

FINAL REPORT

**HJR 124 COMMISSION TO
REVIEW, STUDY AND REFORM
EDUCATIONAL LEADERSHIP**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 16

**COMMONWEALTH OF VIRGINIA
RICHMOND
2005**

HJR 124 COMMISSION TO REVIEW, STUDY AND REFORM EDUCATIONAL LEADERSHIP (2004)

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HJR 20/SJR 58 COMMISSION TO REVIEW, STUDY AND REFORM EDUCATIONAL LEADERSHIP (2001-2003)

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EXECUTIVE SUMMARY
HJR 124 COMMISSION TO REVIEW, STUDY AND REFORM
EDUCATIONAL LEADERSHIP

The 2002 Session of the General Assembly, HJR 20/SJR 58 established a two-year, 21-member commission to "review, study and reform educational leadership." Supporting the commission's study was one of only 15 National State Action for Educational Leadership Project (SAELP) grants from the Wallace-Reader's Digest Fund, sought by and awarded to the Commonwealth and implemented in cooperation with the Commonwealth Educational Policy Institute (CEPI) at Virginia Commonwealth University in January 2002 on behalf of the Department of Education and the Commonwealth.

Pursuant to HJR 20 and SJR 58, the General Assembly directed the 21-member commission to "(i) evaluate the policy environment for educational leadership; (ii) propose necessary statutory amendments or changes based on research, surveys, analysis and review of pertinent laws, guidelines, policies, regulations and practices; (iii) communicate regularly to the Board of Education any relevant findings with recommendations for needed regulatory action; and (iv) provide a forum for educational leaders to report to the commission the challenges of, and impact on, their work."

The Commission met five times in 2002 and submitted an interim report of its findings and six recommendations--contained in House Document No. 14 (2003)--to the Governor and the 2003 Session of the General Assembly.

Delving further into potential methods of ensuring effective preparation and ongoing professional development for school leaders in its second year of study, the Commission met three times in 2003. The Commission ultimately agreed upon 14 recommendations, set forth in its 2004 report, House Document No. 4.

Among the Commission's recommendations was that its work continue in 2004 "to receive reports and information regarding the Board's recommendations regarding alternative licensure routes and a two-tiered licensure system..." The 2004 Session adopted HJR 124, and the Commission met on November 29, 2004 to receive testimony regarding turnaround specialists, principal licensure, SAELP grants, use of educational leadership grants provided in the 2004 budget, and the implementation of its remaining recommendations.

The Commission unanimously agreed that its work should conclude, and made one final recommendation:

Recommendation: *That the House Committee on Education and the Senate Committee on Education and Health, as well as the relevant standing subcommittees of the House Appropriations and Senate Finance Committees, monitor and review regularly the critical issues surrounding educational leadership, including, but not limited to, training, induction, licensure, and fiscal resources.*

FINAL REPORT

HJR 20/SJR 58 COMMISSION TO REVIEW, STUDY AND REFORM EDUCATIONAL LEADERSHIP

I. AUTHORITY AND STUDY OBJECTIVES

Adopted by the 2002 Session of the General Assembly, HJR 20/SJR 58 established a two-year, 21-member commission to "review, study and reform educational leadership." Acknowledging that "effective leadership is inextricably linked to excellence in public education and student academic achievement in our public schools, the resolutions cite the Standards of Accreditation designation of the principal as the "instructional leader of the school ... [who is] responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources."

Supporting the commission's study was one of only 15 National State Action for Educational Leadership Project (SAELP) grants from the Wallace Reader's Digest Funds, sought by and awarded to the Commonwealth and implemented in cooperation with the Commonwealth Educational Policy Institute (CEPI) at Virginia Commonwealth University in January 2002 on behalf of the Department of Education and the Commonwealth. The three-year grants of \$250,000 each to 15 states were to support research and policy development to aid the preparation of principals and superintendents. Having sponsored three summits on educational leadership embracing the input of participants from the Governor's Office, the Board of Education, the State Superintendent of Public Instruction, members of the General Assembly, and educational stakeholders and practitioners, CEPI compiled various recommendations--among them, the formation of this legislative commission.

Pursuant to HJR 20 and SJR 58, the General Assembly assigned the 21-member commission a number of responsibilities, specifically, to "(i) evaluate the policy environment for educational leadership; (ii) propose necessary statutory amendments or changes based on research, surveys, analysis and review of pertinent laws, guidelines, policies, regulations and practices; (iii) communicate regularly to the Board of Education any relevant findings with recommendations for needed regulatory action; and (iv) provide a forum for educational leaders to report to the commission the challenges of, and impact on, their work."

Incorporating HJR 147 (2002-Dillard), the identical resolutions contemplated five meetings in each year of the study. The commission was to submit an interim report of its findings and recommendations to the Governor and the 2003 Session of the General Assembly, and complete its work by November 30, 2003, and submit its final written findings and recommendations to the 2004 Session of the General Assembly.

