

## **Certification Programs For Leaders in Education**

### ***14 DE Admin. Code 1595***

#### **Purpose: The Leadership Program Application Review Process**

Applications for “Certification Programs For Leaders in Education” are reviewed on rolling basis in accordance with 14 DE Admin. Code 1595. The application herein both describes the process and provides guidance for entities that seek approval for their preparation programs leading to satisfying the education requirements for certification under 14 DE Admin. Code 1595

Certification Programs for Leaders in Education. This process allows for innovative and results-driven approaches to educational leadership training, providing a standards-based approval process that sets minimum requirements but encourages ambitiousness in program approach. Designed to ensure that PK-12 educational leaders have access to high-quality programs that prepare them well for the increasing expectations of leadership in elementary and secondary education, the application review process sets a high standard for program approval in the state of Delaware and provides options for education programs to meet the state’s expectations for leadership training.

Title 14, Delaware Code, Chapter 12, provides the Professional Standards Board (PSB) the authority to regulate certification programs for leaders in education in Delaware. Successful graduates of these approved programs recommended by their institutions who meet state licensure criteria and other applicable certification requirements including experience requirements are eligible for certification. Programs are approved for one of the specific certifications: 1591 School Principal and Assistant Principal, 1592 Certified Central Office Personnel, 1593 Superintendent or Assistant Superintendent, or 1594 Special Education Director. For information on Regulation 1595 which governs this process, please visit:

<http://regulations.delaware.gov/AdminCode/title14/1500/1595.shtml#TopOfPage>

“Certification Programs for Leaders in Education” that wish to earn state approval may initiate this process by following the guidance contained in this document beginning with the submission of an application to the Delaware Professional Standards Board(PSB).

#### **Overview of the Process**

##### Application

To begin the process for approval of a certification program for leaders in education, an organization must create a program application using the guidance in this packet.

The application is a narrative proposal in response to the sections laid out in this document which outlines the organization’s capacity and plan to meet the standards for Delaware approval. The

following application and reporting template(s) should be used by institutions, organizations, and agencies (or any partnerships amongst them) seeking state approval for a specific leadership preparation program as specified in 14 DE Admin Code 1595. Applicants must establish with their submission how the programs meet all the criteria in 14 DE Admin. Code 1595 including 14 DE Admin. Code 1590 Delaware Administrator Standards, 14 DE Admin. Code 1597 Professional Teaching Standards, and 14 DE Admin. Code 1598 Professional Learning Standards, DPAS for Administrators. Indicators are available in attached appendices and linked via the PSB website.

All applications must be submitted to the PSB well in advance of the prospective initiation of the program or course of study's cohort to allow for the review and approval process to be completed. The recommended timeframe is at least six months prior to the start of the program or Cohort. Reports should be in Word or PDF format, and numbered on every page. They must be submitted in electronic format via email to [donna.mitchell@doe.k12.de.us](mailto:donna.mitchell@doe.k12.de.us) and/or mailed on a flash drive to the attention of:

**Donna Lee Mitchell**  
**Executive Director, Professional Standards Board**  
**State of Delaware**  
**401 Federal St. Suite #2**  
**Dover, DE 19901**

The application template is aligned to the standards and organized generally by the stages in a program life cycle. Applicants should provide responses to the question and evidence/artifacts for each section; applicants may organize their narrative within each section in a way that best meets the needs of their program and avoids redundancy.

