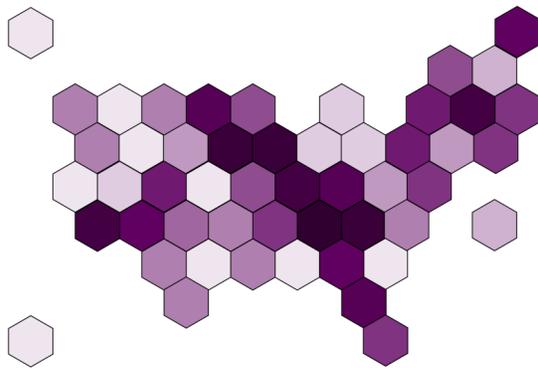




A POLICYMAKER'S GUIDE

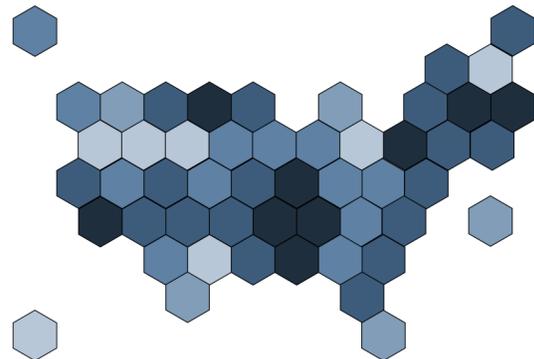
Research-Based Policy for Principal Preparation Program Approval and Licensure

Co-authored by Erin Anderson and Amy L. Reynolds



**Principal Preparation
Program Approval**

**Principal Candidate
Licensure**





Overview of Utah Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	6	1	3	2
Number of degrees awarded in administration (2012-13)*	41	166	26	12	

*Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.

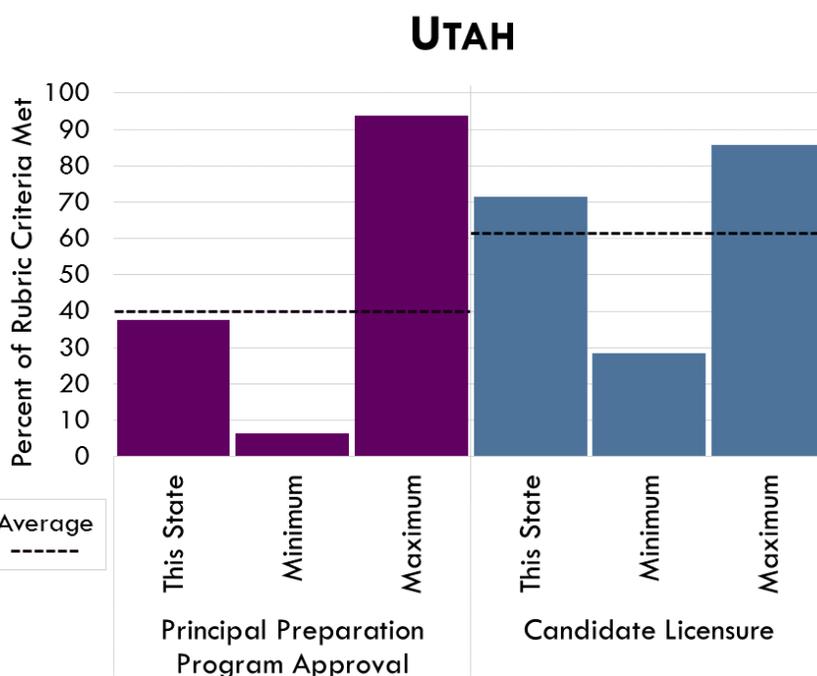
Overview of Utah Policies and Summary of All States

Policy Criteria	Utah	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	No	6 (11.8%)
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	Yes	51 (100%)
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	Yes	20 (39.2%)
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—450 hours	14 (27.5%)
4. University-District Partnership	No	16 (31.4%)
4.1. Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	No	38 (74.5%)
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	Yes	50 (98.0%)
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Master's in education	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	Yes	36 (70.6%)
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163) or Praxis II Ed. Admin	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	Yes	47 (92.2%)
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—200 renewal points	45 (88.2%)

