

PART Ed 506 REQUIREMENTS AND CERTIFICATION FOR
EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Ed 506.01 Superintendent.

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

- (1) Have completed a state board of education approved educational administration collegiate program at the certificate of advanced graduate study (CAGS) or doctoral level;
- (2) A college or university transcript(s) that demonstrates sufficient mastery of the subject matter of an educational administration collegiate program; or
- (3) Have acquired the competencies, skills, and knowledge itemized in (f) below through experience in comparable leadership positions in education or other professions if qualifying under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences.

(b) The application procedures for certification shall be as follows:

- (1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and
- (2) The candidate 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.

(c) If the bureau of credentialing determines that the materials described in (b)(2) above attest to the candidate's successful completion of the requirements for certification, the candidate shall receive initial certification as superintendent from the bureau of credentialing. This certification shall enable the holder to apply for employment as a New Hampshire superintendent.

(d) Applications by candidates for certification as superintendent on the basis of Alternative 3: demonstrated competencies and equivalent experiences shall include the materials itemized in (b)(2) above.

(e) The following shall also apply to candidates applying under Alternative 3:

- (1) The candidate shall be reviewed by a board of examiners comprised of 3 persons appointed by the bureau of credentialing;

(2) The board of examiners appointed under (1) above shall make its recommendation(s) to the bureau based upon any one or combination of the following:

- a. Materials submitted with the application form;
- b. Results of written examinations designed to evaluate the qualifications required under (f) below;
- c. On-site observations of the applicant performing teaching administrative duties; and
- d. Personal interviews by the bureau of credentialing; and

(3) Upon the recommendation of the board of examiners and the review of leadership skills and competencies as demonstrated through application materials, references and interviews, the candidate shall receive initial certification as superintendent , which shall enable the holder to apply for employment as a New Hampshire superintendent .

(f) Qualifications for superintendent shall include the following skills, competencies, and knowledge:

(1) As relating to management of schools, the candidate shall understand and demonstrate knowledge of or competency in:

a. The principles and strategies of effective management, including:

- 1. Team building;
- 2. Consensus building; and
- 3. Group decision-making skills;

b. Principles and techniques of effective human resource management, including the following relating to school personnel:

- 1. Selection;
- 2. Assignment;
- 3. Supervision;
- 4. Evaluation;
- 5. Retention; and
- 6. Termination;

c. Fiscal management in the development and administration of the budget;

d. The design, maintenance, and administration of school facilities and services related to student:

1. Learning;
2. Safety; and
3. Security;

e. The use of technology in support of all school operations;

f. The administration of federal, state, municipal, and school laws, regulations, and policies;

g. Labor relations, including:

1. Collective bargaining; and
2. Conflict resolution;

h. The role of public relations in:

1. Keeping all constituencies informed of school activities, needs, and successes; and
2. Assessing community perception and expectations; and

i. The use of community and governmental resources for students and their families;

(2) As relating to leadership for learners, the candidate shall understand and demonstrate knowledge of or competency in:

a. Theories of human development, adult learning, and motivation and ability to apply this knowledge to conduct effective professional development for beginning and experienced educators;

b. Theories, principles, and best practices of staff supervision and evaluation and their link to effective implementation of standards-based instruction and assessment;

c. A variety of theories, principles, and best practices for needs-based professional development programs that support the goals of the school district's improvement plan;

d. The value of assessing, using, and conducting research to improve student learning and professional development;

e. The development of comprehensive systems of education that foster success for all students, including students with disabilities as well as gifted and talented students;

f. Planning and facilitating the implementation of a developmentally appropriate, standards-based comprehensive curriculum, instruction, and assessment program that includes the effective use of data to improve student learning;

g. The reporting and use of assessment results to:

1. Inform the school community;
2. Develop school action plans; and
3. Modify school programs; and

h. The integrated use of technology, telecommunications and information systems to support curriculum, instruction and assessment;

(3) As relating to visionary leadership, the candidate shall understand and demonstrate knowledge of or competency in:

a. Principles and strategies of effective leadership, including:

1. Organizational characteristics of schools;
2. School climate; and
3. Techniques for facilitating institutional change;

b. Communicating and interacting with parents and community agencies with regard to the education of children;

c. Influencing policy formation at the local, state, federal levels;

d. The impact of demographic trends on educational policy and practice;

e. The development and use of the strategic planning process;

f. Responding to the nature and culture of internal and external political systems and environments as they apply to schools;

g. Motivation theory, group dynamics, process skills, organizational theory/management and systemic change to create conditions for success for students, families, and staff; and

h. The role of school community relations and school governance in furthering the school or district vision; and

(4) As relating to equity, the candidate shall understand and demonstrate knowledge of or competency in:

a. The ethical principals and values of the profession;

b. The importance of providing equal educational opportunities in a democratic society;

c. Accepting and respecting individual and group differences among students and staff with regard to:

1. Gender;

2. Language;

3. Race;

4. Sexual orientation;

5. Religion;

6. Socioeconomic background; and

7. Values;

d. The historical and political backgrounds of racial, ethnic, and cultural groups in the school district;

e. The ability to foster a safe school climate that addresses the diverse needs of students and staff;

f. Recognizing bias in:

1. Teaching materials;

2. Assessment instruments;

3. School practices; and

4. School organization;

g. Using results of contemporary research in the delivery of effective services for students with special needs; and

h. The role of the superintendent as an advocate for children at local, state, and national levels.

(g) To be certified as a superintendent, a candidate employed as an assistant superintendent on the effective date of this paragraph shall meet the requirements of Ed 506.01 within 3 years of the effective date of this paragraph. During this 3-year period, the candidate may remain employed as an assistant superintendent.