



NBPTS[®]

National Board for
Professional Teaching Standards

COMING IN 2011

NATIONAL BOARD CERTIFICATION FOR PRINCIPALS:

*A New Way to Develop, Recognize
& Retain Top School Leaders*

NATIONAL BOARD CERTIFICATION FOR PRINCIPALS: REDEFINING EDUCATIONAL LEADERSHIP FOR THE 21ST CENTURY

Effective principals are critical to the success of students, teachers and entire schools. A successful principal **creates a culture of learning** that:

- Advances student learning and engagement.
- Recruits and retains the best teachers.
- Improves teacher and school performance.

To create a consistently reliable process to develop, recognize and retain effective principals, the National Board for Professional Teaching Standards® (NBPTS) has announced an initiative to develop National Board Certification for Principals.

National Board Certification for Principals, the first national certification program focused on principals, is also the first phase of an expanded umbrella program, National Board Certification for Educational Leaders, which builds on the National Board's 20-year, highly successful program, National Board Certification for teachers and school counselors. National Board Certification for Educational Leaders not only creates standards and an assessment process for principals, it also lays the groundwork for a new educator-leadership initiative for assistant principals, teachers and other school-based educators who positively impact the culture of learning in schools.

VALIDATING WHAT MAKES AN EFFECTIVE PRINCIPAL

National Board Certification for Principals will define and validate the requirements that identify an accomplished, effective and results-oriented principal. As in medicine, law and other fields, National Board Certification for Principals will support excellence, motivation and prestige within the profession. The National Board's analysis shows that principals support the prospect of advanced certification that recognizes the importance of instructional leadership, organizational change and community involvement—as well as the principal's essential role in school management. In a recent NBPTS survey, 83 percent of school leader respondents and 69 percent of district leader respondents expressed interest in advanced principal certification. Both school- and district-level leaders were most interested in a certification that would better prepare principals to lead systemic instructional improvement.

National Board Certified Teachers throughout the nation recognize the importance of school based leadership in creating a culture of learning and supporting accomplished teachers. Reports from a series of state and national summits on supporting and staffing high-need schools, attended by hundreds of NBCTs, ranked school-building leadership among the most important factors in recruiting and retaining accomplished teachers and advancing student learning.

NATIONAL BOARD CORE PROPOSITIONS FOR ACCOMPLISHED EDUCATIONAL LEADERS™

The Core Propositions for Accomplished Educational Leaders, adopted by NBPTS in 2009, are the first step in building this landmark program capture the essence of what accomplished educational leaders should know and do at a consistently high level. They define the essential elements of accomplished educational practice for leaders that establish a vision of the future.

The Core Propositions are the bedrock upon which the certifications for educational leaders are built. From them, stakeholders have completed the specific, detailed standards and will develop evidence-based assessments that will certify educational leaders as accomplished. The core propositions define the fundamental skills, central applications and overarching dispositions for such leaders. While accomplished educational leaders' practice must embody all nine core propositions, such leaders draw on varying combinations of these skills, applications and dispositions to best meet the distinct demands of their learning communities.



"I have been a supporter of NBPTS since my days as a school superintendent in Fairfax County, Virginia. I learned firsthand the impact that board-certified teachers have on student learning and achievement. Now, as the executive director of the American Association of School Administrators, I fully recognize the critical importance of effective leadership in our schools."

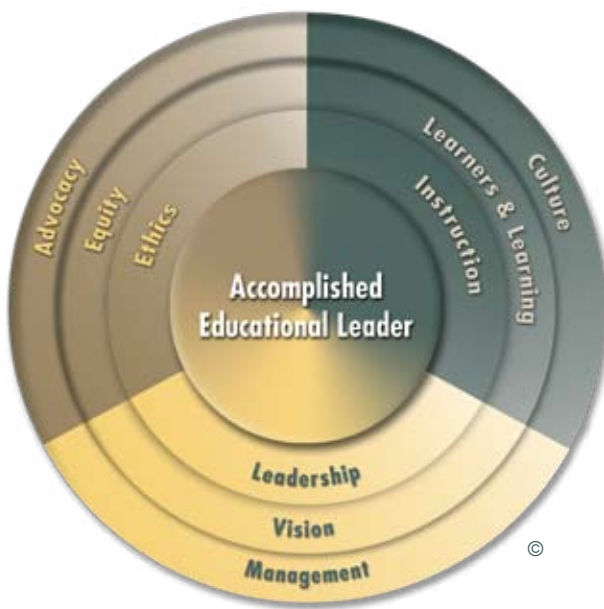
**—Daniel A. Domenech, executive director,
American Association of School Administrators**

"Once the assessment is developed, principals who go through the certification process will become better at what they do."

