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Principal Residency Assignments and Due Dates
go.ncsu.edu/nela6residency

| Assignment | Page | Location | Due Date | Cohort Director | Executive Coach | Principal Mentor |
|--|------|----------|---|-----------------|-----------------|------------------|
| Personal Vision Statement | 2 | Moodle | 7/31/17 8/14/17 | X | X | |
| Letter of Self Introduction | 2 | Moodle | 7/31/17 8/10/17 | X X | X X | X |
| Personal Leadership Development Plan | 3 | | 8/14/17 Ongoing | X | X | X |
| SMART goals | 4 | Moodle | 8/22/17 10/24/17 1/20/18 4/14/18 | X | X | |
| School Profile from Public Data | 5 | Weebly | 8/24/17 | X | X | |
| Handbook Assignment | 7 | Weebly | 9/16/17 | X | X | |
| Detailed Examination of the School Community and Human Resources | 8 | Weebly | 9/26/17 | X | | |
| Holistic Needs Assessment | 9 | Weebly | 10/21/17 | X0 | | |
| Attendance Data | 10 | Class | 10/24/17 1/20/18 4/14/18 | X | X | X |
| Discipline Data | 10 | Class | 10/24/17 1/20/18 4/14/18 | X | X | X |
| Learning Walks | 11 | Weebly | 2/week | X | X | X |
| Evaluations <ul style="list-style-type: none"> • Two in September • Four in October • Two in November • One in December • Three in January • Two in February • Three in March • Three in April | 12 | Weebly | | | X | X |
| Evaluations and the Use of Questioning | 15 | Weebly | TBD | X | X | X |
| Teaching as Modeling | 16 | Weebly | TBD | X | X | X |
| Reading Assignments | 16 | Moodle | TBD | X | | |
| Writing Assignments | 16 | Moodle | 9/15/17 10/20/17 11/17/17 12/15/17 | X | | |
| Formative Assessment Growth Video | 16 | Class | 12/9/17 | X | X | |
| Middle School Developmental Project | 21 | Weebly | 12/9/17 | X | | |
| High School Developmental Project | 25 | Weebly | TBD | X | | |
| Problem of Practice | 29 | TBD | TBD | X | | |
| Weekly Principal Residency Log | 32 | Weekly | Weekly | X | X | |
| Weekly Time Usage Charts | 33 | Weekly | Weekly | X | X | |
| Parent Contact Log | 35 | Weebly | Weekly | X | X | |

Personal Vision Statement**Draft Due 7-31-17****Final Due 8-14-17**

Must be dropped into your Moodle folder by the assigned dates.

As leaders, Principal Residents will use their personal vision statement to motivate and organize their school organization. When shared with community members, this statement serves to align the community around the vision. The focus is on improving learning.

Your personal vision statement is your “elevator speech” that includes the ideas/methods which will be the instructional strategy of your school; highlights the values, beliefs and behaviors that will support your vision; and communicates energy and your ability to make tough decisions that protect the school’s instructional focus. It should be present or evident in every conversation, interaction, presentation, letter from you, etc.

In 100 words or less, write your personal educational leadership vision statement. You will have 1-2 minutes to “Stand and Deliver” your vision in class. During the class, your fellow classmates will record your presentation on your iPad for your review. Review your personal vision statement with your Cohort Coordinator, and Executive Coach. A revised copy of your Personal Vision Statement should be dropped into the appropriate Moodle folder. by August 14, 2017.

Examples of elevator speeches and how to write an effective speech can be found at:

<https://www.thebalance.com/elevator-speech-examples-and-writing-tips-2061976>

<http://idealistcareers.org/a-quick-guide-to-writing-your-elevator-pitch-with-examples/>

<https://theinterviewguys.com/write-elevator-pitch/>

Letter of Self Introduction**Draft Due 7-31-17****Final Due 8-10-17**

A draft copy of your Letter of Self Introduction must be dropped into the Letter of Self-Introduction Statement Folder.