II. FIRST AND SECOND YEARS OF STUDY

Consistent with its legislative directive, the Commission met five times in 2002, receiving testimony from school administrators, education experts, and representatives of state and national education leadership organizations. The Commission's 2003 Interim Report, House Document No. 14, included six recommendations:

Recommendation 1: *That the Board of Education, by October 1, 2003, examine and revise its administrative licensure requirements to ensure alignment with the evaluation criteria for principals, administrators, and central office instructional personnel as set forth in the Board's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents.*

Recommendation 2: *That the Board of Education and the State Council of Higher Education coordinate to ensure that the performance and leadership standards described in the Board's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents are reflected in preparation and training programs for principals and superintendents in institutions of higher education.*

- **This recommendation was supported by HJR 608 (Hamilton), which was passed by the 2003 Session.**

Recommendation 3: *That the Board of Education and the State Council of Higher Education develop guidelines for mentorships for administrators within approved administrator training programs.*

Recommendation 4: *That approved higher education programs, in collaboration with school divisions, develop and implement models for internships for aspiring principals and assistant principals.*

Recommendation 5: *That the Board of Education review its regulations as may be necessary to incorporate an alternative licensure route for principals and assistant principals that recognizes the various and particular skills required for the particular functions of such positions as well as potential alternative sources of training for such licensure.*

Recommendation 6: *That, recognizing that personnel decisions such as hiring and termination of personnel are administrative, not policy, decisions, Article VIII, Section 7, of the Virginia Constitution be amended to authorize the General Assembly to provide by law for the delegation of school board authority over the hiring and termination of instructional personnel.*

- **This recommendation was supported by HJ 570 (Hamilton), which was tabled by the House Committee on Privileges and Elections (21-Y 0-N) during the 2003 Session.**

Delving further into potential methods of ensuring effective preparation and ongoing professional development for school leaders in its second year of study, the Commission met three times in 2003. Having received invaluable input from representatives of the Task Force

to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders, professional organizations, and education leaders, the Commission agreed upon the following recommendations, based upon the recommendations of the Task Force, as revised and presented in its 2004 report, House Document No. 4:

Recommendation 1: *That the Board of Education develop and approve a model core curriculum for principal preparation programs that is consistent with the administrator performance standards and evaluation criteria established by the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents.*

Recommendation 2: *That the Board of Education revise its regulations for the initial licensure of principals to require a comprehensive internship, including minimum content and activity standards and clock hour requirements, and that joint supervision would be the responsibility of participating school divisions and partnerships with institutions as a component of the initial school leadership program.*

Recommendation 3: *That the Virginia public institutions of higher education ensure that adjunct faculty members are an integral part of their respective school leadership programs.*

Recommendation 4: *That the Board of Education revise its current evaluation processes for the continuing accreditation of principal preparation programs to incorporate objective and uniform standards for and to assess the effectiveness of such programs.*

Recommendation 5: *That the Board of Education require, as a condition of initial licensure as a principal and other school leaders, as may be appropriate, passage of the School Leaders Licensure Assessment (SLLA).*

- **This recommendation was supported by HB 573 (Hamilton); unanimously passed by the 2004 General Assembly, and signed by Governor Warner on March 11, 2004.**

Recommendation 6: *That school divisions, institutions of higher education, professional education organizations, and other entities be encouraged to establish local and regional leadership academies to prepare and support school leaders and to continue to provide ongoing high quality professional development.*

Recommendation 7: *That school divisions be encouraged to implement induction/mentor programs for school leaders.*

Recommendation 8: *That the Board of Education study the feasibility of establishing a two-tier licensure system focusing on initial preparation and proven student and school achievement and report its findings to the Commission or the House Committee on Education and the Senate Committee on Education, as the case may be, before the 2005 Session.*

Recommendation 9: *That the Board of Education develop a marketing campaign to inform the public about the complex role of school administrators in fostering student and school achievement.*

Recommendation 10: *That the Commonwealth and its school divisions provide compensation for school leaders that is commensurate with the complex demands of the job.*

Recommendation 11: *That institutions of higher education, local school divisions, professional associations, and other entities be encouraged to provide high-quality professional development based on best practices, including targeted training activities in which school leaders and leaders from other enterprises study leadership issues together.*

Recommendation 12: *That institutions of higher education, local school divisions, professional associations, and other entities collaborate to ensure that principal preparation programs reflect the service demands of the region to be served.*

Recommendation 13: *That the Board of Education review its regulations as may be necessary to determine the feasibility of incorporating an alternative licensure route for principals and assistant principals that recognizes the various and particular skills required for the particular functions of such positions as well as potential alternative sources of training for such licensure.*

- **The 2004 Session unanimously passed HJR 123 (Hamilton) to effectuate this recommendation.**

Recommendation 14: *That the work of the Commission be continued for one year, to receive reports and information regarding the Board's recommendations regarding alternative licensure routes and a two-tiered licensure system, and that, if the Commission is not continued by the 2004 Session, that the Board report its findings and recommendations to the House Committee on Education and the Senate Committee on Education and Health prior to the 2005 Session.*

- **The 2004 Session unanimously passed HJR 124 (Hamilton), authorizing one additional meeting for the Commission in 2004.**

III. THIRD YEAR OF STUDY

Updates on selected 2004 legislative actions figured prominently in the Commission's 2004 meeting. As charged by HJR 124 in 2004, the Commission received "reports and information regarding the Board's recommendations regarding alternative licensure routes and a two-tiered licensure system...."

Turnaround Specialists

HB 576 (Hamilton), adopted by the 2004 Session of the General Assembly, authorized local school boards to employ turnaround specialists to address conditions at a public school that may impede educational progress and academic success. The bill also authorized local school boards to offer increased retirement benefits and compensation to turnaround

specialists and licensed instructional personnel teaching in a subject matter in grades six, seven, or eight under a middle school critical shortage program adopted by the State Board of Education. Dr. Linda Wallinger, Assistant Superintendent for Instruction, Virginia Department of Education, and Dr. Tierney Temple-Fairchild, Executive Director, University of Virginia Partnership for Leaders in Education, described the turnaround specialist initiative, a component of Governor Warner's Education for a Lifetime program. This executive training program is designed to help school administrators become "turnaround specialists"--individuals specially trained to "turn around" consistently low-performing schools. The initiative addresses school leaders in those schools that have not achieved accreditation or have failed to reach Adequate Yearly Progress (AYP) as required by the federal No Child Left Behind Act (NCLB) for two consecutive years.

