

EFFECTIVE INSTRUCTIONAL LEADERSHIP ACT (EILA)

Since 1984, the General Assembly has mandated that instructional leaders employed by local public school districts in the Commonwealth of Kentucky must participate in an intensive program of effective leadership training every two years. The regulation governing this program has been revised and updated to assure compliance with reform efforts. Effective July 1, 2006, each instructional leader must complete no fewer than twenty-one (21) hours of instruction each year.

EILA and THE COMMONWEALTH OF KENTUCKY

KRS 156.101 is established to “encourage and require the maintenance and development of effective instructional leadership in the public schools of the Commonwealth and to recognize that principals with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education have the primary responsibility for instructional leadership in the schools to which they are assigned.”

It defines instructional leader as: “an employee of the public schools of the Commonwealth holding a valid certificate and employed in an administrative position deemed by the Education Professional Standards Board (EPSB) to require an administrative certificate.” Among the positions listed are:

- Principal
- Assistant Principal
- Guidance Counselor
- Director of Special Education
- Instructional Coordinator (must be certified as a supervisor of instruction or school principal at the appropriate level)
- Dean of Students (must be certified as a school principal)
- Other administrative positions deemed by the EPSB to require an administrative certificate (i.e. Superintendent, District Assessment Coordinators, etc.)

It calls upon the Kentucky Board of Education to establish specific criteria for implementing a statewide program “to improve and maintain the quality and effectiveness of instructional leadership in the public schools of the Commonwealth.”

This law contains the following provisions:

1. Each instructional leader shall participate in a program designed especially for instructional leaders.
2. Every year each instructional leader shall complete an intensive training program of not less than twenty-one (21) hours.
3. Specific criteria shall be prescribed by the Kentucky Board of Education.
4. Participants are required to provide the District Professional Development Coordinator with verification of attendance at EILA approved training sessions and programs. Local Districts must keep on file documentation of compliance with the law for each instructional leader employed by the school district, including a copy of all training certificates. Beginning August 30, 2006 and August 30 of each school

year, local districts must report to the Kentucky Department of Education the name, position title, Social Security number, and number of hours that were completed for any instructional leader who fails to complete the twenty-one (21) hours of training required under this law. KDE will forward these names to the Education Professional Standards Board. Persons not completing the requirement shall be placed on a one-year probationary status. Failure to complete the requirement within the one-year probationary period shall result in revocation of certificate.

EILA and the ARCHDIOCESE OF LOUISVILLE

Because the EILA requires leadership training only for instructional leaders employed by public schools, the Archdiocese of Louisville has implemented a parallel program for its instructional leaders. Each year all instructional leaders employed by schools within the Archdiocese are required to complete 21 hours of effective leadership training, based upon their personnel evaluation, individual professional growth plan, Archdiocesan plan for leadership development or self-assessment of the instructional leader.

The Archdiocese of Louisville defines an instructional leader to be one who holds a valid certificate and/or is employed in an administrative position deemed by the Education Professional Standards Board (EPSB) to require an administrative certificate. Examples of such positions may be found on page one of this booklet.

The Professional Development policies of the Archdiocese of Louisville provide that:

1. Each instructional leader shall participate in a program designed especially for instructional leaders.
2. Every year each instructional leader shall complete an intensive training program of no fewer than twenty-one (21) hours.
3. Participants are required to provide the Archdiocese of Louisville Professional Development Office with verification of approved EILA training sessions and programs. The Professional Development Office will maintain records and report back to each instructional leader on an annual basis the number of hours accumulated.
4. **In order to qualify for EIL credit sessions must be at least three (3) hours in length.**

Guidelines for Program Content:

The focus of all EILA approved training sessions and programs should center on selections of topics from the following list:

Making Instructional Decisions that Support Teaching and Learning

- Research-based instructional strategies
- Development of school curriculum aligned with the Archdiocese of Louisville Curriculum Handbook
- Applied learning theories
- Principles of effective instruction
- Student growth and development