The following section descriptions indicate the organization and structure of the application:

- Section 1: Candidate Recruitment and Selection
- Section 2: LEA and Program Partnerships
- Section 3: Program Curriculum and Standards
- Section 4: Residency, Internship or Clinical Experiences
- Section 5: Delaware Performance Appraisal System II (DPASII) Training
- Section 6: Faculty, Instructors and Mentors
- Section 7: Organization Governance and Resources
- Section 8: Candidate Assessment & Evaluation
- Section 9: Program Assessment & Evaluation
- Appendices and Forms

### The Review Process

An application for a certification program for leaders in education will be reviewed in the following sequence:

- Upon submission of an application, a designee of the Standards Board will screen each application for completeness. Incomplete applications will not be processed and the applicant will be notified.
- The complete application will be forwarded to the Standards Board's Licensure and Certification Criteria Committee for initial review and recommendation. The complete application will also be forwarded to the Secretary of Education or his designee (hereinafter "Secretary").
- The recommendation and comments from the Licensure and Certification Criteria Committee shall be submitted to the Standards Board for consideration. The Standards Board will decide on a recommendation as to the approval of the program, the duration, and any special considerations or conditions.
- The recommendation of the Standards Board will be submitted to the State Board for their recommendation to approve or deny the application
- The Standards Board and State Board recommendations will be submitted to the Secretary for the final approval or denial of the certification program.
- Programs will be initially approved for two (2) cohorts. However if the recommendations of the Standards Board's Licensure and Certification Criteria Committee, the Standards Board and the State Board are unanimous in their recommendation to approve for three (3) cohorts, the Secretary may approve the program for three (3) cohorts.

### Accountability and Evaluation

All programs are subject to compliance audits, must collect data and keep sufficient records, must submit required reports, and must also cooperate and provide any additional requested information. All approved programs must submit to the Professional Standards Board and Secretary, regular progress reports of the program according to the following schedule:

- December 1
- June 1
- At the conclusion of each cohort, and
- Upon request of the PSB or Secretary

In the report, the program must provide evidence that the program is being delivered in accordance with the approved application and must include at a minimum the following: candidate selection process and delivered professional development is consistent with that described in the approved program application, and that the residency, internship or clinical experience for participants has been monitored for appropriateness and meeting the participants' needs. In addition the report must document that the program has met or exceeded

the hours mandated in [14 DE Admin. Code 1595](#), and that all program participants have been evaluated on an ongoing basis for: program participation and attendance, successful completion of assignments, and successful application of skills and knowledge attained by program participation. Finally, the program must report on successful job placement or employment of current or past cohort participants.

Further requirements for data collection are detailed in the application and may be adjusted by PSB or DDOE program monitors as necessary or based on program performance. Full requirements for reporting will be posted on the Professional Standards Board website.

### **Standards**

Applicants for approval should demonstrate alignment of their program content, required experiences, and candidate assessments to the following standards, as defined in [14 DE Admin. Code 1595](#). More detailed requirements and instructions are included in the application

- Delaware Administrator Standards 14 **DE Admin. Code 1590**
  - [1590 Delaware Administrator Standards](#)
  - [Interstate School Leaders Licensure Consortium ISLLC Standards](#)
- Delaware Professional Teaching Standards 14 **DE Admin. Code 1597**
  - [Delaware Professional Teaching Standards](#)
  - [InTASC Model Core Teaching Standards](#)
- Delaware Professional Development Standards 14 **DE Admin. Code 1598**
  - [Delaware Professional Development Standards](#)
  - [Standards for Professional Learning](#)
- Delaware Performance Appraisal System (DPAS)
  - [DPAS II Delaware Performance Appraisal System](#)
  - [DPAS II Training for Evaluators](#)

**APPLICATION**  
**Certification Programs For Leaders in Education**  
***14 DE Admin. Code 1595***

**INSTRUCTIONS AND ORGANIZATIONAL REPORTING REQUIREMENTS**

**Please select the appropriate Program for Leaders (A separate Application is required for each program):**

- ☐ **Principal / Assistant Principal**
- ☐ **Director Special Education**
- ☐ **Central Office Personnel**
- ☐ **Superintendent / Assistant Superintendent**

**Section 1: Candidate Recruitment and Selection**

Please provide written evidence of the following components related to recruitment and selection of the candidates in program.

