Statewide Leadership Academies: 50-State Report
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Updated September 2006

Statewide Leadership Academies

This 50-state report of statewide leadership academies profiles those that are established in statute and offer services to school leaders across the state. The information for this report was collected via Web sites (state legislatures, state departments of education and academy Web sites); no interviews were conducted. Please send updates or additions to this information to Angela Baber at ababer@ecs.org.

Highlights

- Most programs are funded through a mixture of private-sector contributions, grant money and state funding. It remains to be seen whether many programs are sustainable after their founding grants expire.
- Curriculums vary widely across academies, but most academies use the Interstate School Leaders Licensure Consortium (ISLLC) standards for school leaders as a foundation and make alterations to the framework according to their state context.

State	Academy	Funding Streams	Partners	Curriculum	Outcomes	Notes
Alabama	Alabama Leadership Academy	Alabama Department of Education	The Alabama Leadership Academy (ALA) endeavors to maximize leadership capacity at the system and school level through an organization of regional leadership academies. ALA will pilot the state/regional cooperative academy concept in three areas of the state in 2005-06. Replication of the state/regional academy concept will begin in 2006-07 and will take three years to become a statewide initiative.	The Alabama Leadership Academy curriculum consists of 14 instructional modules created by the Southern Regional Education Board (SREB). Instructional strategies are embedded in a module structure that begins with an intensive workshop followed by school-based application, several more workshop application cycles and, finally, extended learning and follow-up at the school site that are supported and coached by local staff who have participated in the training with their school teams. Further information about the academy curriculum can be found on the department of education's Web site.	Specific information about outcomes could not be found. The overall goal of the academy is to increase the achievement of all students in Alabama by supporting the growth and development of superintendents, principals and teachers as leaders of instruction.	The Alabama Leadership Academy was invited to participate in the SREB's State Leadership Academy Network. www.alsde.edu /sections/Alabama_Leadership.htm
Alaska	Alaska Staff Development Network Leadership Academy	- Alaska Council of School Administrators - Alaska Association of Elementary School Principals - Alaska Association of Secondary School Principals - The Bill and Melinda Gates Foundation	- Alaska Staff Development Network (ASDN) - Alaska Council of School Administrator - Alaska Association of Elementary School Principals - Alaska Association of Secondary School Principals - The Bill and Melinda Gates Foundation	ASDN offers a variety of institutes for school leaders and school and district leadership teams. The 2nd Annual Summer Leadership Academy (2005) focused on five major themes over three days: understanding change, leadership for change, development of a collaborative culture at the school level, role of the district and sustaining reform. The Academy is for practicing school administrators.	Among other outcomes, the 2nd Annual Summer Leadership Academy is intended to help leaders identify cutting-edge practice and research on educational reform, deepen understanding of educational change and develop capacity for bringing about effective school, district and system reform.	ASDN is a statewide, nonprofit organization that provides staff development activities for K-12 educators and school administrators. (http://www.asdn.org/past_programs/2005_summer_leadership/)
Arizona	Arizona K-12 Center Leadership Institute for Technology (LIT)	- Bill and Melinda Gates Foundation	- Northern Arizona University The center's board of directors consists of 20 representatives from key segments of the education	LIT workshops are available to both public and private school principals and superintendents. Institutes provide the opportunity to develop strategies for increasing student achievement,	LIT's goal is to increase student achievement by providing technology workshops focused on best practice research models, change theory and technology integration in the classroom.	(http://azk12.nau.edu/)

