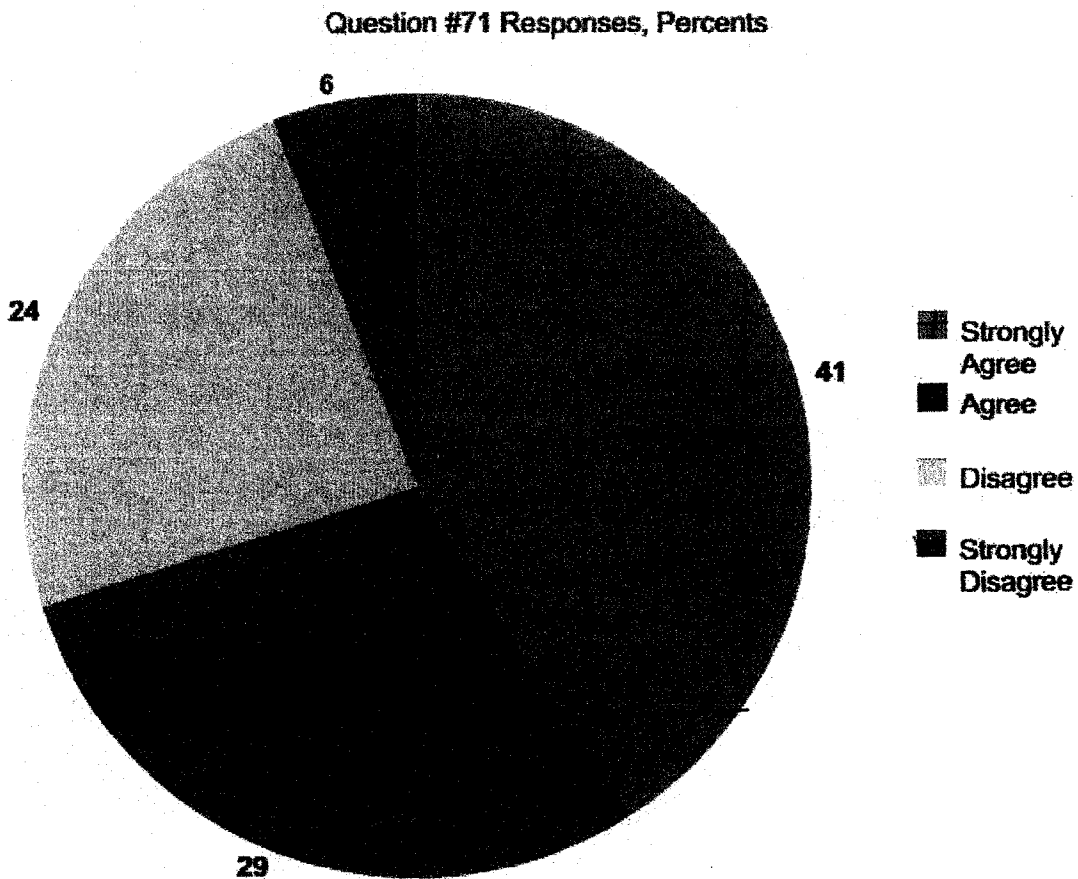
Question #71

The alternatively licensed principal must pass the State teacher assessment before full licensure

YOUR SUMMARIZED RESPONSES FROM QUESTION #71, SURVEY #1

1. **Necessary to ensure that the foundation for instructional leadership is present.**
2. **Should have been a teacher, but not always in all cases.**
3. **They should have teaching experience - I think STATE to State should be accepted - they shouldn't have to retest in any form (teaching or administrative)**
4. **This does not make sense since the principal training would not prepare the candidate for the teacher assessment**

**Question #71 Responses, Percentages
97 Respondents**



71. The alternatively licensed principal must pass the State teacher assessment before full licensure

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Testing	○	○	○	○

72. Comments/Additions/Concerns about #71

.....
.....
.....
.....
.....
.....

