

Ed 506.04 Principal Instructional Leader and Associate Principal Instructional Leader.

(a) An individual shall have the following entry level requirements to be certified as a principal:

(1) Have completed 3 years of successful teaching experience; and

(2) Have:

a. Completed a program approved by the state board of education in school administration/leadership and been recommended for this certification by the designated official of the preparing collegiate department of education; or

b. Demonstrated the competencies, skills, and knowledge as listed in Ed 614.04 through experience in comparable leadership positions in education or other professions as specified in Ed 505.03.

(b) An individual shall have one of the following entry level requirements to be certified as an associate principal:

(1) Have completed 3 years of successful teaching experience and

a. Have completed an approved program in school administration/leadership and been recommended for this certification by the designated official of the preparing collegiate department of education; or

b. Be enrolled in an approved program in school administration/leadership for no longer than a period of 6 years leading to a recommendation for this certification by the designated official of the preparing collegiate department of education upon completion of the program;

(2) Hold a bachelor's degree from a college or university approved by the New Hampshire post secondary education commission and have received the recommendation of the superintendent who shall submit the candidate's individualized professional development plan to the bureau of credentialing in accordance with Ed 505.04; or

(3) Have demonstrated the competencies, skills, and knowledge as itemized in (d) below through experience in comparable leadership positions in education or other professions in accordance with Ed 505.03.

(c) Candidates shall file the following materials and documents with the bureau of credentialing:

a. Completed application forms containing the information required in Ed 508.04;

b. Previous work record ;

c. Education record; and

d. A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.

(d) Qualifications for principal or associate principal shall include the following skills, competencies and knowledge:

- (1) Philosophy of learning;
- (2) The culture of teaching and learning;
- (3) Management of the organization and operation of the school, including effective use of its resources;
- (4) Relationships with the broader community to foster learning;
- (5) Integrity, fairness and ethics in learning; and
- (6) The political, social, economic, legal, and cultural context of learning.

(e) In the area of philosophy of learning, the candidate shall have the ability to:

- (1) Develop and apply a philosophy of learning that attempts to ensure the success of all students, or creates one that is applied consistently in as many cases as possible throughout the school program, or both;
- (2) Apply the philosophy of learning to shape educational programs, plans, and actions;
- (3) Demonstrate that appropriate stakeholders participated in the development of the philosophy of learning or participated in the development consistently throughout the process;
- (4) Use some data about all students in the development of the vision in an equitable manner;
- (5) Communicate the vision to the school community;
- (6) Communicate the vision in a manner that reveals a clear link between teaching and learning;
- (7) Provide a forum for stakeholders to annually engage in a dialogue about the vision;
- (8) Communicate the vision in a way that is sensitive to the needs and diversity of the community, but might not provide for a complete, critical, public debate;
- (9) Implement the philosophy of learning throughout most school programs, policies, and procedures;
- (10) Link most instructional plans and strategies to the vision of the school, and to use some student assessment data to inform teaching and learning decisions;

(11) Distribute responsibility for implementing the vision to some members of the school or community and to seek assistance from these individuals in the allocation of resources to support the vision;

(12) Recognize the diversity of the community and the needs of the students and staff, and to use some of this information to implement the vision in a fair and equitable way;

(13) Collect data periodically on the school's progress toward the vision and to use this information to make decisions that promote the success of students;

(14) Create a system to monitor teacher performance and student learning throughout the school year, and to demonstrate some understanding of what teaching strategies support increased student learning and progress toward the vision;

(15) Collect data about the school's progress toward the vision from a variety of stakeholders and to share this information with the school community, providing opportunities for appropriate stakeholders to analyze or review this information; and

(16) Provide the community an accurate annual report on the school's progress toward the vision.