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			community and support organizations, including: the governor's office, education committees, state university president, teachers, the Board of Regents, West Ed, the business community, universities and community colleges and multiple professional associations.	focus on systemic change, utilize assessment literacy to implement data-driven decisionmaking and create high-performance technological learning environments. Specific curriculum information could not be found.	Specific outcome information could not be found.	
Arkansas	Arkansas Leadership Academy	- Arkansas State Legislature - Fee for service - Grant funds	Established in 1991 and housed at the University of Arkansas, the Arkansas Leadership Academy is a nationally recognized statewide partnership of 13 universities; 9 professional associations; 15 educational cooperatives; the Arkansas departments of Education, Higher Education and Workforce Education; the Arkansas Educational Television Network, Tyson Foods, Inc; Wal*Mart Stores, Inc. and the Walton Family Foundation for a total of 44 Partners.	The academy offers seven institutes to prepare and support leaders, which include: a master principal institute, an intensive school support institute, individual institute, a team institute, teacher institute, a principal institute and coach training. The statute establishing the academy specifies that any school district in school improvement may be invited, strongly encouraged or required to participate in the program as provided in the rules of the state board of education. Further, the law requires participating schools to remain in the program for at least three consecutive school years. Details about the academy's curriculum are available on the academy's Web site.	The academy exists to: (1) build the leadership capacity of school and district personnel, with particular emphasis on hard to staff schools; (2) train a diverse school leadership team, including, but not limited to, the school principals and teachers; (3) provide a cadre of highly experienced, trained performance coaches to work in the school or school district on a regular basis; and (4) work with the school and school district staff, school board members, parents, community members and other stakeholders as necessary to provide a comprehensive support network that can continue the school's progress and improvement after completion of the Arkansas Leadership Academy's formal intervention and support. Specific outcomes for each institute are available on the academy's Web site. One notable policy is the provision for significant incentives upon completion of the Master School Principal Program and employment as a principal in a hard-to-staff school.	Among other national recognition that the academy has received, the Southern Regional Education Board (SREB) featured the Arkansas Leadership Academy in "Hungry for Leadership" as one of the most effective leadership development activities for professionals in the southern states region. SREB also named the Academy "an exemplary leadership development program" in 2000 and selected it as one of three funded academies

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						chosen for the SREB State Leadership Academy Network in 2001. http://www.arkleadership.org/index.htm http://www.arkleg.state.ar.us/ftproot/bills/2005/public/HB2434.pdf S.B 46 (1/03)
California	None found.	While a statewide leadership academy could not be found, AB 75 provides professional development funds for school administrators using California State Board of Education-approved providers. The Principal Training Program is administered by the California Department of Education and provides funding for Local Educational Agencies to provide quality professional development for school-site administrators. The program is collaboration among the California Department of Education, the State Board of Education, the Office of the Secretary of Education, the California County Superintendents Educational Services Association and the Bill and Melinda Gates Foundation (http://www.cde.ca.gov/pd/ai/pt/). The California Reading First Technical Assistance Center has established a State Board of Education-approved Principal Training Program under AB 75 to help principals serve as effective instructional leaders. The program institutes are for principals and assistant principals from districts that have formalized partnerships with the Center. Further information is available on the program's Web site (http://csbe.ca.gov/register/ab75.html).				
Colorado	None found.					
Connecticut	Connecticut Urban Leadership Academy	- Grant funds - Districts' professional development funds	- Connecticut Department of Education	The Connecticut Urban Leadership Academy develops and supports school- and district-level leadership that is focused on improving academic achievement for all learners, with a special focus on the urban setting. Cohorts of leaders engage in sustained collaborative work over several years to solve documented achievement problems through a data-informed, continuous-improvement process. Specific curriculum information is	As a result of participation in the Academy, leaders will: develop a school improvement plan for their school/district that is focused on academic achievement, develop skill in using data to inform teaching and learning, and develop strategies and structures to promote collaborative learning in the school/district.	(http://www.state.ct.us/sde/dtl/t-a/leadership/saelp/crec_ula.htm)

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				available on the program's Web site.		
Delaware	Delaware Academy for School Leadership	- Delaware Business/Public Education Council - State of Delaware - Department of Education - Participating school districts	- University of Delaware - Delaware Business/Public Education Council	The Delaware Academy for School Leadership is designed to provide a comprehensive series of professional development opportunities that allow practicing administrators to upgrade their competence in a variety of critical areas that impact student performance. The Academy curriculum is based on the Interstate School Leaders Licensure Consortium (ISSLC) standards. Specific curriculum information is available on the program's Web site.	Participants learn a variety of leadership skills related to the ISLLC standards. Specific outcomes could not be found.	The Delaware Academy for School Leadership was selected by the SREB to participate in a program to improve school leadership in 16 SREB states. (http://www.ipa.udel.edu/dasl/index.html)
District of Columbia	None found.					
Florida	Florida Council for Educational Change Leadership Academies	- Grant support - Private-sector support	- Florida Department of Education	The Florida Council for Educational Change offers a changing array of leadership academies to Florida leaders across the state. Among others, the Instructional Leadership Academy joins principals, assistant principals and teachers in teams to engage in leadership development that is aligned with the adopted Florida Principal Leadership Standards. The annual Florida Leadership Academy gives leaders the opportunity to expand their capacity by assessing their knowledge and developing a personal leadership plan to implement with support from mentors, cohort peers and online learning tools. Specific curriculum information is available on the Council's Web site.	The overall goal of the Leadership Academy is to develop a leadership plan that identifies strategies in personal learning, personal school site areas of responsibility and shared school site areas of implementation to improve student learning.	The Florida Council for Educational Change is the successor organization of the South Florida Annenberg Challenge Initiative. Now a statewide, 501(C)(3) nonprofit organization. Its mission is to focus on leadership to improve student achievement and address critical education