73. Please make any additional suggestions for the alternative principal licensing policy on testing

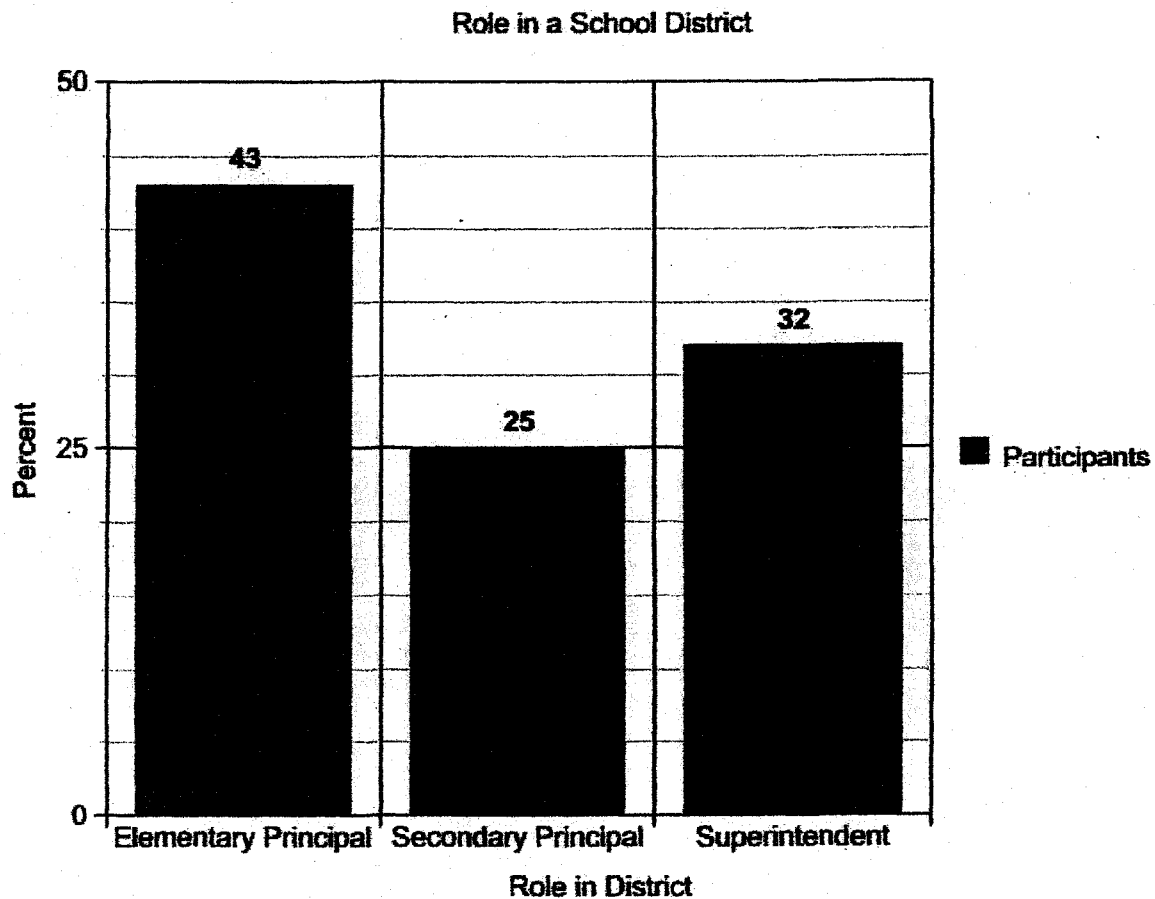
Additions:
Additions:
Additions:

<< Prev Next >>

Alternative Principal Licensing Policy: Survey 2

11. Miscellaneous Information

Participants, Round 1

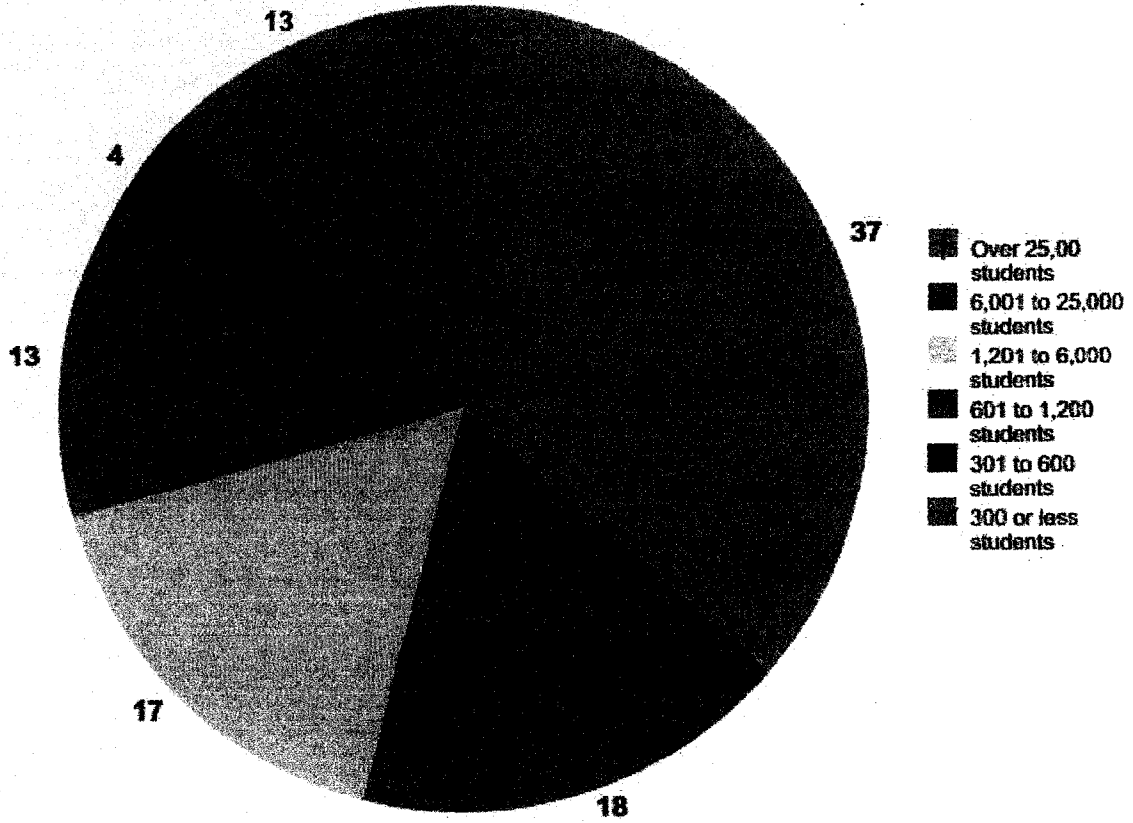


74. What is your role in a school district?

Superintendent Secondary Principal Elementary Principal

Respondents Size of School District Percents

Size of School District, Respondents, Percentages