(f) In the area of the culture of teaching and learning, the candidate shall have the ability to:

(1) Use multiple methods to assess and create a school district culture that recognizes diversity, including, but not limited to:

- a. Language;
- b. Disability;
- c. Gender;
- d. Race;
- e. Ethnicity; and
- f. Socioeconomic status;

(2) Use context-appropriate strategies for creating a positive school or district culture;

(3) Use principles of effective instruction, research methods, and other resources;

(4) Make use of and promote technology and information systems to enrich curriculum and instruction;

(5) Develop a school profile, using qualitative and quantitative data, to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates the diverse needs of individual learners;

- (6) Apply human development theories, learning, motivational theories, and concern for diversity to the learning process;
- (7) Profile student performance and analyze possible differences among subgroups of students along relevant characteristics such as race, ethnicity, socioeconomic status, and gender;
- (8) Promote an environment for increased student learning and achievement and promote increased professional competence of staff and self;
- (9) Design well-planned and context-appropriate professional development that focuses on student learning, consistent with the school's vision and goals; and
- (10) Develop and implement personal professional growth plans that reflect a commitment to lifelong learning.

(g) In the area of management of the organization, operation, and resources, the candidate shall have the ability to:

- (1) Use knowledge of learning, teaching, student development, and organizational development to optimize learning for all students;
- (2) Apply appropriate models and principles of organizational development and management, including data-based decision-making with indicators of equity, effectiveness, and efficiency to optimize learning for all students;
- (3) Involve stakeholders in operations and setting priorities;
- (4) Use appropriate and effective communication and group processing skills to build consensus and resolve conflict in order to link resources to the instructional vision;
- (5) Model community collaboration for staff and offer opportunities for staff to develop family and community collaboration skills;
- (6) Use problem-solving skills and knowledge of strategic, long-range operational planning for effective, efficient, and equitable resource allocation and alignment;
- (7) Seek new resources to facilitate learning;
- (8) Apply and assess current technologies for school management, business procedures, and scheduling; and
- (9) Develop and implement safe, effective, and efficient facilities planning and use.

(h) In the area of management of the relationships with the broader community to foster learning, the candidate shall have the ability to:

- (1) Apply comprehensive community relations models;

- (2) Use effective marketing strategies and processes;
- (3) Develop outreach programs with different religious, business, political, and service groups;
- (4) Establish partnerships with business, community, government, and higher education groups;
- (5) Involve stakeholders in the decision making process;
- (6) Support the belief that families have the best interest of their children in mind and involve families to impact student learning positively;
- (7) Collaborate with community agencies to integrate health, social, and other services;
- (8) Maintain high visibility and active involvement with the community;
- (9) Acknowledge individuals and groups and analyze their perspectives;
- (10) Appropriately utilize community resources, including youth services, to support student achievement, solve school problems, and achieve school goals;
- (11) Look for opportunities to offer school resources to serve the community and social service agencies; and
- (12) Use public resources and funds appropriately and effectively to capitalize on the diversity of the school community to improve school programs and meet diverse needs of all students.

(i) In the area of integrity, fairness, and ethics in learning, the candidate shall have the ability to:

- (1) Understand how one's office can be used in the service of all students and families to create a caring school community;
- (2) Demonstrate honesty in all professional and personal endeavors and expect honesty in others;
- (3) Demonstrate impartiality when dealing with members of diverse groups;
- (4) Demonstrate sensitivity to the diversity within the school community; and
- (5) Apply values and beliefs to the decision-making process so as to contribute to the common good;

(j) In the area of the political, social, economic, legal, and cultural context of learning, the candidate shall have the ability to:

- (1) Know the impact that political and policy-making decisions have on teaching and learning;

(2) Know how the social fabric of the larger community influences the educational enterprise;

(3) Understand the impact of economic conditions on the availability of resources and on teaching and learning;

(4) Understand the importance of operating the school within the law and how the law can be used to promote the success of all students; and

(5) Know and understand the cultural context of the larger community and be able to use this knowledge to develop activities and policies that benefit students and their families.