HOW UTAH COMPARES

- Utah meets **6 of the 16 criteria for principal preparation program approval (37.5%)**, which is **similar to the state average (6.4 of 16, 40.1%)** but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Utah meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average (4.3 of 8, 61.9%)** but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

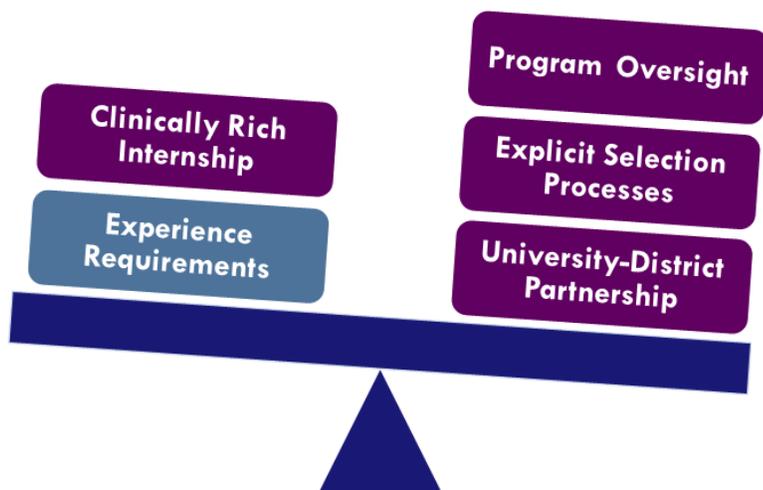


HIGH LEVERAGE POLICY IN UTAH

HOW DOES UTAH STACK UP?

Utah has well-developed policy for:

Utah has yet to develop policy for:



WHAT CAN UTAH DO?

Well-developed high leverage policy examples to consider for Utah:

- Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. [Example policy, p. 21.](#)
- University-District Partnership:** Policy for this standard supports principal pipeline development. [Example policy, p. 27.](#)
- Program Oversight:** Policy for this standard supports consistency in quality across programs. [Example policy, pp. 29-31.](#)

VERMONT



Overview of Vermont Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	1	0	1	0
Number of degrees awarded in administration (2012-13)*	0	9	0	11	

*Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.

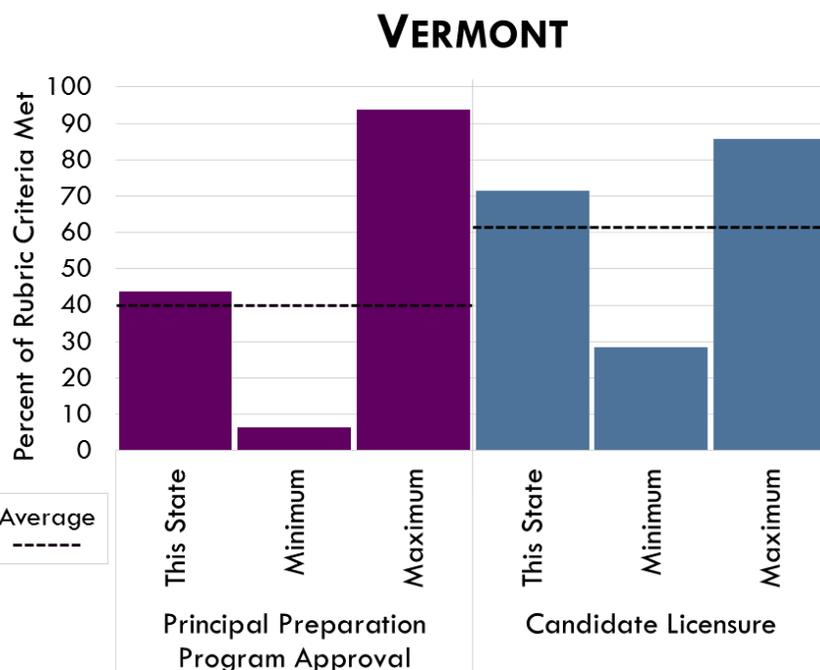
Overview of Vermont Policies and Summary of All States

