

**Principal
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 01/10/12)**

005.02 Principal

005.02A Grade Levels: PK-12, PK-8, or 6-12

005.02B Endorsement Type: Field/Administrative

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement requires 36 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required for a principal endorsement when completing a PK-8 or 6-12 endorsement. Those seeking a PK-12 principal endorsement must complete a minimum of nine (9) additional credit hours or a total of forty-five (45) graduate semester hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 The applicant for this endorsement must have two (2) years of teaching experience in an approved/accredited elementary, middle, and/or secondary schools; and

005.02D2 Internship/Field Experiences: This endorsement requires 250 clock hours of internship/field experiences in approved or accredited elementary, middle, or secondary schools. These hours must be completed at each of the level(s) for the endorsement(s) being sought.

005.02E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.02F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE
INSTITUTION'S PLAN UNDER THIS ENDORSEMENT***

Through the courses identified in its plan, the institution must provide prospective principals with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Nebraska Teacher and Principal Performance Standards.

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STANDARD 1: VISION FOR LEARNING

The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.

Indicators:

- A. Candidates have knowledge and demonstrate the ability to utilize the analysis of multiple sources of relevant data to build context around the unique needs of the school and education community to lead the creation of the vision, mission, and goals.
- B. Candidates understand the value of high expectations for the well-being and performance of self, students, and staff and ensure those expectations are aligned to the vision, mission, and goals of the school.
- C. Candidates have knowledge of systems leadership and demonstrate skills to implement a systematic review process of the vision, mission and goals that allows for adjustments based on changing needs of students and the learning community.
- D. Candidates have knowledge of sound instructional theory and pedagogy, research on student learning and development and demonstrate understanding by aligning to a school-wide model of instruction.
- E. Candidates have knowledge of evidence-based practices and high-quality instruction materials, demonstrate skills to use feedback from staff to create a process that provides the necessary support to implement and monitor the effectiveness of the materials.
- F. Candidates understand how implicit and institutional biases negatively impact the expectations of marginalized students, and students' meaningful access to educational resources.

STANDARD 2: CONTINUOUS IMPROVEMENT

The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.

Indicators:

- A. Candidates understand how to implement collaborative processes with the educational community to engage them in the development, implementation, monitoring, and revision of the school improvement plan.
- B. Candidates have knowledge of systems leadership and demonstrate skills to design a school-wide professional learning plan aligned to the continuous improvement process.
- C. Candidates have knowledge of systems leadership and demonstrate understanding of 1st, 2nd, and 3rd order change processes and skills to guide staff through changes as determined by the continuous improvement model.

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- D. Candidates understand culturally responsive leadership and demonstrate the skills to implement culturally responsive practices schoolwide.
- E. Candidates demonstrate the ability to identify essential strategic partnerships that represent the diversity and culture of the community.
- F. Candidates understand equity and demonstrate the ability to use multiple forms of data to identify inequities that impact the achievement of all students and student groups, learning trends of all students and student groups, and teacher effectiveness to drive the school improvement process.
- G. Candidates demonstrate growth by developing a personal awareness of strengths, weaknesses and implicit bias through an intentional reflection process.
- H. Candidates align reflection processes to the development of professional practice by developing a schoolwide learning community plan that builds context through the use of data to identify and monitor effective instruction practices.
- I. Candidates demonstrate the ability to develop a community engagement plan to identify the appropriate audience to inform, seek feedback, and build partnerships.

STANDARD 3: STAFF SUPPORT AND DEVELOPMENT

The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Indicators:

- A. Candidates demonstrate understanding of building a school-wide climate of trust, cultural responsiveness, and equity to ensure all students have access to effective teachers and purposeful learning experiences.
- B. Candidates have knowledge of systems leadership and can demonstrate the ability to design and implement a process of support, development, and evaluation of staff that is focused on growth over time.
- C. Candidates understand how to provide specific, actionable, and timely feedback to individual staff members, and formalize feedback protocols as part of the support, development, and evaluation process.
- D. Candidates have knowledge of high-quality instructional practices and effective instruction and have the skills to lead staff in an ongoing professional dialogue around high-quality instructional material and evidence-based strategies.
- E. Candidates understand human resource needs and demonstrate the ability to identify and analyze appropriate data as part of the staff retention and recruitment process.