Establishing Organizational Direction

- School Improvement Planning Process
- Systems theory
- Operational procedures
- Principles and issues relating to fiscal operations
- Human resources management and development
- Legal issues
- Identifying needs and areas for growth

Developing and Supporting High Performance Expectations

- Use of multiple evaluation and assessment strategies to monitor and modify instruction to meet the needs of students
- Research-based, results-driven professional development opportunities for staff
- Performance evaluation procedures to improve teaching and learning
- Principle of developing and implementing strategic plans

Creating and sustaining a learning culture

- Establishing professional learning communities
- Building and maintaining education teams
- Adult learning
- Effective consensus-building and negotiation skills

Developing Leadership Capacity

- Evaluation processes
- Communication skills
- Developing a vision and aligning strategies, practices, and resources to support it
- Analyzing, evaluating, and implementing solutions to educational problems

Leadership programs should be designed to develop those skills instructional leaders need to ensure the success of all children within their school district

WAYS TO RECEIVE EFFECTIVE INSTRUCTIONAL LEADERSHIP (EIL) CREDIT

- 1. Attend an Archdiocese of Louisville Program Approved for EIL Credit**
 - A. Sign in (Name, Social Security Number, Position) on EIL Attendance Sheet and complete session evaluation
 - B. EIL hours will be recorded in your file
 - C. Certificate of Attendance will be issued

- 2. Attend Another Organization's Program**
 - A. Complete Form B
 - B. Attach program/agenda and certificate of attendance
 - C. Submit to Professional Development Office
 - D. Upon workshop approval, hours will be recorded in your file and verification sent to you

- 3. Alternative Professional Development Activities**
 - A. Activities such as pilot participation, independent inservice packets, video study, action research, university partnerships, study groups, on-line course work etc. may also qualify for EIL credit. Please contact Professional Development Office for more complete information.

PROCESS TO SECURE EFFECTIVE INSTRUCTIONAL LEADERSHIP (EIL) CREDIT FOR A WORKSHOP SPONSORED AT YOUR SITE

1. Complete Form A and submit it to Professional Development Office 30 days prior to workshop
2. Upon EIL approval, workshop approval number, attendance sheet, and evaluation form will be sent to you
3. On the day of the workshop, participants must complete attendance sheet information and evaluations
4. Return attendance sheet and evaluations to Professional Development Office
5. EIL hours are recorded in participants' files and verification is sent to them

FREQUENTLY ASKED QUESTIONS (FAQS) REGARDING EIL

When does the EIL year begin?

Effective July 1, 2006, each instructional leader shall annually complete an intensive training program to include no fewer than twenty-one (21) participant hours of instruction.

My position is part-time. How many hours must I acquire?

Everyone must complete 21 hours per year regardless of full or part-time status.

How many hours are awarded for conference (NCEA, OCEA, ASCD, etc.) attendance?

Attendance at education conferences of up to six (6) hours per school year may be counted.

What types of programs are approved for instructional leadership credit?

The content of programs approved for instructional credit must be designed to support ISLCC Standards for School Leaders (included on pages 8-9 of this manual). Competencies must have applicability for improving the effectiveness of the instructional leader. Program selection must be based upon needs identified through the personnel evaluation, individual growth plan, the self-assessment of the instructional leader, and/or the analysis of appropriate student achievement and organizational data.

How do I receive EIL credit for events sponsored by the Archdiocese of Louisville?

If events have been approved for EIL credit, it will be noted in registration information. To insure receiving credit, participants are required to sign in on the attendance sheet and to complete an evaluation form. EIL credit will be recorded in your file and verification sent to you.

If I attend an EIL event outside of the Archdiocese of Louisville, how do I insure that I receive appropriate credit?

It is the participant's responsibility to submit the necessary form, certificate of attendance, and other supporting documentation to Professional Development Office to insure credit.

Can hours be awarded for attendance at regularly scheduled/monthly meetings such as elementary counselors' meetings, secondary counselors' meetings, principals' meetings, IDEAL, etc.?