Policy Criteria	Vermont	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	No	6 (11.8%)
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	Yes	51 (100%)
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	Yes	20 (39.2%)
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—300 hours	14 (27.5%)
4. University-District Partnership	No	16 (31.4%)
4.1. Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	Yes	38 (74.5%)
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Documentation	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	No	50 (98.0%)
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	Yes	36 (70.6%)
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	Yes	6 (11.8%)
3. Licensure Renewal	Yes	47 (92.2%)
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Individualized plan w/ 9 credits or 135 hrs. PD	45 (88.2%)

HOW VERMONT COMPARES

- Vermont meets **7 of the 16 criteria for principal preparation program approval (43.8%)**, which is **slightly above the state average (6.4 of 16, 40.1%)** but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Vermont meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average (4.3 of 8, 61.9%)** but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

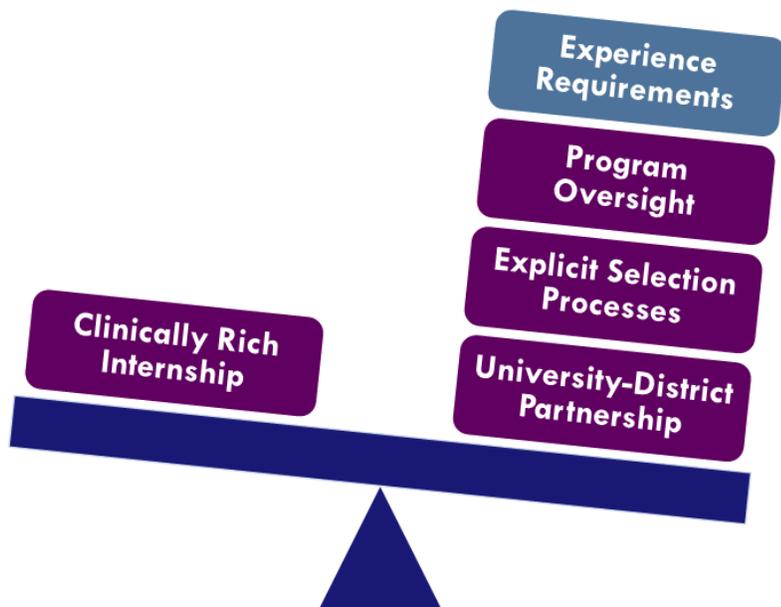


HIGH LEVERAGE POLICY IN VERMONT

HOW DOES VERMONT STACK UP?

Vermont has well-developed policy for:

Vermont has yet to develop policy for:



WHAT CAN VERMONT DO?

Well-developed high leverage policy examples to consider for Vermont:

- Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. [Example policy, p. 21.](#)
- University-District Partnership:** Policy for this standard supports principal pipeline development. [Example policy, p. 27.](#)
- Program Oversight:** Policy for this standard supports consistency in quality across programs. Specifically, Vermont does not have policy requiring state review to occur at specified intervals (5.1). [Example policy, pp. 29-31.](#)
- Experience Requirements:** Policy for this standard supports learning about instructional and leadership practices. [Example policy, p. 37.](#)

VIRGINIA



Overview of Virginia Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	3	16	10	7	4
Number of degrees awarded in administration (2012-13)*	42	551	528	154	

*Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.

