National Board Certification for Educational Leaders (NBCEL): Accomplished Principal Certification Update

North Carolina Legislative Education Oversight Committee

North Carolina

November 9, 2010

Leadership Matters

In order for students to have high-quality learning gains year after year, whole schools must be high-functioning led by effective principals with effective teachers across the school. This is especially vital for turnaround schools, where studies find no examples of success without effective principal leadership.

New Leaders for New Schools. (2009). Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness and School Turnarounds.

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What will constitute principal certification?

- **Standards based on research**

- **Detailed certification process**

- **Evidence-based assessment**

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)*
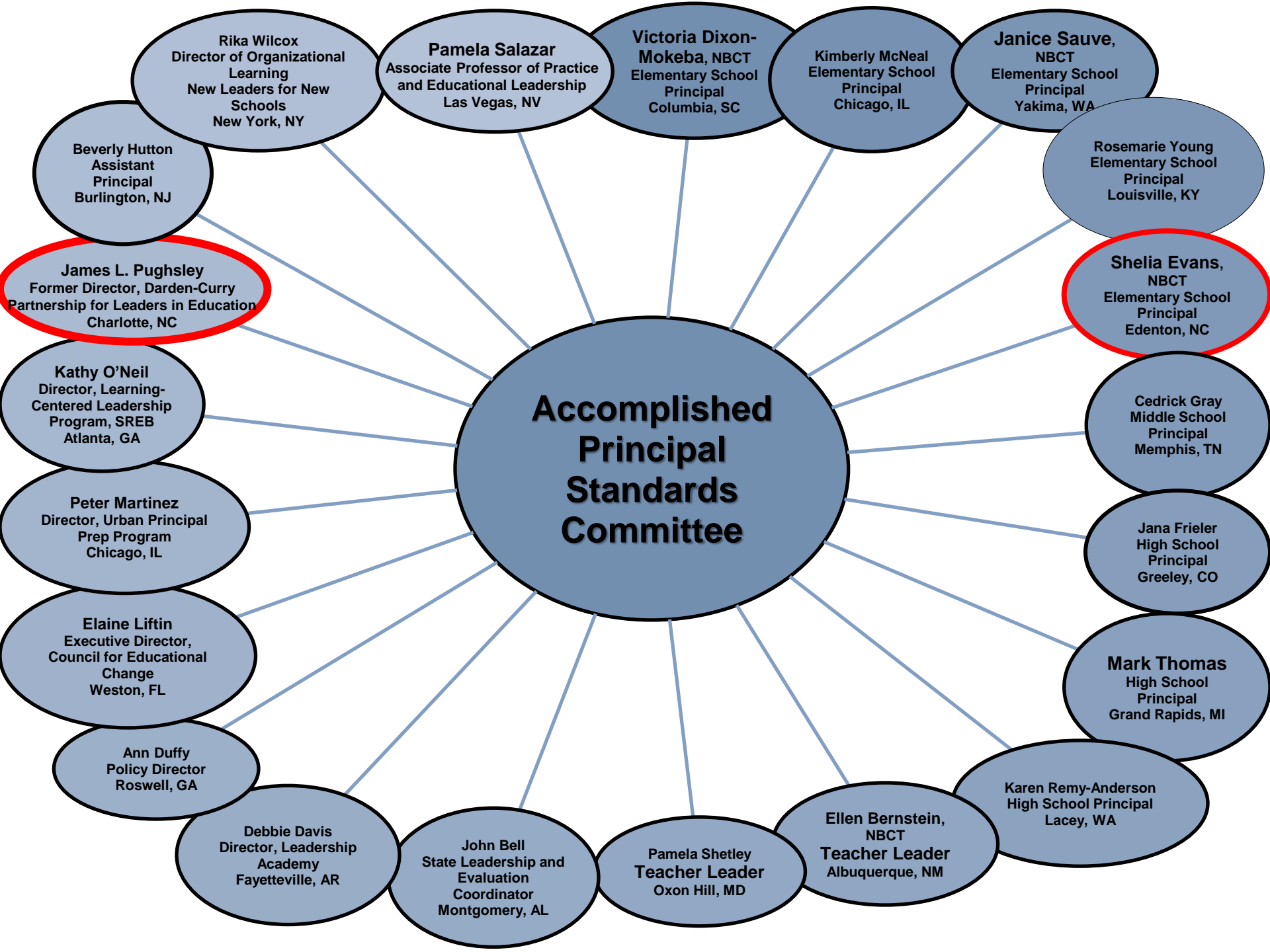
Dispositions

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)*

THE ARCHITECTURE OF ACCOMPLISHED EDUCATIONAL LEADING

The Architecture of Accomplished Educational Leading triple helix illustrates the upwardly spiraling process reflective of an accomplished educational leader's practice. The three strands portray the skills, applications and dispositions as defined in the core propositions and applied through eight stages in an integrated process.