EIL credit may be awarded for regularly scheduled/monthly meetings if the following criteria are met:

1. the series of meetings is approved before the first meeting is held
2. the content of the meetings is aligned with the topics listed on pages 3 and 4 of this booklet
3. the number of hours of EIL awarded may not exceed the number of hours of actual professional development (no credit may be awarded for "regular business" items)
4. signed attendance sheets and evaluations are submitted to the Professional Development Office after each meeting is held

Upon completion of the series of meetings EIL credit will be awarded to participants based upon their actual attendance. A minimum of three (3) hours must have been earned before any EIL credit is given for regularly scheduled/monthly meetings.

Can I receive hours for participating on KTIP committees?

An instructional leader shall receive three (3) participant-hours credit for duties performed by serving on one (1) beginning teacher committee established under KRS 161.030(6), and the instructional leader shall receive a maximum six (6) hours if the individual serves on more than one (1) committee.

How can I obtain credit for a program that I design and/or implement on site?

There are several factors that determine when an activity is awarded credit:

1. Programs should be developed to support leadership competencies aligned with standards and based on an analysis of student achievement data, a self-assessment of individual leadership competencies and skill needs and leadership requirements to support continuous student improvement.
2. There is no prescribed plan – no one-size-fits-all formula. Rather, recognition that a complex set of opportunities and possibilities related to the improvement of instruction and driven by analysis of achievement data and other information is unique to teacher and student needs at each school.
3. There is a recognition that all aspects of leadership and teaching cannot change at once. The intent is to plant the seeds of a process for making changes in leadership, teaching and learning that will reach deeply and broadly into the system.
4. Programs must be delivered as submitted.
5. Records of program delivery and participants in attendance must be maintained.
6. All participants must be given the opportunity to evaluate every session.

What is the criteria that is used to determine if a session is granted EILA credit?

Please see the *Rubric to EILA Provider Proposal* for a full explanation of the criteria that is used for granting/denying EIL credit.

(Revised) August. 2013

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC)
2008 EDUCATIONAL LEADERSHIP POLICY STANDARDS
(as adopted by the National Policy Board for Educational Administration on
December 12, 2007)

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous and coherent curricular programs
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to educational environment
- B. Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity and diversity
- D. Consider and evaluated the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies

EILA Proposal Rubric

	Not Approved	Approved	Explanation/Example
Program Content	Description does not specify the ISLLC standard to be addressed and its relation to content of session; content does not focus on topic contained in Guidelines in Program Content; competency is not supported by person's PGP or school improvement plan.	Description specifies the ISLLC standard and connects it to the session and work of the person; session focuses on improving effectiveness of instructional leader as evidenced through PGP and/or SIP; content is aligned with topics listed in EILA booklet	Sample of competencies to be obtained. See Guidelines for Program Content in EILA booklet.
Delivery Strategies	Instructional strategies do not actively engage participants; are not research-based or grounded in critical attributes of adult learning; there is no clear plan to verify participation if on-line training is used.	Instructional strategies actively engage participants; are research-based and grounded in critical attributes of adult learning; there is a clear plan to verify participation if on-line training is used.	Adult learning strategies include: connections to work, reflective practice, guided practice, feedback, time for processing, integrating, and applying, investigation, collegial networking, etc.
Recommended Follow-up for Participants	Provider does not suggest ways participants can apply knowledge and skills gained during the training to impact student achievement when they return to their buildings	Provider suggests ways participants can apply knowledge and skills gained during the training to impact student achievement when they return to their buildings.	Recommended follow-up activities should apply knowledge and skills participants gained during training, demonstrate effective instructional leadership and impact student learning.
Administrative	Session does not meet minimum time requirement; all supporting documentation is not attached.	Session meets minimum time requirement; all supporting documentation is attached.	Session is at least three (3) hours long; all statements of relevance, certificate of attendance and programs are attached.