**Note: Programs should be Cohort-Based. Annual Cohort Size should be provided.**

Describe the system used to ensure that each candidate will meet the following minimum requirements. It is recommended that, at a minimum, Candidates admitted to the program:

- Hold a grade point average of at least a 3.0 on a 4.0 scale or a grade point average or place in the top 50th percentile for coursework completed during the two most recent years of the applicant's general education, whether secondary or post-secondary; or
- Demonstrate mastery of general knowledge, including the ability to read, write, and compute by achieving a minimum score on a standardized test as defined in [14 DE Admin Code 1510](#).
- Meet the criteria for the leadership certification (i.e. experience requirements) as defined in **14 DE Admin Code** [1591-Principal/Assistant Principal](#); [1592-Central Office Personnel](#); [1593 - Superintendent/Asst Superintendent](#); [1594- Special Education Director](#)

Each educational leadership preparation program may waive these admissions requirements for up to 10% of the students admitted, with description of interventions and supports provided for those who fall in this category. If a candidate is admitted into the program that does not meet the minimum experience requirements, the candidate should be informed that completion of the program will not lead to certification until all the requirements are met. In such a case, the program should have a detailed plan on how the candidate will successfully meet all the certification requirements.

Describe the following:

- Recruitment process, including relevant partnerships, timeline and activities
- Estimated and target cohort size
- Approach to ensuring a diverse candidate pool that meets the needs of communities and partners served
- Alignment of selection criteria with standards for educational leadership, and evidence collected to demonstrate an applicant's proficiency
- Application and selection process including timeline, personnel involved. Please provide this information in narrative overview as well as chart form
- Data collected throughout the process, to include at a minimum:
  - o Number of applicants: Projected yield, Actual applied, Accepted, Enrolled, Completed, Dismissed, Withdrawn
  - o GPA (Overall / Major)
  - o Certifications Held
  - o Years teaching
  - o Other Leadership Experience
  - o Previous Educational experience
- Any additional requirements for admissions that the program imposes.

Please attach a copy of the application, selection criteria and rubric used to assess and evaluate an applicant's qualifications.

## **Section 2: LEA and Program Partnerships**

Please provide written evidence of partnerships with LEAs as related to the leaders in education program, to include letters of assurance or memorandums of understanding (MOUs) signed by LEA Leadership.

Describe the program's strategy for determining LEA and other program partnerships, including goals for number of partnerships, placement/matching, training for mentor educators, and/or identification/structure of clinical opportunities for participants.

Describe the partnership(s) between the program and one or more LEAs, including:

- Alignment of priorities between the program and LEA(s)
- Roles and responsibilities for each party at each step of the program (recruitment, selection, ongoing evaluation)
- Delineation of responsibilities for placement, design, and oversight of clinical placement, including determination of meaningful leadership responsibilities for candidates
- Training and support for LEA mentor or cooperating educators

- Process for monitoring outcomes and evaluation of program, including the partnership, and the role of each partner in making improvements based on evaluation

Please attach a list of partnering LEAs/districts along with relevant MOUs and/or letters of support. Please also include any other letters of support/MOUs from other program partners. Applications should include procedures and the minimum requirements to add additional LEA partnerships to meet the placement needs of all candidates. After program approval, , any new LEA partnerships should be reported to PSB/DOE as well providing updates during the next reporting date. Please include all MOUs and letters for new partners.

### Section 3: Program Curriculum and Standards

Please provide written evidence of the program's ability to prepare candidates to demonstrate the content knowledge, pedagogical knowledge and professional dispositions to effectively serve as educational leaders. Preparation should include evidence as defined or described by Delaware School Leader Standards.

Describe the program's theory of action and overall program philosophy as it relates to educator preparation, including relationship to recent, research-based best and/or effective practices for education leadership training. Provide a narrative description of coursework and its relationship to the job of the educational leader and overall instructional leadership.