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						issues. A scholarship is available to one team per district through the superinten-dent. Additional teams must pay a fee to attend. (http://www.educationchange.com)
Georgia	Georgia Leadership Institute for School Improvement	- Bill and Melinda Gates Foundation - Wallace Foundation - State government - Private-sector support	- Board of Regents of the University System of Georgia - Business leaders - Georgia Partnership for Excellence in Education - Georgia Professional Standards Commission - State government - K-12 educators	There are three specific ways to participate in the Institute: through a six-day learning experience, action-learning project and extended-learning opportunities (Base Camp and Summit), a superintendents' network (Communities of Learning & Achievement), and a performance-based approach to developing new leaders (Rising Stars). Specific curriculum information is available on the Institute's Web site.	Participation in the Institute increases leaders' value to their schools and gives them the support they need to lead Georgia's schools. Specific outcomes are available on the Institute's Web site.	www.galeaders.org

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Hawaii	Hawaii Principals Leadership Academy	Department of Education	Hawaii Department of Education Professional Development and Educational Research Institute	The state's Reinventing Education Act of 2004 (Act 51) includes a provision for "empowering principals through a Hawaii principals academy and other means." The Hawaii Principals Leadership Academy was launched in 2004 to train principals, prospective principals (vice principals), and complex area superintendents. Four mandatory institutes are scheduled for the 2005-06 school year. Further curriculum information is available on the Department of Education's Web site.	Training courses will help principals increase skills to successfully manage school budgets, improve student achievement, establish and collaborate with School Community Councils, develop standards-based curriculum, and foster private-sector partnerships. Further information about outcomes is available on the Department of Education's Web site.	(http://reach.k12.hi.us/050905suptmemo.pdf)
Idaho	None found.					
Illinois	Illinois Administrators' Academy (Office of Principal Preparation and Development)	Specific program information could not be found.	Specific program information could not be found.	Specific program information could not be found.	Specific program information could not be found.	Per the Illinois Educational Reform Act of 1985, professional development requirements for administrators employed in Illinois public schools include participation in one Administrators' Academy course every year. (http://www.isbe.state.il.us/certification/html/admin.htm)

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Indiana	Indiana Department of Education Indiana Principal Leadership Academy	- Indiana State Legislature	None found.	Extensive curriculum information is available on the program's Web site.	The Academy exists to: identify and select principals who have demonstrated a potential for professional self-growth and to develop that potential through the program; create a self-perpetuating cadre of school administrators to serve as facilitators/trainers for other administrators and teachers; create an excitement for continuous growth of Academy graduates; ensure school effectiveness by developing leaders of instructors as well as managerial technicians; and strengthen leadership skills through exposure to and in-depth application of such administration themes as leadership styles, school culture, school improvement and communication. Specific outcomes information is available on the program's Web site. Upon completion of the two-year Academy, participants receive 90 certification renewal units (6 credit hours, which fulfills administrator license renewal requirements).	In 1985 the Indiana General Assembly passed House Enrolled Act 1236, which called for the establishment of a Principal Leadership Academy. (http://www.doe.state.in.us/ipla/welcome.html)
Iowa	None found.	To address the State Board of Education's priorities for school administrative leadership, the Department of Education established the Iowa Partnership for School Leadership. Using Goals 2000 funding, the Department implemented a competitive grant program to establish new administrator mentoring and induction programs. An established statewide leadership academy, however, could not be found (http://www.state.ia.us/educate/ecese/amip/namip.pdf).				
Kansas	Kansas Department of Education Kansas Academy for Leadership in Technology (KAL-Tech)	- Bill and Melinda Gates Foundation	- Kansas State Board of Education - Office of the Governor - Kansas Department of Education - Kansas Association of School Boards - Kansas Association of Education Service Centers - Kansas Board of Regents	The Kansas Academy for Leadership in Technology addresses best practices and innovation in school planning and improvement efforts, enhancing learning and student achievement, and the integration and effective use of information technologies. Participants are paired with a professional	The overall goal of the Academy is to meet the demand for leadership development and technology learning opportunities by delivering professional development to 1,000 principals and superintendents. Specific information about outcomes is available on the program's Web site.	The Kansas Academy for Leadership in Technology is a grant program. (http://www.taken.org/gates/)