The University of Virginia's Darden Graduate School of Business Administration and the Curry School of Education have collaborated to create the Partnership for Leaders in Education. This pairing successfully bid for the Department's request for proposals in implementing the turnaround specialist training program. Applying business principles to struggling schools, the initiative provides not an additional license for school administrators, but a credential. Aided by a digital forum and online case studies by Microsoft Corporation and the expertise of Dr. Harlan Platt of Northeastern University and School Turnaround of the Rensselaerville Institute, the training program is also designed for replication nationwide.

In 2004, 10 school administrators from the Commonwealth's public schools will participate in nine days of training within the three-part, performance-based program. Supported by \$1.4 million over a two-year period, the training program will aid an additional 10 school administrators in its second year. Within the initial cohort of program participants, three have already demonstrated "turnaround" capabilities, while seven have clearly displayed emerging skills in leading a struggling school. Factors considered in participant selection were the individual's energy, personal responsibility, action premise, result orientation, reliance on others, and knowledge and love of schools.

Basic training features a five-day residential program at the Darden School. Included in this training are characteristics of high-performing organizations, analysis of low-performing schools, and the development of a school turnaround plan. Participants receive a Level I School Turnaround Credential upon completion of this initial component. Subsequently, a district leadership academy--a one-day program (again, at the Darden School)--prepares a team of school division, school, and community leaders in the relevant division to receive the turnaround specialist's strategic plan. A Turnaround Leadership Institute, comprised of a three-day residential program at Darden, immediately follows the academy component. This component addresses the turnaround specialists and members of their respective turnaround teams. The specialists receive a Level II Turnaround Specialist credential. A support network, follow-up training, web conferences, and site visits then guide and assist the participants in the implementation of turnaround strategies. A yearend assessment conference allows participants to report on school progress. Successful participants receive the Level III Turnaround Specialist Credential.

Training and Licensure of Principals

Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education and Licensure, Virginia Department of Education, reported on the implementation of various 2004 Commission recommendations directed to the Board of Education. The 2004 Session adopted HB 573 (Hamilton; Recommendation 5), directing the Board of Education to require, as a condition of initial licensure of principals and other school leaders, as may be appropriate, passage of the School Leaders Licensure Assessment (SLLA). The SLLA is a six-hour constructed response assessment for the licensure of school principals and assistant principals or vice-principals. The assessment was developed and is administered by the Educational Testing Service and is based on the standards of the Interstate School Leader's Licensure Consortium (ISLLC). Alaska, Arkansas, Kentucky, Maryland, Mississippi, Missouri, and North Carolina currently use the SLLA. Currently, Virginia offers passage of the SLLA as an option for persons seeking licensure as a principal; individuals may complete an internship as an alternative to the test (8 VAC 20-21-580 D 3).

Earlier this year, a score review panel recommended an SLLA cut-score of 165 for the Commonwealth; the Advisory Board for Teacher Education and Licensure (ABTEL) approved this recommendation in September 2004. The Board of Education approved this recommended cut-score on November 17, 2004; changes to regulations must progress through the notice and hearing requirements of the Administrative Process Act (APA).

SLLA Passing Scores and Projected Pass Rates (by state)

State	Passing Score	Projected Pass Rate*
Arkansas (adopted and effective 1/1/02)	158	97%
California (adopted 12/02)	173	67%
Connecticut	161	95%
Indiana (adopted 2/8/02; effective 1/1/03)	158 (effective 2/8/02-12/31/04); 165 (effective 1/1/05)	97% 89%
Kentucky (adopted 10/99; effective 1/00)	155	98% (actual pass rates are 2000-2001: 99%; 2001-2002 and 2002-2003: 100%)
Maine (adopted 2004)	168	83%
Maryland (adopted and effective 1997)	157	98% (state is currently reviewing score)
Mississippi (adopted and effective 1997)	154	99%
Missouri (effective 1998)	158 (1998) 161 (2001) 164 (since 1/2004)	— — 91% (actual pass rate for 2004 was 95.65%)
New Jersey	148	100%
North Carolina (adopted 10/97; effective 1/98)	155	98%
Pennsylvania (adopted and effective 9/02)	159	96%
Tennessee	156	98%

*Projected pass rates are calculated using data collected across all the user states between 10/01 and 7/04, not just candidates from the within the state listed. The following statistics are taken from that sample:

Total number of test takers: 12,465; Minimum observed score: 122; Maximum observed score: 200; Median: 176; 25th percentile: 170; 75th percentile: 182; Mean: 175.7; Standard deviation: 8.8

Also adopted by the 2004 Session was HJR 123 (Hamilton; Recommendation 13), requesting the Board of Education to review its regulations as may be necessary to incorporate an alternative licensure route for principals and assistant principals. Other related Commission recommendations included a model core curriculum for principal preparation programs (Recommendation 1); internships (Recommendation 2); evaluation processes and accreditation of principal preparation program (Recommendation 4); a two-tiered licensure system (Recommendation 8); and a marketing campaign for the principalship (Recommendation 9). Many of these issues will figure in the Board of Education's deliberations in complying with HJR 123. Dr. Elliott reported that Arkansas, Kentucky, Louisiana, Maryland, and Ohio currently have tiered licensure systems; these systems may include an initial licensure phase and a subsequent level of licensure based on a job performance or induction component. The Board of Education expects to receive a task force report on this issue in time to meet its 2005 Session reporting requirement.

SAELP Grants

Reporting on the status of the State Action for Educational Leadership Project (SAELP) grants, Commission member Dr. William C. Boshier, Jr., Executive Director, Commonwealth Educational Policy Institute, and Dean of the School of Education, Virginia Commonwealth University noted that Virginia was one of only 15 states to receive such a grant from the Wallace-Reader's Digest Funds. During the first phase of the grants, \$250,000 supported leadership summits and initiatives in five Virginia school divisions. The second phase of the Virginia grant, totaling \$600,000, includes funding for the turnaround specialist initiative as well as for efforts that address the alignment of training programs. He indicated that future principal preparation programs may not remain within the sole jurisdiction of higher education; school divisions, universities, and other entities may combine resources to offer other approaches.