Describe the alignment and coherence of the program's coursework, clinical experience, professional development to [1590 Delaware Administrator Standards \(Delaware Administrator \(ISLLC\)\)](#), [1597 Delaware Professional Teaching Standards \(Professional Teaching \(InTASC\)\)](#) and [1598 Delaware Professional Development Standards \(Professional Development Standards\)](#). Please provide a program map, linking coursework and required experiences with the standards above.

Additionally, please refer to 14 DE Admin Code 1595 and chart in the Appendix section defining required hours for pre-clinical coursework, clinical, and ongoing professional development by type of educational leader program. Based on these *minimum requirements*, please complete a matrix based on the model below defining distribution of program hours across program components:

	Hours	Brief Description of Courses and Activities with Sample Evidence or Artifacts	Timeline	Standards Alignment
Pre-Clinical Coursework				

Graduate-level Credit Hours				
Clinical, Residency, or Internship				
Ongoing Professional Development				
DPAS Training and Calibration				

#### Section 4: Residency, Internship or Clinical Experiences

Please provide written evidence of the program's design for candidate residency, internship or clinical experience under the mentorship of a qualified and effective educational leader.

Describe the process used to ensure high-quality mentors for candidates, including:

- Mentor selection criteria and selection process, including process to ensure mentors are currently employed effective or highly effective administrators in a public school system, licensed in Delaware and holding a standard certificate under 14 DE Admin. Code 1592 and are skilled in mentoring/coaching an adult.
- Training schedule and content for all mentor educators
- Roles and responsibilities of LEA partners in placement, clinical design and oversight (per Section 2), including any matching processes
- Roles and responsibilities for mentors, including required interaction with candidates and program staff. Provide timeline for activities and hours required.
- Evaluation, support, and ongoing communication with mentors

Describe how the Residency, Internship or Clinical Experiences drive candidate improvement/reflection and how candidates demonstrate proficiencies aligned with educational leadership standards.

Describe how program clinical experiences will ensure that candidates receive exposure to and practice in developing skills and knowledge in the following:

- Driving measurable student achievement results through leading adults
- Exposure to diverse student populations, including general, special education, & ELL
- Instructional leadership, including observing and evaluating teachers, leading professional development and PLCs, and driving assessment, curriculum & instruction
- Operations and resources, including talent acquisition, talent management, finance, strategic planning and school operations



### **Section 5: Educator Performance Evaluation System Training**

Please provide written evidence of the program's plan for ensuring that candidates have training and successful certification and calibration in DPAS-II. Include any agreements with outside providers. Describe the program's process and timeline for coordinating and administering educator evaluation training at all applicable levels.

Describe any additional supports or training in educator evaluation provided by the program.

Describe interventions/consequences for candidates not meeting DE credentialing requirements

### **Section 6: Faculty and Instructors**

Please provide written evidence of the qualifications, roles, responsibilities and evaluation of the leadership team, faculty and instructors in the program, including experience, skills, and track record of success in similar work.

Describe the roles and responsibilities of primary faculty, instructors, coordinators and administrators of your program, including:

- Title, Role, Workload (assigned courses, mentor/coaching/observation assignments, etc.)
- Faculty and Instructor experience and qualifications, including practitioner experience

This information may be completed and attached in chart form/attachments.

Please attach copies of primary Faculty/Instructor curriculum vitae or resumes, as well as an organizational chart for the program.

### **Section 7: Organization Governance and Resources**

Please provide written evidence to demonstrate that the organization applying for program approval has the leadership, resources, systems and controls to successfully prepare candidates to meet certification standards.

Describe the process for organizational governance and fiscal control, and the process for program administration and accountability within the governing organization, including how resources will be allocated to support program design. This section should address sustainability.

Describe how the program ensures participant access to adequate resources to support learning including necessary facilities, technology, transportation, equipment, curriculum and materials.

Please attach a programmatic budget, describe the program revenue model, include any relevant financial statements, as well as a copy of any relevant program accreditations, business licenses, and/or non-profit/corporation designations.