7. Celebrate successes, reflect on the opportunities for all, and inspire stakeholders inside and outside the learning community to high levels of performance.
(Leadership, Vision, Learners & Learning, Ethics, Equity, Advocacy)

8. Set new goals that build on all student and adults' successes and needs to advance the school's mission and vision increase growth and performance, an strengthen your leadership.
(Leadership, Vision, Learners & Learning, Equity, Advocacy)

5. Engage the broader district and community to provide resources and support interventions, system building and change to achieve the goals.
(Leadership, Vision, Management, Advocacy)

6. Assess and adjust systems and strategies to strengthen the learning culture and better achieve goals for all learners.
(Leadership, Management, Culture, Ethics, Equity, Advocacy)

4. Lead, facilitate and use interventions, resources and systems while developing stakeholder capacity to build a learning culture and achieve desired results.
(Management, Culture, Instruction, Ethics, Equity, Advocacy)

3. Design, develop and deploy organizational, curricular and instructional interventions to strengthen the learning culture and achieve goals.
(Leadership, Management, Culture, Ethics, Advocacy)

2. Engage stakeholders in setting equitable, substantial and high value goals informed by data.
(Vision, Management, Learners & Learning Ethics, Equity, Advocacy)

1. Your Learning Community & Your Leadership

What is the vision/mission?
What are the goals for the learning community?
What is the context of your learning community?
Who are your stakeholders?
Where are your stakeholders in relation to the visions/mission?
What do they need or you need from them?

What are your leadership strengths?
How can you effectively lead your learning community?
How can you and your learning community achieve desired results?

(Leadership, Vision, Management, Culture, Learners & Learning, Ethics, Equity, Advocacy)

Accomplished Principal Standards Committee

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National Board Standards
for **Accomplished Principals**

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National Board for
Professional Teaching Standards

- **Handbook for accomplished practice**

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Eligibility Requirements

- Bachelor's Degree

- Three full years as principal leader

- Hold valid license where applicable

Where We Are Now

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- **Lloyd Bond**
- **Robert Lee Linn**
- **Richard Luecht, UNC Greensboro**
- **Gina Schuyler Ikemoto**
- **Michael Rodriguez**
- **Gary Skaggs**

Accomplished Principal Working Portfolio

- **Entries: Components with supporting evidence**

What must a principal demonstrate to achieve certification?

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Principals will submit six portfolios that demonstrate their ability to:

- Develop an effective strategic plan for their school

- Promote student efficacy, growth and achievement

- Improve teacher effectiveness and retention

- Engage parents and community

- Create and evaluate a self-improvement plan

- Demonstrate continuous accountability

What is in the six portfolio submissions?

- **School Profiles**
- **School Plans**
- **Case Studies**
- **Interviews**
- **Video or Audio recordings**
- **Survey(s)**
- **Written documentation**

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Learning Community Engagement and Leadership Survey

- **Survey to inform development of Strategic Plan and Professional Growth Plan**

Number of Responses to Learning Community Engagement and Leadership Survey

	Number of Schools	Broader Learning	Immediate Supervisor	Parent	Peer	Principal	Student	Teacher	Total
Principal Field Test	404	954	261	7,910	762	273	30,975	5,822	**46,957**
Gates *Take One!*	54	120	0	1,401	0	35	6,443	1,484	**9,483**

Engagement Only Questions
Leadership Only Questions
Engagement and Leadership Questions

NO PASSING STANDARD

Level	Description	Type of Behavior
5	Legacy	**Exemplifies visionary** leadership actions and **initiates** change at **the cultural level** resulting in **systems** that achieve desired and **sustainable** results **beyond the presence of the principal.**
4	Advanced	**Shows visionary** leadership actions and **initiates** change at the **cultural** level resulting in **systems** that achieve desired and **sustainable** results.
3	Core	**Takes** leadership actions and **manages** change at the **organizational** level resulting in **system**s that achieve desired results.
2	Undeveloped	**Takes limited** leadership actions and **reacts** to change at the **situational** level resulting in **inconsistent** results.
1	Counterproductive	**Takes actions** that **detract** from the performance of self and others resulting **in undesired** results.

