

# NATIONAL BOARD CERTIFICATION FOR PRINCIPALS:

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

**NEW STANDARDS STATEMENTS**

**INCLUDED**



**NBPTS**<sup>®</sup>

National Board for  
Professional Teaching Standards





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

**E**ffective 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

**N**ational 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.

## 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](http://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](http://www.nbpts.org/teacherleaders) to learn more and receive information about the teacher leader initiative.

## 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, deputy assistant secretary,  
U.S. Department of Education  
(former 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)**

# STANDARDS STATEMENTS

## NATIONAL BOARD CERTIFICATION FOR PRINCIPALS

National Board Standards for Accomplished Principals represent a professional consensus on the unique practices that distinguish accomplished principals. These standards are cast in terms of the collaborative actions these principals take to advance learning to the highest level for every child: to recruit, engage, promote and retain accomplished teachers; to improve school culture and performance; to advocate for the profession and the needs of their school; and to purposefully engage families and the broader community in the school's vision and mission. The standards reflect the nine Core Propositions for Educational Leaders, which form the foundation and frame the rich amalgam of knowledge, skills and dispositions that will characterize National Board Certified Principals.

NBPTS recognizes that accomplished principal practice appears in many forms and environments and that there is no single "right" way to be an accomplished principal leader. The standards characterize critical aspects of the outstanding practice of accomplished principal leaders. The standards statements presented below were approved by the NBPTS Board of Directors in February 2010.

### **Standard I: Leadership for Results**

Accomplished principals lead with a sense of urgency and achieve the highest results for all students and adults. They build organizational capacity by developing leadership in others. These dynamic, forward-thinking principals lead collaborative organizations that realize and sustain positive change that enhances teacher practice and improves student learning.

### **Standard II: Vision and Mission**

Accomplished principals lead and inspire the learning community to develop, articulate, and commit to a shared and compelling vision of the highest levels of student learning and adult instructional practice. These principals advance the mission through collaborative processes that focus and drive the organization toward the vision.

### **Standard III: Teaching and Learning**

Accomplished principals ensure that teaching and learning are the primary focus of the organization. As stewards of learning, these principals lead the implementation of a rigorous, relevant, and balanced curriculum. They work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy and make certain that all adults have the knowledge, skills, and dispositions necessary to support student success.

## **Standard IV: Knowledge of Students and Adults**

Accomplished principals ensure that each student and adult in the learning community is known and valued. These principals develop systems so that individuals are supported socially, emotionally, and intellectually, in their development, learning, and achievement.

## **Standard V: Culture**

Accomplished principals inspire and nurture a culture of high expectations, where actions support the common values and beliefs of the organization. These principals build authentic, productive relationships that foster a collaborative spirit. They honor the culture of the students, adults, and larger community, demonstrating respect for diversity and ensuring equity. They create and maintain a trusting, safe environment that promotes effective adult practice and student learning.

## **Standard VI: Strategic Management**

Accomplished principals skillfully lead the design, development, and implementation of strategic management systems and processes that actualize the vision and mission. These principals lead the monitoring and adaptation of systems and processes to ensure they are effective and efficient in support of a high-performing organization focused on effective teaching and learning.

## **Standard VII: Advocacy**

Accomplished principals effectively advocate internally and externally to advance the organization's vision and mission. These principals strategically seek, inform, and mobilize influential educational, political, and community leaders to advocate for all students and adults in the learning community.

## **Standard VIII: Ethics**

Accomplished principals are ethical. They consistently demonstrate a high degree of personal and professional ethics exemplified by integrity, justice, and equity. These principals establish a culture in which exemplary ethical behavior is practiced by all stakeholders.

## **Standard IX: Reflection and Growth**

Accomplished principals are humble lead learners who make their practice public and view their own learning as a foundational part of the work of school leadership. They are reflective practitioners who build on their strengths and identify areas for personal and professional growth. They adapt their paradigm and practice to result in improved student performance and enhanced teacher instruction through reflective practices.

"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**

**COMING IN 2011**

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