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			- Kansas Technology Coordinators Network - Kansas Technology Enterprise Corporation - Director of KAL-Tech	mentor, assess their own starting points, participate in monthly meetings with peers, and develop and complete individual learning agreements. Specific curriculum information is available on the program's Web site.		
Kentucky	None found.					
Louisiana	Louisiana Educational Advancement and Development with Technology (LEADTech)	- Tuition - Bill and Melinda Gates Foundation	Louisiana Department of Education	LEADTech is an intense, technology-rich, leadership-driven professional development program for Louisiana administrators. LEADTech participants experience more than 75 hours of instructional experiences within a variety of formats, including face-to-face seminars, web-based courses and hands-on technology application training workshops. Specific curriculum information is available on the program's Web site.	Participants receive graduate credit in supervision and develop a technology plan for their school or district.	(http://www.doe.state.la.us/leadtech)
	In November 2004, Louisiana received a one-year renewable grant from the Wallace Foundation to improve the training and working conditions of education leaders. The major purpose of the grant is to create the Louisiana Educational Leaders Network to develop a corps of educational leaders. Toward this end, the grant will assist the state as efforts are made to establish the Louisiana Principals Academy (http://asa.regents.state.la.us/TE/wallace_overview.pdf).					
Maine	Maine Principals' Association Maine Principals' Academy	- Tuition	Members of the Maine Principals' Academy Board of Directors include principals, superintendents, and representatives from the Maine Department of Education and the University of Maine system.	The program of the Principals' Academy encourages participants to examine the following professional leadership skills: creating and facilitating a mission-driven organization, developing and implementing a process of organizational change, managing resistance to	Graduate school credits or recertification credits are available for those who successfully complete the Principals' Academy program.	(http://www.sad67.k12.me.us/mpa/)

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				promote positive outcomes, and assessing and enhancing personal leadership styles. Specific curriculum information is available on the program's Web site.		
Maryland	Maryland State Department of Education Maryland Principals Academy	- Maryland Department of Education	- Maryland Principals Task Force - Visionary Panel for Better Schools	The Maryland Principals' Academy is a professional development program that focuses on building the instructional leadership capacity of principals. Based on standards from a variety of professional organizations, such as the National Staff Development Council and the Interstate School Leaders Licensure Consortium, the Academy experience provides principals the tools they need to lead schools in a time of myriad state and local standards-driven reforms as well as national mandates.	The primary outcomes of the Maryland Principals Academy include: developing ideas and strategies for aligning school culture to student and adult learning needs, determining effective practices for facilitating continuous instructional improvement for all student subgroups, and establishing and maintaining a network of colleagues who will engage in continued discussion about student achievement.	(http://www.marylandpublicschools.org/MSDE/divisions/leadership/programs/MDPrincipalAcad.htm)
Massachusetts	None found.					
Michigan	None found	A principal leadership academy was established in statute in 2003 to consist of "training for school principals conducted by other school principals who have a record of demonstrated success in improving pupil performance." According to the statute (http://www.michiganlegislature.org/mileg.asp?page=getObject&objName=2003-HB-4714), the training shall include at least all of the following: (1) strategies for increasing parental involvement, (2) strategies for engaging community support and involvement, (3) creative problem solving, (4) financial decisionmaking, (5) management rights and techniques, (6) other strategies for improving school leadership to achieve better pupil performance and (7) community leadership development. In addition, the state board, in conjunction with intermediate school districts, will conduct a leadership development training program in each school district for members of the community. The law also requires school districts to provide sabbatical leaves for up to one academic year for selected master teachers who aid in professional development. Evidence of a program could not be found. The 2002 "Evaluating Educational Leadership Task Force" report provides additional information and recommendations about leadership, including establishing a statewide leadership academy (http://www.michigan.gov/documents/ITEMB_36971_7.pdf).				
Minnesota	None found.					