## Section 8: Candidate Assessment & Evaluation

Please provide written evidence of the programs standards and systems for candidate assessment.

Describe how the program's candidate assessment system (is linked to program standards and competencies for educational leaders.

Describe the program's participant assessment system to include at a minimum:

- Program participation and attendance
- Mentor evaluation of the Candidate/Resident
- Successful completion of assignments
- Evaluation of participants for competency (successful application of skills and knowledge attained by program participation)

Please complete a matrix based on the model below defining formal assessment points:

Assessment Point	Criteria / Tool – Assessment	Sources of Evidence – Artifacts	Evaluators / Participants	Review Processes	Possible Impact – Decisions based on Data
Examples: <ul style="list-style-type: none"> <li>• Admissions- Entrance to Program</li> <li>• Pre Internship</li> <li>• Exit - Completion</li> </ul>					

Describe the specific standards and outputs necessary for successful completion of the program.

Describe candidate intervention, support and dismissal procedures.

Describe communication plan with candidates throughout the assessment process.

Please attach copies of candidate assessment/evaluation rubric(s).

## Section 9: Program Assessment, Evaluation & Measures of Success

Please provide written evidence of the plan and processes for overall program evaluation and improvement, to include a program “scorecard” with key measures of success.

Describe the process for program assessment and evaluation, using internal organizational resources or external partners, to include at a minimum:

- Feedback from clinical placements and mentors

- Evaluation of program coursework or professional development

Describe how the program or organization will document, collect, analyze, and distribute the evaluation data. This evaluation **may include** but is not limited to the following:

- Effectiveness Rating as defined by DPAS II or state evaluation system, to include impact on student achievement
- Completion or graduation rates of program candidates
- Percent of graduates achieving initial leadership certification
- Graduate job placement and retention, including the percentage of graduates placed in leadership positions
- Candidate, graduate, and LEA satisfaction

Describe how and when this data will be used for ongoing improvement of the program

[Note: in addition to program-designed measures described above, all approved programs will be required to submit reports on data and content referred to in this application, in a format and method to be provided by the Professional Standards Board.]

APPENDIX

Delaware Application for Certification Programs  
for Leaders in Education Program Approval  
*Certification Requirements Chart*  
1591 – 1592 – 1593 – 1594

<b>1591 – Principal / Assistant Principal</b>
<b>School Principal Certification Program (School Principal or Assistant Principal)</b>
<b>A minimum of two hundred (200) hours of graduate level coursework or the equivalent in professional development</b> with a focus on the responsibilities of a school principal and aligned with 14 DE Admin. Code 1590 Delaware Administrator Standards, 14 DE Admin. Code 1597 Delaware Professional Teaching Standards, 14 DE Admin. Code 1598 Delaware Professional Development Standards and DPAS for Administrators. <b>The course work or equivalent professional development must be completed prior to a residency, internship or clinical experience;</b>
<b>A minimum of six hundred (600) hours of residency, internship, or clinical experience</b> under the mentorship of a currently employed effective or highly effective building level administrator in a public school who is licensed in Delaware and holds a standard certificate under 14 DE Admin. Code 1591
<b>An additional one hundred (100) hours of professional development during and/or after the residency, internship or clinical experience</b> in areas appropriate for a school principal;
<b>School Principal Course of Study (School Principal or Assistant Principal)</b>
<b>A minimum of eighteen (18) graduate level credit hours or their equivalent in professional development</b> provided by a regionally accredited college or university;
<b>A minimum of two-hundred and forty (240) additional clinical hours equitably distributed within the course of study.</b> The clinical hours must be completed under the mentorship of currently employed effective or highly effective building level administrators;
<b>1592 – Central Office Personnel</b>
<b>Certified Central Office Personnel Certification Program (Directors, Supervisors, Administrative Assistants, Coordinators, and Managers in instructional areas)</b>
<b>A minimum of two hundred (200) hours of graduate level coursework or the equivalent in professional development</b> aligned with 14 DE Admin. Code 1590 Delaware Administrator Standards, 14 DE Admin. Code 1597 Delaware Professional Teaching Standards, 14 DE Admin. Code 1598 Delaware Professional Development Standards and DPAS for Administrators, with a focus on the responsibilities of a Director, Supervisor, Administrative Assistant, Coordinator or Manager in an instructional area. <b>The course work or equivalent professional development must be completed prior to a residency, internship or clinical experience;</b>
<b>A minimum of six hundred (600) hours of a residency, internship or clinical experience</b> under the mentorship of a currently employed effective or highly effective administrator in a public school system who is licensed in Delaware and holds a standard certificate under 14 DE Admin. Code 1592;
<b>An additional one hundred (100) hours of professional development during and/or after the residency, internship or clinical experience</b> in areas appropriate for an instructional area Director, Supervisor, Administrative Assistant, Coordinator or Manager;