**—Victoria Dixon-Mokeba, NBCT, head of school and lead teacher,
Carolina School for Inquiry, Columbia, South Carolina**

"If we are going to improve our nation's schools, it is absolutely critical that we have the best principals in these schools leading the teaching and learning process."

**—Carl Harris, superintendent,
Durham Public Schools, North Carolina**



National Board Core Propositions for Accomplished Educational Leaders™

Skills

1. Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance. **(Leadership)**
2. Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission. **(Vision)**
3. Accomplished educational leaders manage and leverage systems and processes to achieve desired results. **(Management)**

Applications

4. Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning. **(Culture)**
5. Accomplished educational leaders are committed to student and adult learners and to their development. **(Learners and Learning)**
6. Accomplished educational leaders drive, facilitate and monitor the teaching and learning process. **(Instruction)**

Dispositions

7. Accomplished educational leaders model professional, ethical behavior and expect it from others. **(Ethics)**
8. Accomplished educational leaders ensure equitable learning opportunities and high expectations for all. **(Equity)**
9. Accomplished educational leaders advocate on behalf of their schools, communities and profession. **(Advocacy)**

GROWING INTEREST NATIONWIDE IN NATIONAL BOARD CERTIFICATION FOR PRINCIPALS

There is further evidence of interest in National Board Certification for Principals. Several states are working to identify and recognize principals who are performing at an accomplished or advanced level.

NBPTS has built on these and other leadership improvement efforts by convening key experts and groups representing principals, teachers, national organizations and other stakeholders to develop core propositions and standards for the advanced certification. Nearly 7,500 educators nationwide (half of them principals) participated in the developmental process or provided feedback. Through this process, just as it did for teaching, NBPTS is ensuring that National Board Certification for Principals is a high-quality and unified effort that moves practitioners toward common goals.

NBPTS: THE RIGHT TEAM

NBPTS has a record of developing advanced standards and rigorous assessments that are recognized in all 50 states and the District of Columbia. Similarly, NBPTS is recognized for having the capacity to define excellent practice for educational leaders and implement a research-based, nationwide certification.

In June 2008, the National Research Council (NRC) of the National Academies affirmed that NBPTS and its advanced teacher certification program have had a positive impact on student achievement, teacher retention and professional development. The NRC study found that students taught by National Board Certified Teachers make higher gains on achievement tests than students of non-board-certified teachers.

Successful students and teachers need the support of effective school leadership. The most accomplished principals create a school-based learning community that involves teachers, students, parents and the community. In addition, the demands and complexity of 21st century education require more from these leaders. As many current principals approach retirement age, it is essential to attract, develop and retain the best and the brightest educational leaders to the profession to prepare students for the expectations of a global economy.

SIGN UP FOR MORE INFORMATION AND UPDATES.

Visit www.nbpts.org/principals to learn more and to receive regular updates as the National Board reaches milestones in the development of the new National Board Certification of Principals.

Visit www.nbpts.org/teacherleaders to learn more and receive information about the teacher leader initiative.

"I think there is a desperate need there, and I'm so pleased and proud that you guys are stepping up to fill that hole. It's amazing to me that in this day and age in our country that we don't know who the best and brightest principals are. There are no good schools in this country without good principals. It simply doesn't exist. We can't do enough to simply reward excellence to help develop career ladders and career paths for principals to be successful. "

—Arne Duncan, U.S. Secretary of Education

"NASSP strongly believes that school principals should have a professional advanced accrediting organization similar to such entities found in the fields of medicine, architecture and accounting. Recognizing and rewarding exemplary practitioners would encourage school leaders to remain in positions where they are making a difference."

—Gerald N. Tirozzi, executive director, National Association of Secondary School Principals

"A program of national certification for principals, overseen by an independent board such as NBPTS, developed in a timely manner, and based on sound research, both existing and future, will enhance significantly our efforts in attaining NAESP's mission and goals....We are pleased to lend our full support to this effort."

—Gail Connelly, executive director, National Association of Elementary School Principals

"Thanks to the National Board for Professional Teaching Standards, we have made great strides in identifying accomplished teachers. As the National Research Council recently affirmed, advanced teacher certification has a positive impact on student achievement, teacher retention and professional development. Now we need to take the next step. Our schools need National Board Certification for school administrators if we are to continue to make progress in creating and supporting a culture of learning for our students. It is a wise investment in our children, in our workforce and in our nation's future."

—James B. Hunt, Jr., governor of North Carolina (1977-1985, 1993-2001) and founding chair, NBPTS

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