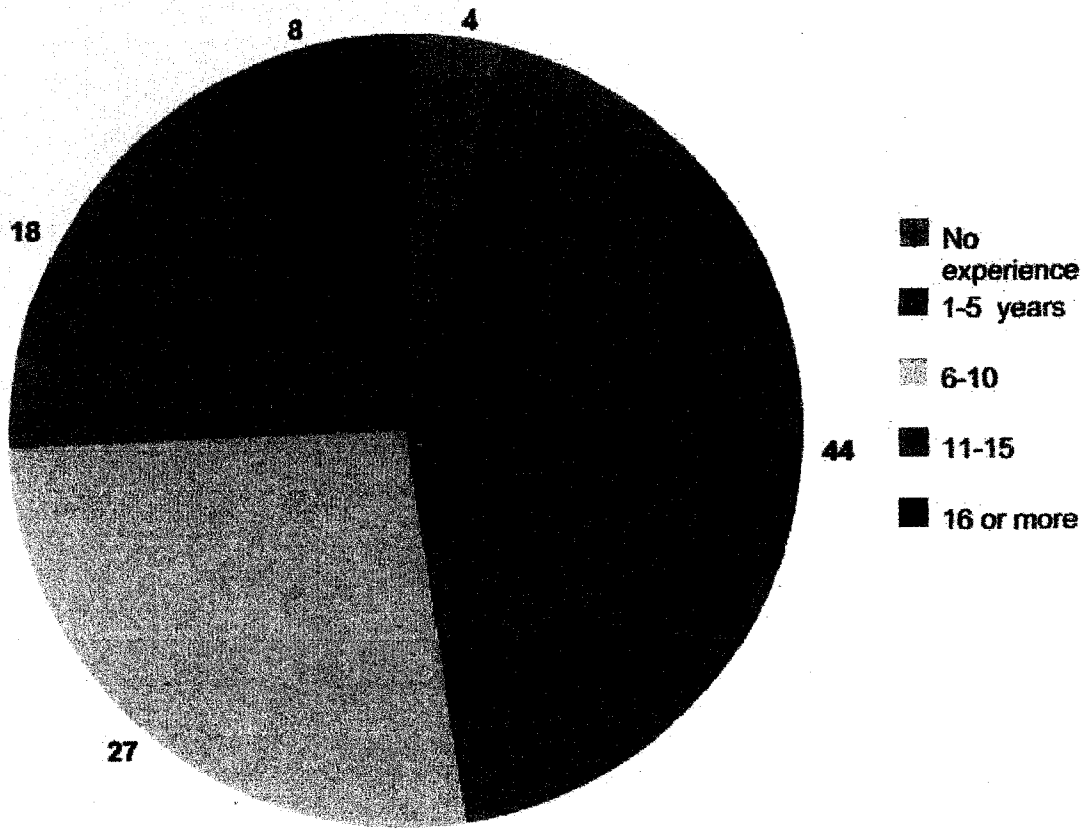


75. What is the size of your school district?

Over 25,00 students	6,001 to 25,000 students	1,201 to 6,000 students	601 to 1,200 students	301 to 600 students	300 or less students
------------------------	--------------------------------	-------------------------------	--------------------------	------------------------	-------------------------