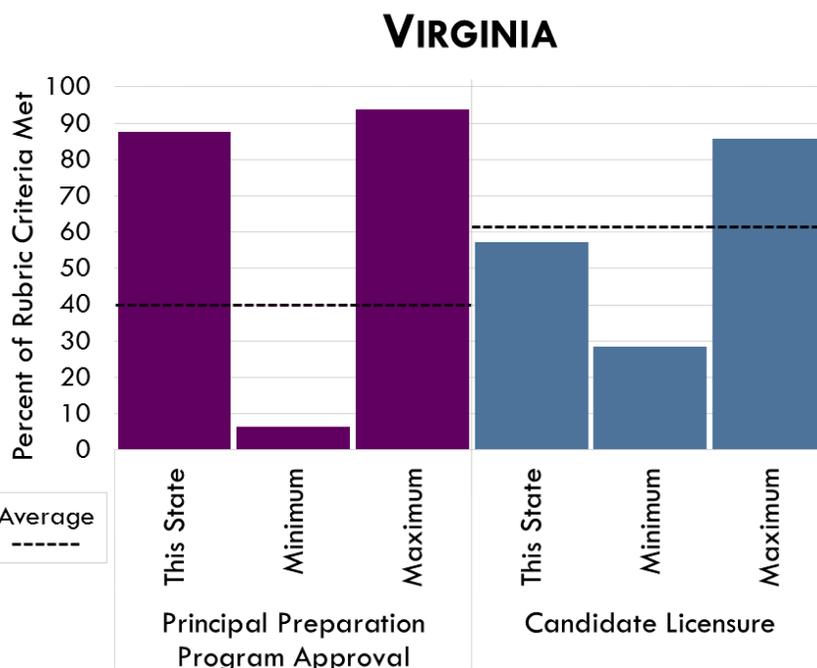
Overview of Virginia Policies and Summary of All States

Policy Criteria	Virginia	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	No	6 (11.8%)
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	Yes	51 (100%)
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	Yes	20 (39.2%)
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	Yes	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Both	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—320 hours	14 (27.5%)
4. University-District Partnership	Yes	16 (31.4%)
4.1. Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	Yes—TEAC/NCATE	38 (74.5%)
5.1. Requires state review at specified intervals	Yes—7 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	Yes	50 (98.0%)
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	Yes	36 (70.6%)
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163)	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	Yes	47 (92.2%)
3.1. Requires renewal with a distinction between license types	No	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—180 PD points from 8 approved categories	45 (88.2%)

HOW VIRGINIA COMPARES

- Virginia meets **14 of the 16 criteria for principal preparation program approval (87.5%)**, which is **well above the state average (6.4 of 16, 40.1%)** but **slightly below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Virginia meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average (4.3 of 8, 61.9%)** but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar represents the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



HIGH LEVERAGE POLICY IN VIRGINIA

HOW DOES VIRGINIA STACK UP?

Virginia has well-developed policy for:

Virginia has yet to develop policy for:

University-District Partnership

Clinically Rich Internship

Program Oversight

Experience Requirements

Explicit Selection Processes

WHAT CAN VIRGINIA DO?

Well-developed high leverage policy examples to consider for Virginia:

- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. [Example policy, p. 21.](#)

WASHINGTON



Overview of Washington Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	3	16	2	5	2
Number of degrees awarded in administration (2012-13)*	95	284	11	49	

*Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.

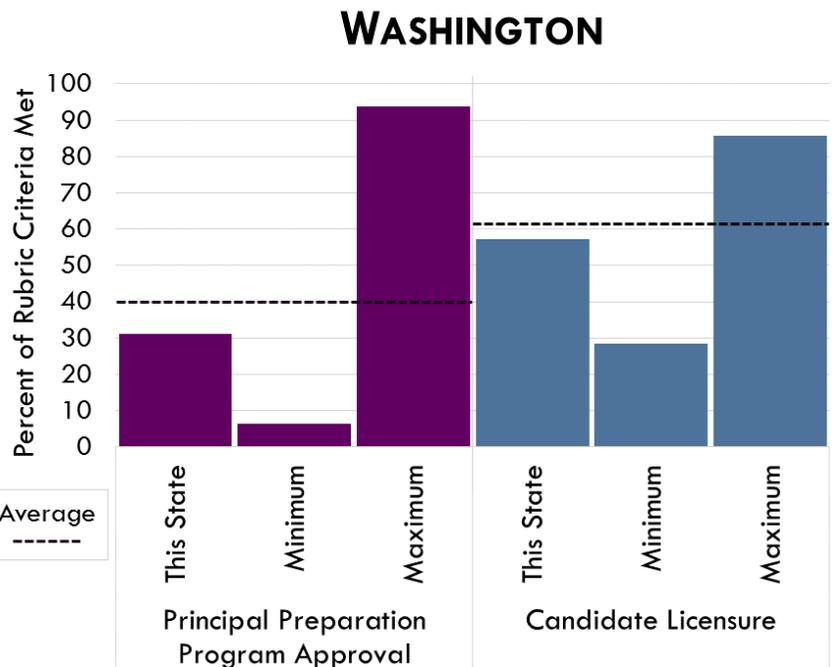
Overview of Washington Policies and Summary of All States