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Pilot Test Design

- **Southern Regional Education Board (SREB)**

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- **Validate certification process**

- **Ensure process is meaningful and fair**

- **Ensure process elicits evidence of Accomplished Principal Standards**

- **Validate scoring procedures**

- **Establish cut-score**

Principal Characteristics

- Gender
- Race/Ethnicity

School Characteristics

- School Level
- School Context
- School Size by Enrollment
- School Poverty by Percent Students Qualifying for Free or Reduced Lunch

Principal Certification Field Test States

646 Participants

Alabama	Delaware	Iowa	Nevada	Ohio
Arkansas	Florida	Louisiana	New Mexico	Texas
California	Georgia	Maryland	New York	Washington
Colorado	Illinois	Maine	North Carolina	
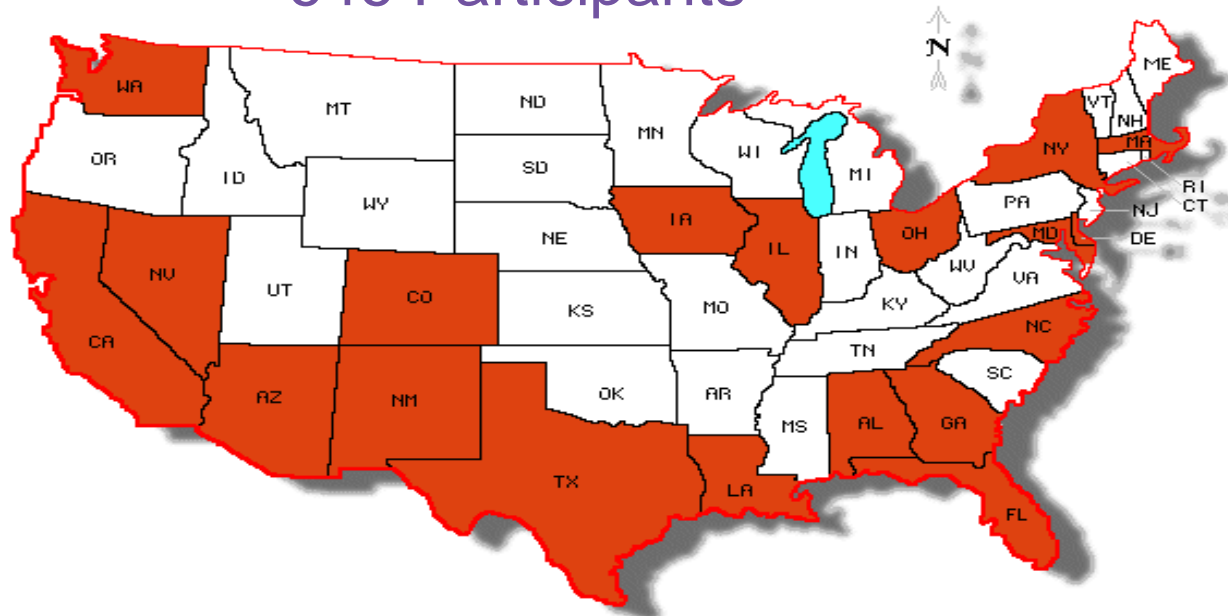
Cahn Fellows Program for Distinguished New York City Principals
Principal Leadership Institute (PLI), University of California, Berkeley

Field Test Participant Requirement

- **400 participants**
- **600 Participants**

2,000 Applicants

NBPTS Field Test Support

- **NB Principal Account and Support**
- **Electronic Document Management**

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Entry One: Contextual Information and Strategic Plan

- Written and visual contextual information (not scored)

- Learning Community Engagement and Leadership Survey (not scored)

- Analytical Report

- Vision and Mission Statement

- Strategic Plan

Principal Role

- **Test the assessment**
- **Provide feedback on**
  - Instructions
  - Time requirements
  - Process
- **Establish scoring materials and passing standard**

Benefits

- **Serving as foundation for a program that will serve all principals**
- **Participating at no cost**
- **Potential to earn National Board Certification**
- **Potential tiered licensure**
- **Potential inclusion in advanced degree programs**
- **Potential reciprocity**