2004 Budget: Education Leadership Grants

The 2004-06 biennial budget (Item 144 E 5a) appropriates \$500,000 each year for "competitive grants of \$100,000 each to be awarded to school divisions which demonstrate a partnership agreement with a Virginia institution of higher learning and/or other entity for a defined leadership development training program that addresses the leadership standards established for such training as defined by the Board of Education." The Department of Education was to establish the guidelines for school divisions to apply for these grants. Awards for five partnerships between school divisions, higher education, and other entities were announced in October 2004.

- **The Principalship Education Plan (PEP)** serves the Counties of Carroll, Floyd, Giles, Grayson, Patrick, Pulaski, and Wythe, and the City of Galax. The initiative reflects a partnership between the school divisions, Radford University, the Western Virginia Public Education Consortium, and the National Association of Secondary Principals. According to Dr. William Flora, Assistant Professor of Education Studies, Radford University, PEP will, among other things, provide modules aligned with

ISLLC standards, include a pre-and post-assessment component, and an individualized approach to training for school administrators.

- **The Leadership Preparation Academy**, a partnership between Virginia Commonwealth University, the City of Hopewell, and Prince George County, has been expanded to include Sussex and Charles City Counties. The Academy will assist 24 candidates achieve endorsements in school administration. Training will also be offered to current administrators who wish to enhance their skills. As noted by Dr. Winston O. Odom, Superintendent, Hopewell City Public Schools, the participation by business partners such as Honeywell, Ace Corporation, and Logistics Management Corporation will provide focus on organizational change and teambuilding.
- **The Leadership Academy for Aspiring School Leaders** is shared by Newport News Public Schools, Old Dominion University, the Urban Learning and Leadership Center, and the Harnessing Optimism and Potential Through Education (HOPE) Foundation. This initiative will develop existing leadership capacity by focusing on 50 highly qualified teachers with (i) at least three years' experience in the school division; (ii) a master's degree; and (iii) demonstrated leadership potential and interest. Participants may be nominated or "tapped"; the tapping individual then serves as a mentor. Susan Piland, Director, Staff Development, Newport News Public Schools, stated that eight full-day seminars and a three-day summit will train 25 participants each of two years.
- **Aligning Leadership Investment and Growth Now (ALIGN)** will partner the Counties of Amelia, Appomattox, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward with Longwood University and the University of Virginia. Pamela J. Wright, Southside Virginia "NCLB" Partnership Office of Nottoway County Public Schools, reported that this leadership training program will offer shared colloquia, Saturday gatherings, summer leadership components, and mentors for 36 current and aspiring school administrators.
- **Leaders Mentoring Leaders: Pre- Administrator/Administrator Mentoring**, described by Dr. Charles Spivey, Organizational Development Specialist, Virginia Beach City Public Schools, is the product of a partnership among Virginia Beach, Old Dominion University, and the Adele Lynn Leadership Group. This program will combine job-embedded practical experiences with mentoring for 90 mentors and protégés.

IV. CONCLUSION AND RECOMMENDATION

Acknowledging that its work as a commission had concluded, the Commission made the following final recommendation:

Recommendation: *That the House Committee on Education and the Senate Committee on Education and Health, as well as the relevant standing subcommittees of the House Appropriations and Senate Finance Committees, monitor and review regularly the critical*

issues surrounding educational leadership, including, but not limited to, training, induction, licensure, and fiscal resources.

Respectfully submitted,
The Commission to Review, Study, and Reform Educational Leadership

2002 MEETINGS OF THE HJR 20/SJR 58 COMMISSION

First Meeting ~ June 27, 2002--Richmond

Election of Chairman, Vice Chairman; Review of background report: Kathleen G. Harris, Senior Attorney, Division of Legislative Services; Review of State Action for Education Leadership Project (SAELP) grant and work of Commonwealth Educational Policy Institute (CEPI): Dr. William C. Boshier, Jr., Executive Director, CEPI, and HJR 20 Commission member; Review of workplan; discussion.

Second Meeting ~ July 15, 2002--Richmond

Challenges Facing Education Leadership and Suggestions for Change: Ms. Janet Hudgens, Assistant Director, Principals' Executive Program, University of North Carolina at Chapel Hill; Elizabeth L. Hale, President, Institute for Educational Leadership (Washington, D.C.) (*Leadership for Student Learning: Reinventing the Principalship ~ School Leadership for the 21st Century Initiative, A Report of the Task Force on the Principalship* (October 2000)); Wayne Martin, Special Assistant to the Executive Director, Council of Chief State School Officers (Washington, D.C.); Representatives of Virginia Association of Elementary School Principals; Virginia Association of Secondary School Principals; Virginia Association of School Superintendents; Virginia School Boards Association; Virginia Education Association.

Third Meeting ~ September 20, 2002--Richmond

Gene Bottoms, Senior Vice President, Southern Regional Education Board (SREB) *Preparing a New Breed of School Principals: It's Time for Action*; Dr. Thomas A. Elliott, Assistant Superintendent, Teacher Education and Licensure, Virginia Department of Education; Update on activities of DOE/SCHEV Task Force on Preparation of Education Leaders/Current Preparation and Licensure Requirements for Principals and Superintendents/Leadership Standards; Working Lunch; Work Session; Discussion of potential recommendations and issues for further study.