Policy Criteria	Washington	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	No	6 (11.8%)
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	Yes	51 (100%)
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	No	20 (39.2%)
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	No	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	No	16 (31.4%)
4.1. Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	Yes	38 (74.5%)
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	Yes	50 (98.0%)
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	No	36 (70.6%)
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	Yes	47 (92.2%)
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—4, 1-yr Professional Growth Plans/5 yrs	45 (88.2%)

HOW WASHINGTON COMPARES

- Washington meets **5 of the 16 criteria for principal preparation program approval (31.3%)**, which is **slightly below the state average (6.4 of 16, 40.1%)** and **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Washington meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average (4.3 of 8, 61.9%)** but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

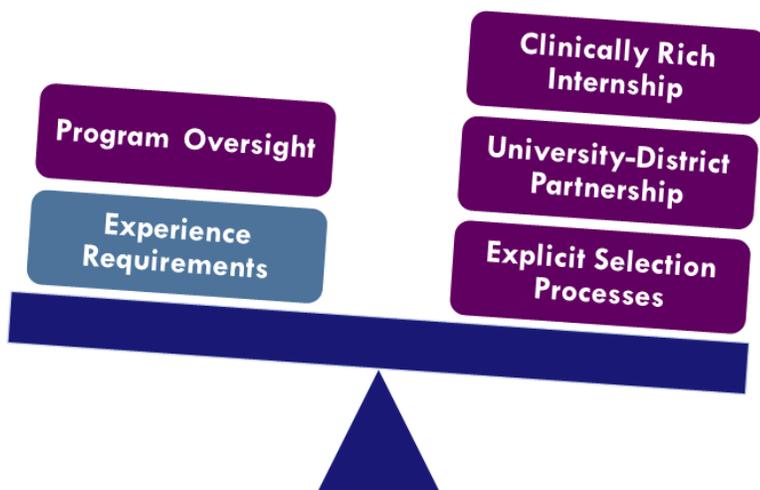


HIGH LEVERAGE POLICY IN WASHINGTON

HOW DOES WASHINGTON STACK UP?

Washington has well-developed policy for:

Washington has yet to develop policy for:



WHAT CAN WASHINGTON DO?

Well-developed high leverage policy examples to consider for Washington:

- Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. [Example policy, p. 21.](#)
- Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. [Example policy, pp. 24-25.](#)
- University-District Partnership:** Policy for this standard supports principal pipeline development. [Example policy, p. 27.](#)

WEST VIRGINIA



Overview of West Virginia Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	0	5	1	0	0
Number of degrees awarded in administration (2012-13)*	0	131	42	0	

*Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.

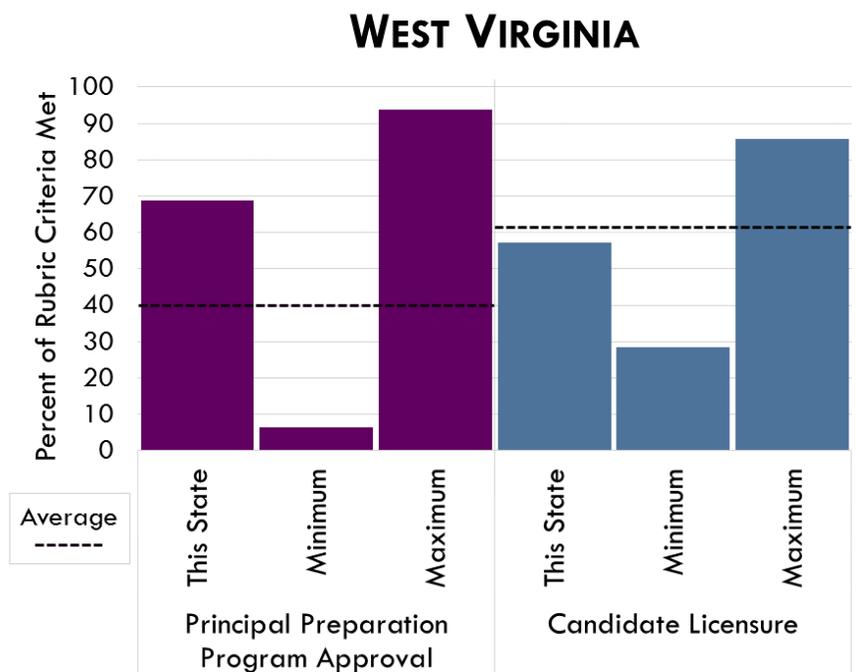
Overview of West Virginia Policies and Summary of All States