STANDARD 4: OPERATIONS AND MANAGEMENT

The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Indicators:

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- A. Candidates have knowledge of the conflict resolution process and demonstrate understanding by modeling the conflict resolution behaviors and practices and aligning the process to expectations of staff.
- B. Candidates have knowledge of and can demonstrate a community engagement plan to establish and implement the school's policies, protocols, and to communicate the daily operations that promote the vision, mission, and goals.
- C. Candidates have knowledge of multi-tiered systems of support and understand how to analyze multiple sources of relevant data to guide decision-making around the academic and social-interventions, accommodations, and to ensure curricular and extracurricular activities are available to meet the needs and foster strengths of all students.
- D. Candidates understand the responsible, ethical, and accountable budgeting and accounting practices.
- E. Candidates demonstrate understanding of how to manage and monitor the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment.
- F. Candidates understand how to utilize contextual data to manage staff resources, assigning staff members to roles that optimize professional capacity.

STANDARD 5: CULTURE FOR LEARNING

The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.

Indicators:

- A. Candidates understand the importance of consistent engagement in the community to understand the needs and to communicate the vision, mission, and goals.
- B. Candidates understand equity through the articulation of a vision that defines a student-centered culture and is designed to sustain and ensure equitable access to learning and development opportunities for each student, staff member and self.
- C. Candidates have knowledge of the impact of academic, physical, social-emotional, and mental health needs of students, and understand how to use data to align a continuum of support processes to a continuous improvement model.
- D. Candidates have knowledge of collective leadership and demonstrate understanding by implementing school-wide protocols to cultivate mutual respect and collegiality to achieve student and staff goals.
- E. Candidates promote high expectations and mutual accountability and understand how to utilize multiple sources of relevant data to monitor the climate and culture of the educational community.
- F. Candidates develop self-awareness and demonstrate the commitment leading culturally responsive practices and protocols to eliminate institutional bias and student marginalization.
- G. Candidates recognize a multi-diverse community as an asset, demonstrate acceptance, value, trust, respect, and encourage all students, staff, and community.

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- H. Candidates utilize and promote cultural, social, and intellectual resources of the community.
- I. Candidates demonstrate skills to address student and staff conduct in a fair, positive, and unbiased manner.

STANDARD 6: PROFESSIONAL ETHICS AND ADVOCACY

The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.

Indicators:

- A. Candidates understand collective leadership to build an environment of shared responsibility for each students' academic success and well-being.
- B. Candidates have knowledge of and understand how to prioritize and proactively navigate the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals.
- C. Candidates protect the established rights and confidentiality of students and staff.
- D. Candidates model ethical behavior, act according to, and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement.
- E. Candidates hold self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism.
- F. Candidates engage in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities.
- G. Candidates understand how to build and maintain purposeful relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect.
- H. Candidates assume responsibility for professional growth and leadership development both as an individual and as a member of a learning community.

STANDARD 7: FIELD-BASED INTERNSHIP EXPERIENCES IN WHICH

Indicators:

- A. Candidates participate in planned and authentic school-based field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor.
- B. Candidates document all field experiences.
- C. Candidates participate in field experiences that occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills.
- D. Candidates work with appropriate community organizations such as social service groups and local businesses.

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STANDARD 8: STANDARDS-BASED INTERNSHIP EXPERIENCES IN WHICH

Indicators:

- A. Candidates synthesize and apply the knowledge and skill abilities identified in Standards 1 through 6.
- B. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a school.
- C. Candidates experience authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, parents, caregivers, students, and school community leaders.
- D. Candidates apply knowledge and skills articulated by state standards and district policies for educational leaders within a school.

STANDARD 9: SUSTAINED EXPERIENCES

Sustained Experiences in which the candidate is provided an internship experience of at least 250 clock hours in approved or accredited schools.

Indicators:

- A. Experience need not be consecutive and may include experiences of different lengths. The internship must include an expended capstone experience to maximize the candidate's opportunities to practice and refine their building-level knowledge and skills.
- B. Candidates must submit an internship plan that is approved by both the on-site mentor and institution faculty.

STANDARD 10: QUALIFIED ON-SITE MENTOR

Indicators:

- A. A qualified on-site mentor is selected collaboratively by the intern candidate and institution faculty.
- B. Each on-site mentor has demonstrated successful experience as an educational leader within a school.
- C. High-quality training of on-site mentors is provided by the supervising institution in order that the on-site mentor may provide the intern candidate with ongoing supervision, guidance, and evaluation.

STANDARD 11: CANDIDATES TAKE THE INTERNSHIP FOR CREDIT ACCORDING TO THE POLICIES OF THE PROGRAM.