Fourth Meeting ~ October 18, 2002-- Richmond

Representatives of *Achievable Dream* Urban School Learning and Leadership Institute (Newport News): Efforts in Training Educators and Administrators in Closing the Achievement Gap; Dr. Thelma Spencer, Chief Operating Officer; Mr. Richard Coleman, Principal, An Achievable Dream Academy; Mr. John Hodge, Director, An Achievable Dream; Dr. Michael Rettig, Program Coordinator, Educational Leadership Program, School of Education, James Madison University; Briefing: *School Leadership in an Era of Accountability*, a report commissioned by CEPI and funded by SAELP for use by the Commission and the CEPI Task Force--Authors and presenters: Pamela Tucker, Assistant Professor, University of Virginia; Megan Tschannen-Moran, Assistant Professor, College of William & Mary.

Fifth Meeting ~ November 15, 2002-- Richmond

Work Session.

2003 MEETINGS OF THE HJR 20/SJR 58 COMMISSION

First Meeting ~ June 27, 2003--Richmond

Presentation by Andy Cole, Director, and Gretchen Portwood, Project Manager for Learning, Empowering, Assessing, and Developing (LEAD) Fairfax project; Update on SAELP grant implementation: Dr. William C. Boshier, Jr., Dean, School of Education, Virginia Commonwealth University, and Executive Director, Commonwealth Education Policy Institute (CEPI); Update on Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders (Department of Education and SCHEV): Phyllis Palmiero, Executive Director, SCHEV; Work Session; review of 2002 actions and updated study outline.

Second Meeting ~ September 16, 2003--Richmond

Presentation: Principal Academy ~ A Potential Model for Virginia: Dr. Thomas Shortt, Virginia Association of Elementary School Principals; Update on SAELP grant implementation: Dr. William C. Boshier, Jr., Dean, School of Education, Virginia Commonwealth University, and Executive Director, Commonwealth Education Policy Institute (CEPI); Update on Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders (Department of Education and SCHEV): Dr. Jo Lynne DeMary, Superintendent of Public Instruction; Presentation of surveys regarding administrative licensure graduates and professional development for superintendents: Dr. James McMillan, Metropolitan Educational Research Consortium (MERC)/CEPI.

Third/Final Meeting ~ November 17, 2003--Richmond

Curry-Darden Educational Leadership Program: Dr. June West, Progress Faculty Leader, Assistant Professor of Business Administration, Darden Graduate School of Business Administration, University of Virginia; Dr. Tierney Temple-Fairchild, Director, University of Virginia Partnership for Leaders in Education; Virginia Commonwealth University-Henrico Public Schools Collaboration: Dr. William C. Boshier, Jr., Dean, School of Education, Virginia Commonwealth University, and Executive Director, Commonwealth Education Policy Institute (CEPI); Dr. Mark Edwards, Superintendent, Henrico County Public Schools; Old Dominion University-Virginia Beach Public Schools Collaboration: Dr. William Owings, Graduate Program Director, Educational Administration, Darden College of Education, Old Dominion University; Mrs. Betsy Taylor, Virginia Beach Public Schools; Final report and recommendations of Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders (Department of Education and SCHEV): Dr. Jo Lynne DeMary, Superintendent of Public Instruction; Response to Task Force recommendations: Megan Tschannen-Moran, President, Virginia Professors of Educational Leadership, Assistant Professor, School of Education (Educational Policy, Planning, and Leadership), The College of William and Mary; work session; development of final recommendations.

2004 MEETING OF THE HJR 124 COMMISSION

Meeting ~ November 29, 2004-- Richmond

Turnaround Specialists (HB 576 (2004--Hamilton)): Dr. Linda Wallinger, Assistant Superintendent for Instruction, Virginia Department of Education, and Dr. Tierney Temple-Fairchild, Executive Director, University of Virginia Partnership for Leaders in Education (also present were Ben Sayeski, Senior Project Director, University of Virginia Partnership for Leaders in Education, and LeAnn Buntrock, Project Manager, University of Virginia Partnership for Leaders in Education); Progress reports: Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education and Licensure, Virginia Department of Education: Recommendation 5/HB 573 (School Leaders Licensure Assessment (SLLA)); (Recommendation 13/HJR 123 (Alternative Licensure); Recommendation 1: Model core curriculum for principal preparation programs; Recommendation 2: Internship; Recommendation 4: Evaluation processes and accreditation of principal preparation programs; Recommendation 8: Two-tiered licensure system; Recommendation 9: Marketing campaign; Status of SAELP grants: Dr. William C. Boshier, Jr., Executive Director, Commonwealth Educational Policy Institute, and Dean of the School of Education, Virginia Commonwealth University; Implementation of selected Leadership Grant Awards: Principalship Education Plan (PEP), Dr. William Flora, Assistant Professor of Education Studies, Radford University; Leadership Preparation Academy, Dr. Winston O. Odom, Superintendent, Hopewell City Public Schools; Leadership Academy for Aspiring School Leaders, Susan Piland, Director, Staff Development, Newport News Public Schools; Aligning Leadership Investment and Growth Now (ALIGN), Pamela J. Wright, Southside Virginia No Child Left Behind Partnership Office, Nottoway County Public Schools; Leaders Mentoring Leaders: Pre- Administrator/Administrator Mentoring, Dr. Charles Spivey, Organizational Development Specialist, Virginia Beach City Public Schools.

HOUSE JOINT RESOLUTION NO. 124

Continuing the Commission to Review, Study, and Reform Educational Leadership. Report.