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Mississippi	None found.					
Missouri	Missouri Department of Education Leadership Academy	- Tuition	Missouri Regional Professional Development Centers	The Missouri Leadership Academy exists to positively impact student achievement by inspiring and developing highly effective school leaders. The Academy operates multiple professional development programs, including the Interstate School Leaders Licensure Consortium-based Satellite Academy Program (which operates as regional academies). Specific curriculum information is available on the program's Web site.	Specific information on outcomes could not be found.	(http://www.dese.state.mo.us/divteachqual/leadership/)
Montana	None found.					
Nebraska	None found.					
Nevada	None found.					
New Hampshire	None found.					
New Jersey	None found.					
New Mexico	None found.					
New York	None found.					
North Carolina	None found.	The North Carolina Principals' Executive Program (PEP), created by legislative action in 1984 and now a part of the University of North Carolina Center for School Leadership Development, seeks to improve the education of K-12 students in North Carolina by increasing the commitment, enlarging the knowledge, and developing or improving the skills of public school administrators as instructional leaders and managers of personnel, property and budgets. Among its many leadership programs, PEP launched the Principals as Technology Leaders program, which became the model for the national program sponsored by the Bill and Melinda Gates Foundation (http://www.ncpep.org/content.php/index.htm).				
North Dakota	The North Dakota Leadership	- State legislature grants	NC LEAD's governing body is a 12-member board of directors. The board	NC LEAD offers a number of professional development programs for leaders, including	Could not be found.	(http://www.ndlead.org/index.asp)

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	and Educational Administration Development Center (NC LEAD)	- Sponsor grants - Tuition	comprises representatives of the North Dakota Council of Educational Leaders, the Department of Public Instruction, the ND Department of Career and Technical Education, the University of North Dakota, Tri-College University, the University of Mary and minorities.	an instructional leadership academy, a superintendents' academy, a leading-for-results academy and others. Specific curriculum information is available on the center's Web site.		
Ohio	None found.	The Central Ohio Principals Leadership Academy – was funded by the state Legislature (HB 282) in 2000; however, adequate funding was not provided to continue the program. Its Interstate School Leaders Licensure Consortium-based curriculum is used in a variety of ways across the state. Background information is available at the following Web sites: http://www.coe.ohio-state.edu/partner.htm#Ohio%20Principals and http://www.ode.state.oh.us/legislator/eye_on_ed/2000_MAR.PDF.			
Oklahoma	None found.	While evidence of a program could not be found, a proposed Oklahoma statute (Section 1210.807 of Title 70/SB 756) states that contingent upon the availability of funds, the Oklahoma Partnership for School Improvement Board shall award one grant for an Oklahoma Partnership for School Improvement Academy through a competitive bid process to the lowest and best bidder. The academy shall be designed to enhance the capacity of school leadership teams to improve curriculum, instruction and student achievement in underperforming schools. The academy design shall include curriculum modules that prepare leadership teams to apply research-based knowledge and processes, and to apply data-driven school improvement techniques, a delivery format that incorporates workshop sessions interspersed with school-based practice with coaching, school-based research to determine the academy's effect on student achievement, and team learning (http://www2.lsb.state.ok.us/2003-04SB/sb756_ccs.rtf).			
Oregon	None found.					
Pennsylvania	The Pennsylvania State System of Higher Education Academy for the Profession of Teaching	- State appropriations - Grant funds	- Pennsylvania Department of Education	The Pennsylvania Academy for the Profession of Teaching operates a number of professional development opportunities, including: the Governor's Academy for Urban Education, which provides training for school leadership teams, and the Leadership and Excellence for Administrators in Pennsylvania's Schools program, which builds from the Governor's Academy. Specific curriculum information is available on the program's Web site.	Specific information about outcomes is available on the program's Web site.	(http://www.passhe.edu/content/?/office/academic/Academy)