Write a letter to introduce yourself to the school staff. Your letter should be no longer than one page. Your personal vision should be apparent in the letter. It is important to include talking points about yourself to help others begin to form a relationship with you. After you have completed one letter, tailor it to create three separate letters for an introduction to the students, to the parents, to the staff.

Drop all three clearly labeled letters into the appropriate box on the Moodle before August 10, 2017.

Review your letter of self-introduction with your Cohort Director, and Executive Coach. You also need to share these letters with your Principal Mentor before the staff returns to the school.

**Personal Leadership Development Plan (PLDP)
Form is located on the residency website – go.ncsu.edu/nela6residency
Self-Reflection Due 8-14-17**

Your Personal Leadership Development Plan (PLDP) is a living document that will guide your work throughout the year. It will be the primary document that you will use in conversation with your Executive Coach throughout the year. At a minimum, you, your Executive Coach, and your Principal Mentor will review your PLDP in August, December, February, and April.

During your reading week, August 7-11, you need to complete the self-reflection portion of the PLDP and share it with your Executive Coach, the Principal Mentor, and Cohort Coordinator.

The PLDP outlines specific learning goals, accompanied by specific activities or experiences at the Principal Residency school that will help the Principal Resident develop and practice the identified leadership skills. The artifacts to document the Principal Resident's growth should be carefully archived and will become the Principal Resident's digital portfolio (Weebly) for licensure application. Each artifact should include a corresponding narrative explaining the Principal Resident's current and desired levels of proficiency. Principal Residents should be actively documenting their experiences throughout their Principal Residency using a variety of technology-based resources (web, video, multimedia).

The document will also outline any possible Principal Residency rotation(s) the Principal Resident experiences based on individual Principal Resident learning needs or program objectives and may cross school levels when appropriate (i.e. rotation at Elementary, Middle, High School, Central Office).

Principal Residents should also identify a possible site-visit of one (or more) “Getting it Done” schools (a high performing, high poverty school). Post to your Weebly the date, the school, the reason for choosing the school and a reflection of your visit.

SMART Goals

Due Date – 8-22-17, 10-24-17, 1-20-17, 4-4-18

Please drop your SMART goals into the Moodle folder entitled SMART goals. Your Cohort Director will progress monitor your SMART goals throughout the year.

Utilizing the SMART formula for writing goals, write **three** professional and/or personal goals. SMART goals must be **SPECIFIC, MEASURABLE, ATTAINABLE, REALISTIC, AND TIMEBOUND.**

Examples:

By 2017, 95% of my students will have a passing rate of 85% or higher on all unit tests.

By 2017, I will reduce my weight to 150 pounds by walking 30 minutes at least three times per week and tracking my caloric intake on My Fitness Pal.

Examples of how to write SMART goals can be found at:

<https://www.youtube.com/watch?v=1-SvuFIQjK8>

<https://www.youtube.com/watch?v=aOnN1iVGMO4&t=327s>

The format is:

| SMART Goal: <i>What are you hoping to accomplish?</i> | | | | |
|--|--|--|---|---|
| Data Used: <i>What data will you use to track your progress?</i> | | | | |
| Strategies | Point Person | Evidence of Success | Personnel Involved | Timeline |
| <i>What steps will you take to achieve this goal?</i> | <i>Who is responsible for this goal?</i> | <i>How will you know when you have achieved this goal?</i> | <i>Are there other persons who need to be involved?</i> | <i>What is your timeline? When do you expect to accomplish this goal?</i> |

In-Depth Examination of your School and your School Community

You will complete these assignments throughout the first semester. The due dates will be determined by your Cohort Director. Your findings should be posted to your Weebly and will be discussed during various classes with your Cohort Director throughout the semester.

As a new principal, it is important that you understand your school and your school community before you enter the school on your first day. To this end, there are three assignments to help you understand the information you should gather and analyze.

These assignments are:

1. School Profile from Public Data
2. Handbook Assignment
3. Detailed Examination of the School Community and Human Resources
4. Holistic Needs Assessment

School Profile from Public Data

Due Date – 8-24-17

A link to your project must be dropped in the appropriate Moodle folder.