Agreed to by the House of Delegates, February 17, 2004
Agreed to by the Senate, March 9, 2004

WHEREAS, House Joint Resolution No. 20 (2002) and Senate Joint Resolution No. 58 (2002) established the Commission to Review, Study, and Reform Educational Leadership; and

WHEREAS, acknowledging that "effective leadership is inextricably linked to excellence in public education and student academic achievement in our public schools," the original resolutions cited the Standards of Accreditation designation of the principal as the "instructional leader of the school ...[who is] responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources"; and

WHEREAS, supporting the Commission's initial work was one of only 15 National State Action for Educational Leadership Project (SAELP) grants from the Wallace Reader's Digest Funds, sought by and awarded to the Commonwealth and implemented in cooperation with the Commonwealth Educational Policy Institute (CEPI) at Virginia Commonwealth University in January 2002 on behalf of the Department of Education and the Commonwealth; and

WHEREAS, pursuant to HJR 20 and SJR 58, the General Assembly assigned the 21-member Commission a number of responsibilities, specifically, to "(i) evaluate the policy environment for educational leadership; (ii) propose necessary statutory amendments or changes based on research, surveys, analysis and review of pertinent laws, guidelines, policies, regulations and practices; (iii) communicate regularly to the Board of Education any relevant findings with recommendations for needed regulatory action; and (iv) provide a forum for educational leaders to report to the commission the challenges of, and impact on, their work"; and

WHEREAS, the Commission met five times in 2002, receiving testimony from school administrators, education experts, and representatives of state and national education leadership organizations, and its 2003 Interim Report, House Document No. 14, included six recommendations; and

WHEREAS, delving further into potential methods of ensuring effective preparation and ongoing professional development for school leaders in its second year of study, the Commission met three times in 2003, and received invaluable input from representatives of the Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders, professional organizations, and education leaders; and

WHEREAS, while the Commission has addressed a broad range of issues, including identification and cultivation of potential principals; credit toward probationary service for out-of-state service and other recruitment and retention incentives; increased staffing levels; job-sharing and potential delegations of authority; additional assistance for struggling schools; licensure and internships; and principals' academies, additional issues remain outstanding that necessitate the continuation of the Commission's efforts; and

WHEREAS, among the Commission's 14 recommendations set forth in its 2004 report, House Document No. 4, was to continue its work in 2004 to receive reports and information regarding the recommendations of the Board of Education regarding alternative licensure routes and a two-tiered licensure system, and that, if the Commission is not continued by the 2004 Session, that the Board report its findings and recommendations to the House Committee on Education and the Senate Committee on Education and Health prior to the 2005 Session; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Commission to Review, Study, and Reform Educational Leadership be continued.

The Commission shall consist of 21 members that include eight legislative members, three nonlegislative citizen members, and 10 ex officio members. Members shall be appointed as follows: five members of the House of Delegates to be appointed by the Speaker of the House of Delegates in accordance with the principles of proportional representation contained in the Rules of the House of Delegates and one president of a Virginia public four-year institution of higher education and one practicing assistant principal actively employed by a Virginia local school board or their designees to be appointed by the Speaker of the House of Delegates. Current members appointed by the Senate Committee on Rules and ex officio members shall continue to serve.

The Secretary of Education, the President of the Board of Education, the Superintendent of Public Instruction, the Director of the State Council of Higher Education for Virginia or their designees, the Executive Director of the Commonwealth Educational Policy Institute at Virginia Commonwealth University, the Virginia Teacher of the Year, the three Virginia Principals of the Year for 2002, one each representing the elementary, middle, and high school levels, and the Virginia Superintendent of the Year 2002, shall serve ex officio with full voting privileges. The chairman of the Commission shall be a member of the General Assembly of Virginia.

Vacancies shall be filled by the original appointing authority. Nonlegislative citizen members of the Commission shall be citizens of the Commonwealth of Virginia. Unless otherwise approved in writing by the chairman of the Commission and the respective Clerk, nonlegislative citizen members shall only be reimbursed for travel originating and ending within the Commonwealth of Virginia for the purpose of attending meetings. If a companion joint resolution of the other chamber is agreed to, written authorization of both Clerks shall be required.

In conducting its study, the Commission shall (i) receive reports and information regarding Board of Education recommendations regarding alternative licensure routes and a two-tiered licensure system; and (ii) examine such other issues as it deems appropriate.

Administrative staff support shall continue to be provided by the Office of the Clerk of the House of Delegates. Legal, research, policy analysis, and other services as requested by the Commission shall continue to be provided by the Division of Legislative Services. All agencies of the Commonwealth shall provide assistance to the Commission for this study, upon request.

The Commission shall be limited to four meetings for the 2004 interim, and the direct costs of this study shall not exceed \$10,000 without approval as set out in this resolution. Approval for unbudgeted nonmember-related expenses shall require the written authorization of the chairman of the Commission and the respective Clerk. If a companion joint resolution of the other chamber is agreed to, written authorization of both Clerks shall be required.

No recommendation of the Commission shall be adopted if a majority of the House members or a majority of the Senate members appointed to the Commission (i) vote against the recommendation and (ii) vote for the recommendation to fail notwithstanding the majority vote of the Commission.

The Commission shall complete its meetings by November 30, 2004, and the chairman shall submit to the Division of Legislative Automated Systems an executive summary of its findings and recommendations no later than the first day of the 2005 Regular Session of the General Assembly. The executive summary shall state whether the Commission intends to submit to the General Assembly and the Governor a report of its findings and recommendations for publication as a document. The executive summary and report shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's website.

Implementation of this resolution is subject to subsequent approval and certification by the Joint Rules Committee. The Committee may approve or disapprove expenditures for this study, extend or delay the period for the conduct of the study, or authorize additional meetings during the 2004 interim.

HOUSE JOINT RESOLUTION NO. 20

Establishing a commission to review, study and reform educational leadership.