Policy Criteria	West Virginia	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	Yes	6 (11.8%)
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	Yes	6 (11.8%)
2. Program Standards	Yes	51 (100%)
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	Yes	20 (39.2%)
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	No	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—diverse populations	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No—200 hours	14 (27.5%)
4. University-District Partnership	Yes	16 (31.4%)
4.1. Commitment from district to provide a clinically rich internship experience	Yes	13 (25.5%)
4.2. District-provider collaboration on selection	Yes	10 (19.6%)
4.3. Alignment between district needs and program design	Yes	16 (31.4%)
5. Program Oversight	Yes	38 (74.5%)
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	Yes	50 (98.0%)
1.1. Requires 3+ years of teaching or related school experience	No—2 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	No—Master's, unspecified	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	Yes	36 (70.6%)
2.1. Requires completion of assessments based on national or aligned state standards	Yes—Praxis II Ed. Admin.	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	Yes	47 (92.2%)
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—6 semester hours	45 (88.2%)

HOW WEST VIRGINIA COMPARES

- West Virginia meets **11 of the 16 criteria for principal preparation program approval (68.8%)**, which is **above the state average (6.4 of 16, 40.1%)** but **below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- West Virginia meets **4 of the 7 criteria for candidate licensure (57.1%)**, which is **similar to the state average (4.3 of 8, 61.9%)** but **below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



HIGH LEVERAGE POLICY IN WEST VIRGINIA

HOW DOES WEST VIRGINIA STACK UP?

West Virginia has well-developed policy for:

West Virginia has yet to develop policy for:

University-District Partnership

Explicit Selection Processes

Program Oversight

Clinically Rich Internship

Experience Requirements

WHAT CAN WEST VIRGINIA DO?

Well-developed high leverage policy examples to consider for West Virginia:

- Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. Example policy, pp. 24-25.
- Experience Requirements:** Policy for this standard supports learning about instructional and leadership practices. Example policy, p. 37.
- Explicit Selection Process (1.2. Targeted Recruitment):** Although West Virginia does have policy for the use of performance-based assessments, it does not yet have policy requiring targeted recruitment plans for educational leadership candidates. Example policy, p. 21.

WISCONSIN



Overview of Wisconsin Preparation Programs

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	2	13	6	6	2
Number of degrees awarded in administration (2012-13)*	10	426	119	79	

*Degrees awarded are not equivalent to certification. Certification may or may not be sought at the completion of a program.