**1593 – Superintendent or Assistant Superintendent**

**Superintendent Certification Program (Superintendent or Assistant Superintendent) A**

**minimum of two hundred and fifty (250) hours of graduate level coursework or the equivalent in professional development** aligned with 14 DE Admin. Code 1590 Delaware Administrator Standards, 14 DE Admin. Code 1597 Delaware Professional Teaching Standards, 14 DE Admin. Code 1598 Delaware Professional Development Standards and DPAS for Administrators, with a focus on the responsibilities of a superintendent. **The course work or equivalent professional development must be completed prior to a residency, internship or clinical experience;**

**A minimum of six hundred (600) hours of a residency, internship or clinical experience** under the mentorship of a currently employed effective or highly effective superintendent in a public school system who is licensed in Delaware and holds a standard certificate under 14 DE Admin. Code 1593;

**An additional one hundred (100) hours of professional development during and/or after the residency, internship or clinical experience** in areas appropriate for a Superintendent.

**1594 – Special Education Director**

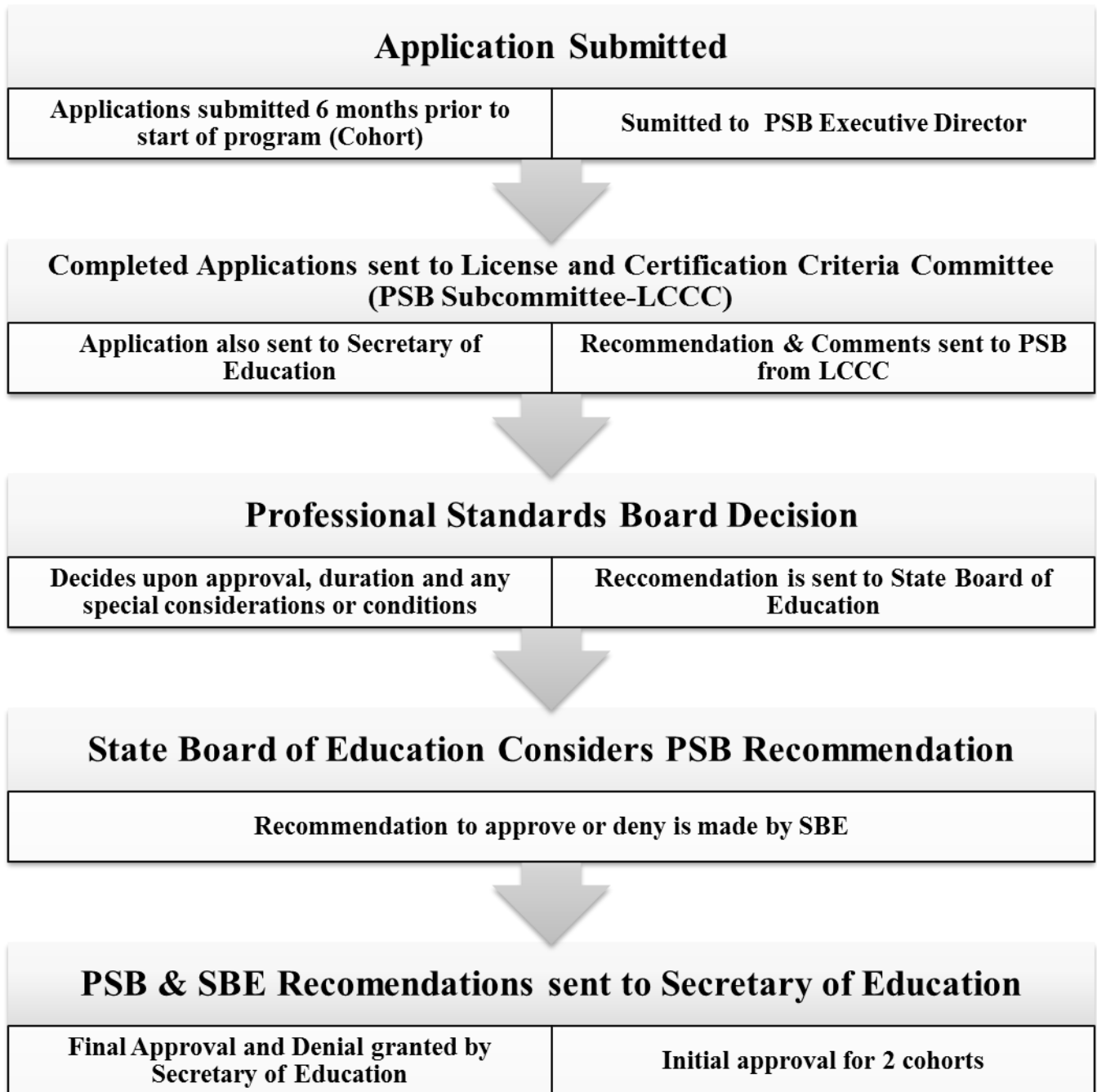
**Special Education Director Certification Program**