Agreed to by the House of Delegates, February 12, 2002

Agreed to by the Senate, March 5, 2002

WHEREAS, effective leadership is inextricably linked to excellence in public education and student academic achievement in our public schools; and

WHEREAS, the Standards of Accreditation acknowledge that the principal is the "instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources"; and

WHEREAS, the Standards of Accreditation also recognize the "critically important role of principals to the success of public schools and the students who attend those schools"; and

WHEREAS, the differing roles and responsibilities of division superintendents, principals, assistant principals, and teachers for providing a system of public education of the highest quality merit ongoing consideration and review as the Commonwealth strives to provide opportunities for learning and achievement for all students; and

WHEREAS, in pursuing efforts to continually improve educational leadership in Virginia public schools, the Commonwealth Educational Policy Institute (CEPI) at Virginia Commonwealth University, on behalf of the Department of Education and the Commonwealth, sought and was awarded one of 15 National State Action for Educational Leadership Project (SAELP) grants from the Wallace Reader's Digest Funds; and

WHEREAS, CEPI held three summits on educational leadership, embracing the input of participants from the Governor's Office, the Board of Education, the State Superintendent of Public Instruction, members of the General Assembly, and educational stakeholders and practitioners; and

WHEREAS, prompted by concerns regarding the changing roles and demands of educational leaders and the shortage of educational leaders in low-performing schools, the CEPI summit recommended, among other things, the formation of a legislative commission on educational leadership; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That a commission be established to review, study and reform educational leadership. The commission shall be composed of 21 members as follows: 5 members of the House of Delegates to be appointed by the Speaker of the House in accordance with the principles of proportional representation contained in the Rules of the House of Delegates; 3 members of the Senate to be appointed by the Senate Committee on Privileges and Elections; 1 president of a Virginia public four-year institution of higher education and 1 practicing assistant principal actively employed by a Virginia local school board or their designees to be appointed by the Speaker of the House; 1 dean of a school of education of a Virginia public institution of higher education or his designee to be appointed by the Senate Committee on Privileges and Elections; the Secretary of Education, the President of the Board of Education, the Superintendent of Public Instruction, the Director of the State Council of Higher Education for Virginia or their designees, the Executive Director of the Commonwealth Educational Policy Institute at Virginia Commonwealth University, the Virginia Teacher of the Year, the 3 Virginia Principals of the Year, 1 each representing the elementary, middle, and high school levels, and the Virginia Superintendent of the Year, all to serve ex officio with full voting privileges. The chairman of the commission shall be a member of the General Assembly of Virginia.

In conducting its study, the commission shall, among other things, (i) evaluate the policy environment for educational leadership; (ii) propose necessary statutory amendments or changes based on research, surveys, analysis and review of pertinent laws, guidelines, policies, regulations and practices; (iii) communicate regularly with the Board of Education any relevant findings with recommendations for needed regulatory action; and (iv) provide a forum for educational leaders to report the challenges and effect of their work to the commission.

The direct costs of this study shall not exceed \$10,000, in each year of the study. Other expenses of the commission shall be paid from the \$25,000 in State Action for Educational Leadership Project grants from the Wallace Reader's Digest Funds that the Commonwealth Educational Policy Institute shall provide to defray the costs of such expenses.

The Division of Legislative Services shall provide staff support for the study. The Commonwealth Educational Policy Institute shall provide technical assistance for the study. All agencies of the Commonwealth shall provide assistance to the commission, upon request.

The commission shall submit an interim report of its findings and recommendations to the Governor and the 2003 Session of the General Assembly, and shall complete its work by November 30, 2003, and submit its final written findings and recommendations to the 2004 Session of the General Assembly, as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

Implementation of this resolution is subject to subsequent approval and certification by the Joint Rules Committee. The Committee may withhold expenditures or delay the period for the conduct of the study.

SENATE JOINT RESOLUTION NO. 58

Establishing a commission to review, study and reform educational leadership.

Agreed to by the Senate, February 11, 2002
Agreed to by the House of Delegates, March 5, 2002

WHEREAS, inextricably linked to excellence in public education and student academic achievement in our public schools is effective leadership; and

WHEREAS, the Standards of Accreditation acknowledge that the principal is the "instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources"; and

WHEREAS, the Standards of Accreditation also recognize the "critically important role of principals to the success of public schools and the students who attend those schools"; and

WHEREAS, the differing roles and responsibilities of division superintendents, principals, assistant principals, and teachers for providing a system of public education of the highest quality merits ongoing consideration and review as the Commonwealth strives to provide opportunities for learning and achievement for all students; and

WHEREAS, in pursuing efforts to continually improve educational leadership in Virginia public schools, the Commonwealth Educational Policy Institute (CEPI) at Virginia Commonwealth University, on behalf of the Virginia Department of Education and the Commonwealth, sought and was awarded one of 15 National State Action for Educational Leadership Project (SAELP) grants from the Wallace Reader's Digest Funds; and

WHEREAS, CEPI held three summits on educational leadership, embracing the input of participants from the Governor's Office, the Board of Education, the State Superintendent of Public Instruction, members of the General Assembly, and educational stakeholders and practitioners; and

WHEREAS, prompted by concerns regarding the changing roles and demands of educational leaders and the shortage of educational leaders in low-performing schools, the CEPI summit recommended, among other things, the formation of a legislative commission on educational leadership; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That a commission be established to review, study and reform educational leadership. The commission shall be composed of 21 members as follows: three members of the Senate, to be appointed by the Senate Committee on Privileges and Elections; five members of the House of Delegates, to be appointed by the Speaker of the House, in accordance with the principles of proportional representation contained in the Rules of the House of Delegates; one dean of a school of education of a Virginia public institution of higher education or his designee, to be appointed by the Senate Committee on Privileges and Elections; one president of a Virginia public four-year institution of higher education and one practicing assistant principal actively employed by a Virginia local school board or their designees, to be appointed by the Speaker of the House; the Secretary of Education, the President of the Board of Education, the Superintendent of Public Instruction, the Director of the State Council of Higher Education or their designees, the Executive Director of the Commonwealth Educational Policy Institute at Virginia Commonwealth University, the Virginia Teacher of the Year, the three Virginia Principals of the Year, one each representing the elementary, middle, and high school levels, and the Virginia Superintendent of the Year, all to serve ex officio with full voting privileges. The chairman of the commission shall be a member of the General Assembly of Virginia.

