PRINCIPAL

Reviewer Assessment

***Directions****: This matrix should be completed by the reviewer while assessing the program standards’ compliance through review of the matrix submitted by the institution and data gathering at the site visit.*

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| **PRINCIPAL**  **INSTRUCTIONAL LEADER** | **Rating:**  **4: Highly effective**  **3: Effective**  **2: Needs improvement**  **1: Ineffective** | **Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).** |
| **The program shall allow for individualized programs of study and experience as outlined in 506.04(c).** | | |
| |  |  |  | | --- | --- | --- | | a. Facilitate the development, articulation, implementation, and stewardship of a vision of learning supported by the school community; |  |  | | b. Listen, analyze and respond clearly and appropriately to issues related to the needs of the school community; and |  |  | | c. Shape the educational plan and actions within the school reflecting the district's mission, planning, and assessment processes; |  |  | | **(2) In the area of the knowledge of school culture and instructional programs, the candidate shall have the ability to:** | | | | a. Establish clear goals, a vision and expectations for students, with assessment processes in place, promoting student growth and development; |  |  | | b. Demonstrate knowledge of learning and motivational theories and has the ability to create and implement research-based strategies while providing support for educators; |  |  | | c. Encourage educators to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines; |  |  | | d. Demonstrate knowledge of effective teaching practices, acknowledge current methods and practices, and demonstrate the ability to evaluate and improve the school's educational program; and |  |  | | e. Understand the change process and recognize the levels of individual and institutional change; |  |  | | **(3) In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to:** | | | | a. Provide a safe school environment and plan and execute systematic emergency drills, training, and revisions as needed; |  |  | | b. Recognize and communicate facility maintenance needs with appropriate personnel to resolve concerns; |  |  | | c. Manage human resources responsibly, efficiently, and effectively in a collaborative manner while addressing staff needs; |  |  | | d. Generate reports and maintain records in an efficient, timely and succinct manner while preserving confidentiality; and |  |  | | e. Demonstrate knowledge of school cultures and gather feedback to develop and maintain a positive school climate; and |  |  | | f. Demonstrate knowledge of following policies, laws, and regulations; and |  |  | | **(4) In the area of the knowledge of how to develop local district goals, the candidate shall:** | | | | a. Develop professional goals that align with building and district level goals; and |  |  | | b. Collaboratively develop and implement building level goals. |  |  | | | |

[*Source.*](http://www.gencourt.state.nh.us/rules/Filing_history/sourceed.html) *#2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-86, EXPIRED 2-21-92*

*New. #6366, eff 10-30-96; ss by #8023, eff 7-1-04; and by #8335, eff 4-23-05; ss by #10245, eff 12-21-12;7/13/2023*

*2015*

**DEFINITIONS:**

*“Education administrator” means a person who provides building-, district-, or school administrative unit (SAU)-level administrative services at the pre-K, elementary, or secondary level including a superintendent, assistant superintendent, principal, assistant principal, special education administrator, curriculum administrator, career and technical education principal, and district administrator, as outlined in Ed 506;*

*“Educational specialist” means a person who provides non-instructional services, or provides specialized instructional services outside of the classroom, to students at the pre-K, elementary, or secondary level including a library media specialist, school counselor, school counseling director, school psychologist, school social worker, and specialist in assessment of intellectual functioning;*

*“Instructional specialist” means a person who provides specialized instructional support to teachers and others who provide direct instruction to children at the pre-K, elementary, or secondary level, including reading and writing specialist, digital learning specialist, and elementary mathematics specialist for grades k-6;*

*“Teacher” means a person who plans, provides, and assesses direct instruction to children at the pre-K, elementary, or secondary level in a content area specified in Ed 507. “Teacher” does not include paraeducator.*

*“Experience” means full-time employment as an educator, or equivalent to full-time;*