**A minimum of two hundred and fifty (250) hours of graduate level coursework or the equivalent in professional development** aligned with 14 DE Admin. Code 1590 Delaware Administrator Standards, 14 DE Admin. Code 1597 Delaware Professional Teaching Standards, 14 DE Admin. Code 1598 Delaware Professional Development Standards and DPAS for Administrators, with a focus on exceptional children/special education. **The course work or equivalent professional development must be completed prior to a residency, internship or clinical experience;**

**A minimum of six hundred (600) hours of a residency, internship or clinical experience** under the mentorship of a currently employed effective or highly effective Special Education Director in a public school system who is licensed in Delaware and holds a standard certificate under 14 DE Admin Code. 1594;

**An additional one hundred (100) hours of professional development during and/or after the residency, internship or clinical experience** in areas appropriate for a Special Education Director;

**Certification Programs For Leaders in Education**  
*Per Regulations 1591-1595*  
**New Program Application Process at a Glance**



**Certification Programs For Leaders in Education**  
*Per Regulations 1591-1595*  
**Application Rubric for Completeness**

<b>Section</b>	<b>Complete</b>	<b>Incomplete</b>	<b>Comments</b>
<b>Section 1:</b> Candidate Recruitment and Selection			
<b>Section 2:</b> LEA and Program Partnerships			
<b>Section 3:</b> Program Curriculum and Standards			
<b>Section 4:</b> Residency, Internship or Clinical Experiences			
<b>Section 5:</b> (DPASII) Training			
<b>Section 6:</b> Faculty, Instructors and Mentors			
<b>Section 7:</b> Organization, Governance and Resources			
<b>Section 8:</b> Candidate Assessment & Evaluation			
<b>Section 9:</b> Program Assessment & Evaluation			

Date Received: \_\_\_\_\_  
Date Submitted to PSB/Secretary; or returned to applicant: \_\_\_\_\_  
Executive Director Initials: \_\_\_\_\_