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Rhode Island	None found.					
South Carolina	Foundations in School Leadership (FSL)	- State Legislature - State Department of Education	The Office of School Leadership (OSL) oversees this program. Faculty for the program includes: college professors, serving and retired exemplary administrators, education consultants and community leaders.	This is a program designed to provide leadership skills and competencies to teachers serving in leadership positions. Many times teachers are asked to lead other educators through a program or process. Quite often they have not had the opportunity to develop and refine their leadership skills. FSL gives them that opportunity. This program also provides foundations in leadership that can assist in the transition to administrative positions.	2006 is the first year of implementation for APLP.	This information was submitted in August 2006 by the South Carolina Office of School Leadership and was updated in September 2006.
	Assistant Principal Leadership Program (APLP)	-State Legislature - State Department of Education	The Office of School Leadership (OSL) oversees this program. Faculty for the program includes: college professors, serving and retired exemplary administrators, education consultants and community leaders.	The Assistant Principal Leadership Program (APLP) is designed specifically for newly assigned assistant principals. The transition from the classroom to administration is a difficult one. APLP will assist participants develop and sustain their leadership, management and instructional leadership skills. This is an important initiative to help establish a pool of competent and confident school leaders for the future.	2006 is the first year of implementation for APLP.	

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	Developing Aspiring Principals Program (DAPP)	- State Legislature - State Department of Education	The Office of School Leadership (OSL) oversees this program. Faculty for the program includes: college professors, serving and retired exemplary administrators, education consultants and community leaders.	The Developing Aspiring Principals Program (DAPP) is designed to provide an intensive curriculum for <u>veteran assistant principals</u> aspiring to become principals. Participants are selected based on an application process that requires recommendations from their principal and superintendent. The residential program consists of ten days over the course of one year. The curriculum includes self-knowledge assessments, leadership development, instructional leadership, self-improvement, media relations, and legal and policy issues. Methods of instruction for the program include book reviews, projects, case studies, simulation, assessment instruments and journals.	This program continues to grow and improve. In 2006 36 highly qualified assistant principals completed this rigorous training. Fifty-seven assistant principals are currently participating in training. Over 30 program graduates have assumed principal positions. Survey results from the current program show that the participants have grown from learning problem-solving skills, time management, leading with self-knowledge, and networking with other administrators from across the state. In addition to helping participants to be better prepared for the principalship, this program also helps to combat the projected administrator shortage in South Carolina.	

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	Principal Induction Program (PIP)	- State Legislature - State Department of Education	The Office of School Leadership (OSL) oversees this program. Faculty for the program includes: college professors, serving and retired exemplary administrators, education consultants and community leaders. Other partners include: - Clemson University - Coastal Carolina University - Francis Marion University - The Citadel - Columbia College	The central focus of the Principal Induction Program (PIP) is to provide quality professional development for <u>newly appointed principals</u>. The rigorous research based curriculum provides substantive, ongoing professional development that new principals will deem helpful in their first year of orientation as newly appointed building administrators. The course goals and objectives are aligned with the State Department of Education's Strategic Plan; South Carolina State Standards; Program for Assisting, Developing and Evaluating Principal Performance (PADEPP); national standards; and the Interstate School Leaders Licensure Consortium (ISLLC) standards. The course is designed to embody the tenets of adult learning via independent study, fieldwork and practical job embedded activities.	The 2005-06 PIP had the largest graduating class since its inception. Over 130 principals completed Year One of PIP. Survey results indicated tremendous appreciation for the information and assistance this program provides. All newly appointed principals are required to attend either the PIP Summer Institute hosted by Coastal Carolina University or PIP Fall Institute hosted by the newly developed partner, Clemson University. The surveys also indicate a great need for a relevant and rigorous Year Two Principal Induction Program that will focus on individual leader and school needs. The revised Year Two PIP will offer regional leadership study groups that focus on national and state leadership standards. The Principal Induction Program was successful in developing a partnership with higher education institutions to include Francis Marion University, Columbia School Leadership Executive Institute (SLEI) for Principals College, Clemson University and The Citadel.	