**Respondents Experience as a School Principal
Percents**

Years as a principal, Respondents, Percentages

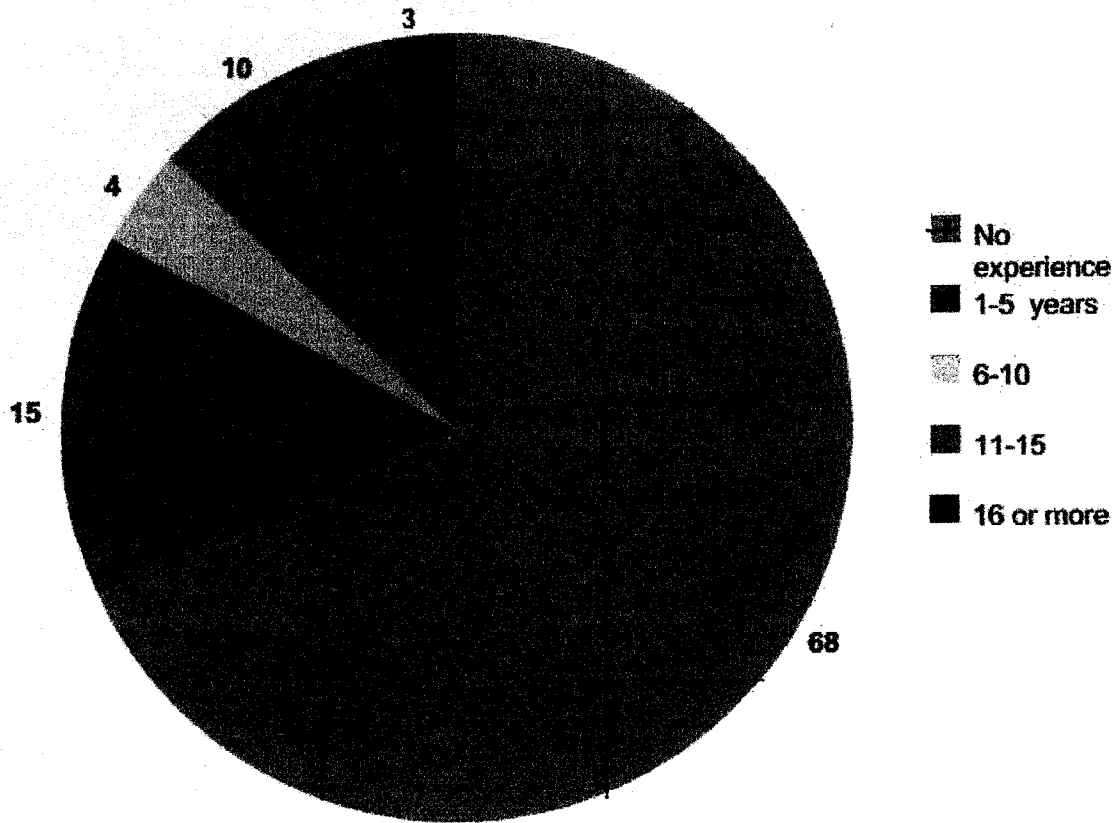


76. How many years experience do you have as a school principal?

No experience 1-5 years 6-10 years 11-15 years 16 or more years

**Respondents Experience as a Superintendent
Percents**

Years as a superintendent, Respondents, Percentages



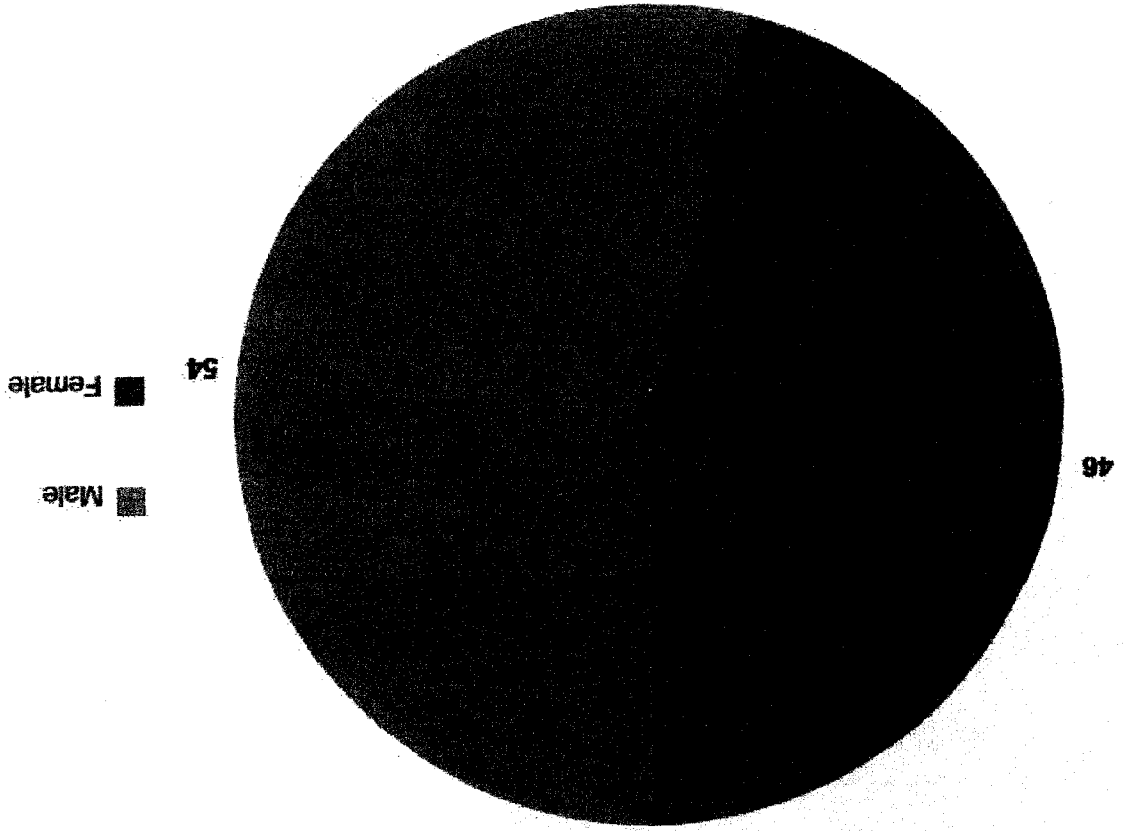
77. How many years experience do you have as a district superintendent?