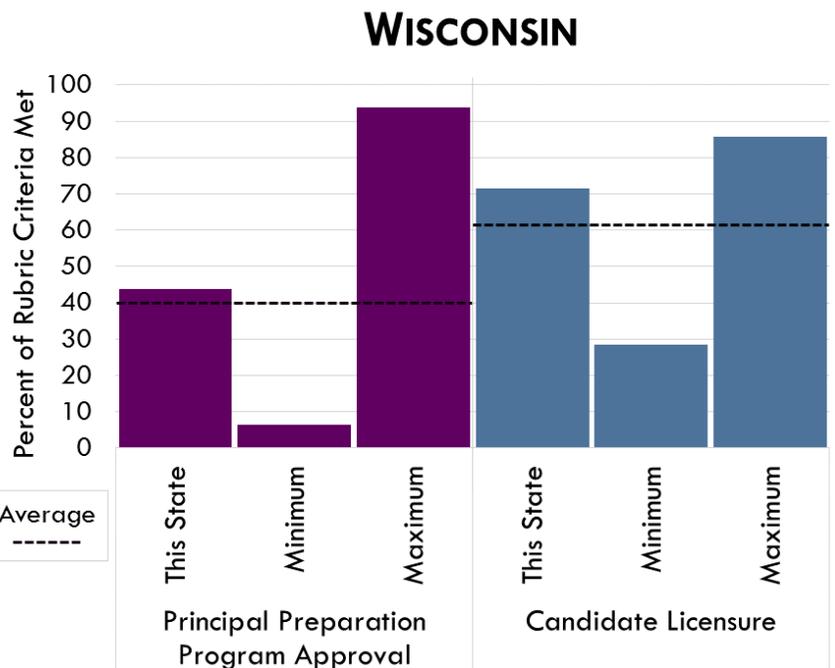
Overview of Wisconsin Policies and Summary of All States

Policy Criteria	Wisconsin	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	No	6 (11.8%)
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	Yes	51 (100%)
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	Yes	20 (39.2%)
3.1. Deliberately structured	No	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	No	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	No	14 (27.5%)
4. University-District Partnership	No	16 (31.4%)
4.1. Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	Yes	38 (74.5%)
5.1. Requires state review at specified intervals	Yes—5 years	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	Yes—Both	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	Yes	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	Yes	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	Yes	50 (98.0%)
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Educational Leadership	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	Yes	43 (84.3%)
2. Assessment Requirements	No	36 (70.6%)
2.1. Requires completion of assessments based on national or aligned state standards	No	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	Yes	47 (92.2%)
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—Individualized plan	45 (88.2%)

HOW WISCONSIN COMPARES

- Wisconsin meets **7 of the 16 criteria for principal preparation program approval (43.8%)**, which is **slightly above the state average (6.4 of 16, 40.1%)** but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Wisconsin meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average (4.3 of 8, 61.9%)** but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.

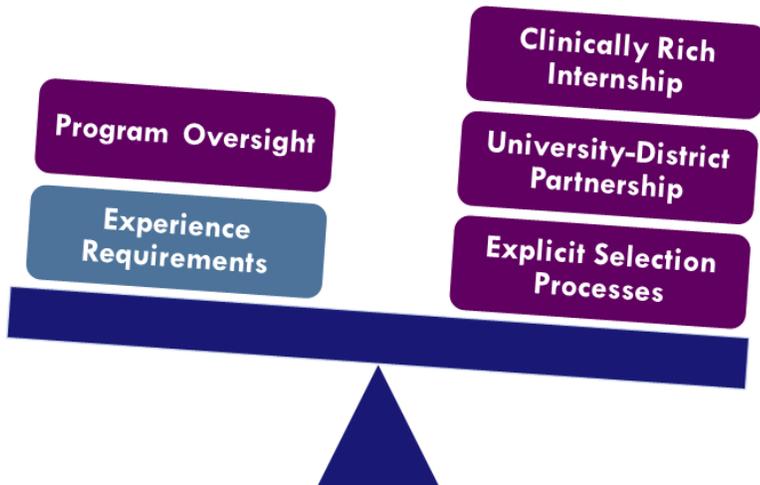


HIGH LEVERAGE POLICY IN WISCONSIN

HOW DOES WISCONSIN STACK UP?

Wisconsin has well-developed policy for:

Wisconsin has yet to develop policy for:



WHAT CAN WISCONSIN DO?

Well-developed high leverage policy examples to consider for Wisconsin:

- Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. [Example policy, p. 21.](#)
- Clinically Rich Internship:** Policy for this standard supports the development of candidates prepared to lead schools by providing real world experience. [Example policy, pp. 24-25.](#)
- University-District Partnership:** Policy for this standard supports principal pipeline development. [Example policy, p. 27.](#)