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	School Leadership Executive Institute (SLEI) for Principals	- State Legislature - State Department of Education	The Office of School Leadership (OSL) oversees this program. Faculty for the program includes: college professors, serving and retired exemplary administrators, education consultants and community leaders. Other partners include: - The Center for Creative Leadership - University of South Carolina, Darla Moore School of Business - University of South Carolina – College of Education	The South Carolina School Leadership Executive Institute (SLEI) is a world-class initiative designed to give veteran principals the insights, knowledge and competencies to lead South Carolina schools to success. In partnership with the internationally renowned Center for Creative Leadership (CCL), the Darla Moore School of Business and School of Education at the University of South Carolina, the South Carolina Department of Education has developed and implemented a rigorous, two-year institute for principals. The curriculum focuses on enhancing principals' skills in three areas: leadership, management and educational best practices. The quarterly three-day sessions rotate between the CCL, Greensboro, North Carolina campus and sites in Columbia. Each SLEI cohort has approximately 30 educators from diverse backgrounds and schools. These cohorts develop a strong sense of camaraderie and a strong network of expertise and support.	In 2006 62 principals graduated from SLEI, 54 principals are approximately half way through the two-year program and 65 currently attending or registered for the new cohort. Survey results indicate that principals rate SLEI as the single best leadership development program they have attended in their careers. Other program accomplishments include awarding a scholarship to the Education Policy Fellow Program and the inclusion of new graduates into alumni activities. SLEI under went a complete review resulting in a new and improved program. The new program includes a continued partnership with the Center for Creative Leadership and adds a new partnership with the University of South Carolina, Darla Moore School of Business. In addition, texts used in the program were all updated to include current best practice in school leadership.	

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	District Administrators Institute (DAI)	- State Legislature - State Department of Education	The Office of School Leadership (OSL) oversees this program. Faculty for the program includes: college professors, serving and retired exemplary administrators, education consultants and community leaders.	The District Administrators Institute is a six-day professional development opportunity for district-level educators. The curriculum is designed around high levels of participant involvement, self-analysis, research-based practices, current professional literature and opportunities to apply learning to local districts. Topics include: leadership skills and styles, critical communication, marketing strategies, dynamics of change, capacity building, effective use of technology and organizational management.	Nineteen district administrators from 14 districts, including assistant and associate superintendents, personnel directors, academic and finance officers, and program directors successfully completed the six-day leadership institute in Columbia during fiscal year 2004-05. Survey results indicate that this program had a significant positive impact on participants.	
	School Leadership Executive Institute (SLEI) for Superintendents	- State Legislature - State Department of Education	The Office of School Leadership (OSL) oversees this program. Faculty for the program includes: college professors, serving and retired exemplary administrators, education consultants and community leaders. Other partners include: - The Center for Creative Leadership - University of South Carolina, Darla Moore School of Business	SLEI for Superintendents is the premier program for school district leaders in partnership with the Center for Creative Leadership (CCL) in Greensboro. This program is designed especially to provide a curriculum that focuses on educational leadership, conflict, change, politics and teams. This seven-day, three-session program is held on the CCL campus.	In 2006 15 superintendents and other senior level educators are participating in SLEI. Survey results indicate that superintendents who attend this program understand the importance of SLEI as "world class" leadership development and in turn send their principals to SLEI. Other program accomplishments are the inclusion of current attendees and past graduates in the SLEI Alumni program. SLEI underwent a complete review resulting in a new and improved program. The program continues the partnership with the Center for Creative Leadership with a new four-session program.	

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	Tapping Executive Educators	- State Legislature - State Department of Education	The Office of School Leadership (OSL) oversees this program. Faculty for the program includes: college professors, serving and retired exemplary administrators, education consultants and community leaders.	In recognition of the need to develop a pool of highly qualified school district leaders, the Tapping Executive Educators Program (TEE) is designed to enhance and foster knowledge and skills necessary to effectively perform the duties of a school superintendent. By the end of the 2008-09 school year, almost one-half (48%) of the sitting school superintendents in South Carolina will complete the TERI program. The TEE program is for talented <u>experienced educators interested in preparing for the superintendency</u>. Tapping Executive Educators is a long-term, in-depth program that requires high levels of participant involvement. Instructional activities and assignments are based on adult learning theory and focus on skills and traits necessary to succeed as a school superintendent. The yearlong program is built around learning strands that are aligned with ISLLC, ELCC and AASA standards.	Twelve educational leaders participated in this executive-level leadership program. In the FY2005 program participant evaluations, 100% of the participants strongly agreed with the statement "This program has deepened my understanding of the superintendency and I have developed leadership skills related to the position." Promotions for graduates include: one director to assistant superintendent, three elementary principals to larger elementary schools, one middle school principal to large high school, two principals to assistant superintendent, one principal to principal specialist, one principal to Director of Personnel, and one principal to Director of Professional Development. Two graduates have been named superintendents, and four have been finalists in superintendent searches.	
South Dakota	None found.					
Tennessee	Tennessee Department of Education Academy for School Leaders (TASL)	- State Legislature	None found.	TASL programs have been structured to promote the essential knowledge and skills necessary to prepare Tennessee's administrators to implement changes in the educational setting which will prepare teachers and students to meet the challenges of tomorrow's world and workplace. The TASL office has used the	Specific outcomes could not be found.	In accordance with Tennessee Code Annotated 49-5-5703, school administrators and supervisors employed in positions in which 50% or