No experience	1-5 years	6-10 years	11-15 years	16 or more years
---------------	-----------	------------	-------------	------------------

**Respondents Gender
Percents**

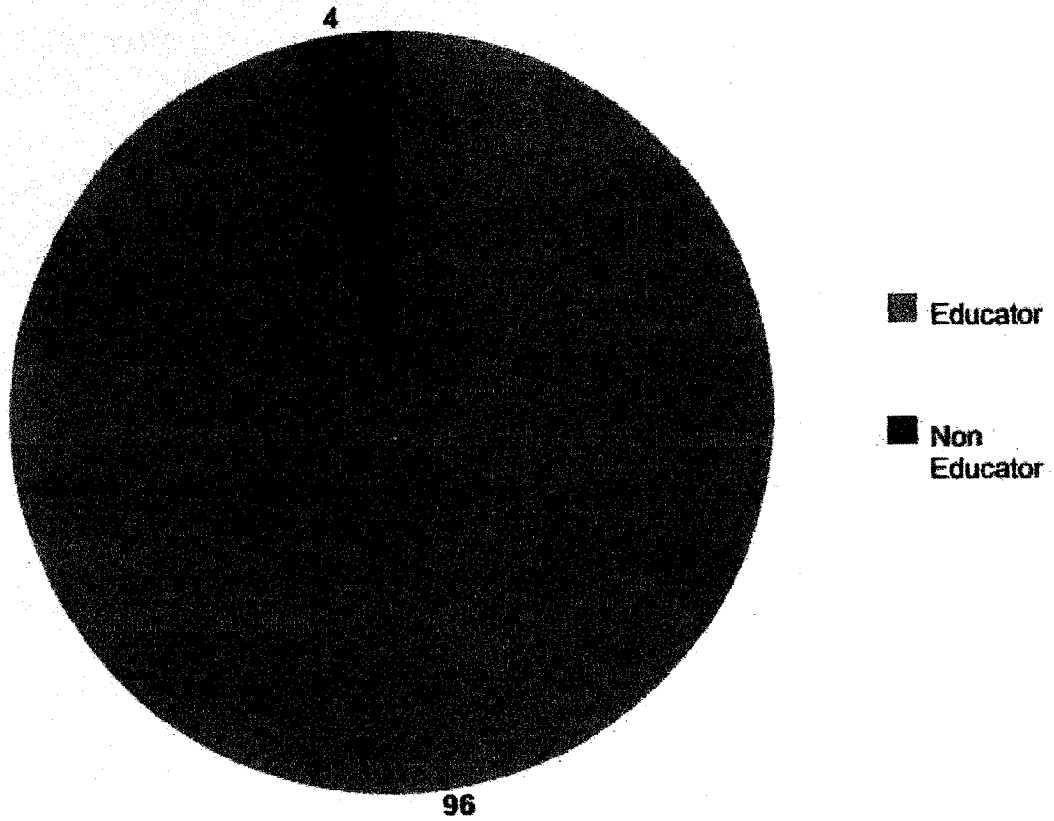
**Respondents Background in Education
Percents**

78. What is your gender?
Male
Female



Gender, Respondents, Percentages

Background in Education, Respondents, Percentages



79. Before your role as an educational leader, were you an educator or a non-educator

Educator Non-Educator

[<< Prev](#) [Next >>](#)

APPENDIX J

Thank You Letter

Dear Educational Leader:

For the past month you have participated in a Delphi study to identify positions of the profession with regard to important national issues in principal licensing. Thanks to the dedication of you and your colleagues, this study has been completed.

Please find the attached summary of data collected during round two. We are extremely pleased to provide you with this information without asking for something in return.

We sincerely appreciate your assistance. We realize that the questionnaires for each of the three rounds took considerable time to complete. Hopefully, the results of this study will be useful to the profession.

Thank you so much!

Sincerely,

David Whaley, Ph.D.
Colorado State University
Director of Educator Licensing
(970)491-5292

Michelle Hickey-Gramke
Colorado State University
Ph.D. Candidate
(970)278-1351
Alternative.Principal.Licensing@hotmail.com