In conducting its study, the commission shall, among other things, (i) evaluate the policy environment for educational leadership; (ii) propose necessary statutory amendments or changes based on research, surveys, analysis and review of pertinent laws, guidelines, policies, regulations and practices; (iii) communicate regularly with the Board of Education any relevant findings with recommendations for needed regulatory action; and (iv) provide a forum for educational leaders to report the challenges and effect of their work to the commission.

The direct costs of this study shall not exceed \$10,000, in each year of the study. Other expenses of the commission shall be paid from the \$25,000 in State Action for Educational Leadership Project grants from the Wallace Reader's Digest Funds that the Commonwealth Educational Policy Institute shall provide to defray the costs of such expenses.

The Division of Legislative Services shall provide staff support for the study. The Commonwealth Educational Policy Institute shall provide technical assistance for the study. All agencies of the Commonwealth shall provide assistance to the commission, upon request.

The commission shall submit an interim report of its findings and recommendations to the Governor and the 2003 Session of the General Assembly, and shall complete its work by November 30, 2003, and submit its final written findings and recommendations to the 2004 Session of the General Assembly, as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

Implementation of this resolution is subject to subsequent approval and certification by the Joint Rules Committee. The Committee may withhold expenditures or delay the period for the conduct of the study.

HOUSE JOINT RESOLUTION NO. 147

Offered January 9, 2002

Prefiled January 9, 2002

Establishing a commission to review, study and reform educational leadership.

WHEREAS, inextricably linked to excellence in public education and student academic achievement in our public schools is effective leadership; and

WHEREAS, the Standards of Accreditation acknowledge that the principal is the "instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources"; and

WHEREAS, the Standards of Accreditation also recognize the "critically important role of principals to the success of public schools and the students who attend those schools"; and

WHEREAS, the differing roles and responsibilities of division superintendents, principals, assistant principals, and teachers for providing a system of public education of the highest quality merit ongoing consideration and review as the Commonwealth strives to provide opportunities for learning and achievement for all students; and

WHEREAS, in pursuing efforts to continually improve educational leadership in Virginia public schools, the Commonwealth of Virginia sought and was awarded one of 15 National State Action for Educational Leadership Project (SAELP) grants from the Wallace Readers Digest Funds, and the Commonwealth Educational Policy Institute (CEPI), on behalf of the Virginia Department of Education, directed this grant; and

WHEREAS, CEPI held three summits on educational leadership, embracing the input of participants from the Governor's Office, the Board of Education, the State Superintendent of Public Instruction, members of the General Assembly, and educational stakeholders and practitioners; and

WHEREAS, prompted by concerns regarding the changing roles and demands of educational leaders and the shortage of educational leaders in low-performing schools, the SAELP summit recommended, among other things, the formation of a legislative commission on educational leadership; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That a commission be established to review, study and reform educational leadership.

The commission shall be composed of 27 members as follows: eight members of the House of Delegates, to be appointed by the Speaker of the House, in accordance with the principles of proportional representation contained in the Rules of the House of Delegates; six members of the Senate, to be appointed by the Senate Committee on Privileges and Elections; one president of a Virginia public four-year institution of higher education or his/her designee, and one practicing assistant principal actively employed by a Virginia local school board, to be appointed by the Speaker of the House of Delegates; one dean of a school of education within a Virginia public institution of higher education or his/her designee, to be appointed by the Senate Committee on Privileges and Elections; the Secretary of Education or his/her designee; the President of the Board of Education or his designee; the Superintendent of Public Instruction or his/her designee; the Executive Director of the Commonwealth Educational Policy Institute; the executive director of the State Council of Higher Education for Virginia or his/her designee; the Virginia Teacher of the Year; the three Virginia Principals of the Year, one each at the elementary, middle, and high school levels; and the Virginia School Superintendent of the Year, to serve ex officio with full voting privileges.

The chair of the commission shall be jointly selected from among the legislative members of the commission by the Speaker of the House of Delegates and the Senate Committee on Privileges and Elections. The executive director of the Commonwealth Educational Policy Institute shall serve as vice-chair.

In conducting its study, the commission shall, among other things, (i) evaluate the policy environment for educational leadership; (ii) propose necessary statutory amendments or changes based on research, surveys, analysis and review of pertinent laws, guidelines, policies, regulations and practices; (iii) communicate regularly to the Board of Education any relevant findings with recommendations for needed regulatory action; and (iv) provide a forum for educational leaders to report to the Commission the challenges and impact of their work.

The direct costs of this study shall not exceed \$41,000. In addition, the CEPI, from the SAELP grant monies, shall contribute \$25,000 to the expenses of this Commission.

The Division of Legislative Services and the staff of the Commonwealth Educational Policy Institute shall provide staff support for the study. All agencies of the Commonwealth shall provide assistance to the commission, upon request.

The commission shall complete its first year of study by November 30, 2002, and shall submit an interim report, including its written findings and recommendations, to the Governor and the 2003 Session of the General Assembly, as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

The commission shall complete its work by November 30, 2003, and shall submit its final report, including its written findings and recommendations, to the Governor and the 2004 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

Implementation of this resolution is subject to subsequent approval and certification by the Joint Rules Committee. The Committee may withhold expenditures or delay the period for the conduct of the study.