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				nine Key Result Areas from the State Board of Education's 2003 Master Plan for Tennessee Schools, the six standards from the Chief State School Officers' Standards for School Leaders, and the State Department of Education's school improvement initiative as guidelines for workshop development. Specific curriculum information is available on the program's Web site.		more of their time is spent delivering instructional services to teachers, principals and/or other instructional, administrative or supervisory/ directory personnel, are required to attend 72 hours of TASL-sponsored activities during every five-year period. (http://www.k-12.state.tn.us/tpd/tasl.htm)
Texas	None found.					
Utah	None found.					

State	Academy	Funding Streams	Partners	Curriculum	Outcomes	Notes
Vermont	Vermont Institutes Leadership Academy	Could not be found.	- Vermont Department of Education - Vermont Principals' Association - Woodruff Institute for School Leadership at Castleton - University of Vermont - Vermont Association for Supervision and Curriculum Development - Vermont Business Round Table	The academy offers participants a choice of one of five one-and-a-half-day strand: sustaining school leaders in professional learning communities; learning and the brain; anger, aggression and school violence; leading success for all students in artful ways; and building and implementing a local comprehensive assessment system. Additional curriculum information can be found on the program's Web site.	Graduate credit is available through the University of Vermont; specific outcomes could not be found.	(http://www.vermontinstitutes.org/conferences/academy.html)
Virginia	Virginia Initiative for Technology and Administrative Leadership (VITAL)	- Virginia Department of Education - Bill and Melinda Gates Foundation - Virginia Tech - University of Virginia - College of William and Mary	- Governor's office - Virginia Department of Education - College of William and Mary - Virginia Association of School Superintendents - Virginia Association of Elementary School Principals - Virginia Tech - University of Virginia - Metirir Group - Virginia Educational Technology Alliance	Curricular goals include: knowing how to lead and manage the systemic whole-school change processes, supporting effective professional development, attaining knowledge of technology and student learning, creating and maintaining technology plans that reflect sound decisionmaking and planning, and facilitating the effective integration of technology. Further curriculum information is available on the program's Web site.	Participants receive in-service professional development credits, which count toward recertification. Participants may work through a partner university to receive course credit. Further outcome information is available on the program's Web site.	(http://www.virginiaedleaders.org/)
	In 2004, the Virginia Department of Education awarded $100,000 grants to five leadership-preparation partnerships between school divisions, institutions of higher education and other organizations that recognize the importance of leadership in raising student achievement. The funded programs will provide principals, assistant principals, administrators and prospective school leaders with training and mentoring to become effective instructional leaders as well as administrators (http://www.pen.k12.va.us/VDOE/NewHome/pressreleases/2004/oct05.html).					

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Washington	None found.					
West Virginia	West Virginia Principals Leadership Academy	Could not be found.	- West Virginia Center for Professional Development - Regional and Local Education Agencies	The West Virginia Principals' Leadership Academy focuses on aligning content standards, assessment processes and professional development; using data to focus on specific curricular and instructional changes; organizing management systems that support teachers and instruction; and developing a school community that fosters engaging students in learning so higher achievement will result. The Academy is mandated to provide services under WV Codes §18A-3-2C and §18A-3a-2b, and all West Virginia principals are required to attend the Principals' Academy once every four years. Curriculum details are available on the program's Web site.	Could not be found.	(http://www.wvcpd.org/programs/ProgramDetail.asp?7) The National Education Goals Panel designated the West Virginia Principals' Leadership Academy as a model program in 1998 and the Southern Regional Education Board selected the West Virginia Principals' Leadership Academy to join six other state academies in its State Academy Leadership Network in October 2001.
Wisconsin	None found.					
Wyoming	None found.					

Helping State Leaders Shape Education Policy