The School Profile from Public Data is a deep dive into the life of a school. As a future principal, this is the type of information you should begin to compile and analyze to understand the culture and workings of your school.

Compile the items below and post them on your Weebly (Digital Portfolio) under a new heading titled, “Principal Residency Project: School Profile from Public Data.” If the information is sensitive, create a new Weebly and link that Weebly to your page. Make the Weebly with the sensitive information “private” so that others cannot view it. (See “Settings, then permissions, select “private”). Provide access to the private Weebly to the NSCU MSA faculty, your cohort Director, and your Executive Coach.

For each category, **write a short narrative either describing or analyzing the data and when appropriate, create high impact visuals of the data.** Post all information to your Weebly site and be prepared to discuss in class.

First Impression: What was your experience the first time you walked into the school? Who greeted you? Was it clean? Welcoming?

Facilities: Obtain or create a map of the school. Visit every place (places kids are allowed and those they are not) and take photos/video of the school (include both exterior and interior). Find out about facilities - use data, class size, etc. What could be improved without additional resources? Where do you think the problem areas are (i.e. during passing periods, lunch)? Use photos or video to create a "snapshot" of the school from a facilities standpoint.

Student Population: Obtain or create visual snapshots of the school's student population or create graphs or visual aids. As a pay-it-forward to your residency school, make these photos or graphs available to the administration.

Financial: Obtain a copy of last year's and the current year's budget. What trends do you notice?

School Curriculum: Obtain information on the school's curriculum. What courses are taught? Specials/Electives? What type of school schedule? Obtain and post a copy of schedule/bell schedule.

Achievement: What is the student data/achievement? Obtain copies of the school's report cards for the last three years, and any other items that would inform you about student achievement. Link all documents to your Weebly. Create and post a graph or chart highlighting this information.

Relationships with Other School/District Professionals: Investigate the relationship with other non-teaching professionals such as school counselors, social workers, school psychologists, etc.

Culture: Review copies of the Teacher Working Conditions Survey (TWC) for last three years. Analyze the three most significant areas of concern and areas of greatest success.

Awards and Celebrations: Obtain, create, and post a list of awards/celebrations for your school. Include all awards and celebrations for students, staff, parents, and community members.

Student Discipline/Incident Reports: Gather information on student discipline/incident reports. Does the data include the times and/or locations of the incidents?

Calendar: Obtain and post a copy of the school calendar, daily schedule (for students and faculty - start time, periods, lunches, etc.), regularly scheduled meetings, etc.

Internal School Communications: Investigate the type of internal communication used at your residency school such as emails and emails restrictions, weekly memos/newsletters, bulletin boards, daily announcements, etc. Make sure you include internal communications to both staff and students.

External Communications: Gather examples of external communications (for example, teacher to parent, administration to parent, school to community newsletters, brochures, etc.)

School Web Site: Provide a brief assessment of the school website. Is it informative and useful from a parent's point of view? What are your school's strengths and weaknesses? Complete and post the following check-list.

| Component | + | - | Δ |
|--|---|---|---|
| Webpage highlights students | | | |
| Links to school calendar | | | |
| School vision/mission statement on the web page | | | |
| School contact information (principal, nurse, guidance counselor, teacher e-mails) | | | |
| Information about Common Core | | | |
| Student Handbook | | | |
| Current School Improvement Plan included | | | |
| Link to School Activities | | | |
| List of School/Student Awards | | | |
| Parent-friendly | | | |
| Brochures or newsletters | | | |
| Letter from Principal(s) | | | |
| School website uses school colors and/or school logo/mascot | | | |

Is there anything else we should know about the school?

Handbook Assignment

Due Date – 9-16-17

As a school administrator, it is important that you have a school handbook that outlines your vision and school procedures. Obtain a copy of all handbooks used at your Residency site.

Review the handbook(s) with the following questions in mind:

- What information does the handbook provide for its intended audience? Is it user friendly (content/format)? Why?
- Is there information that should be added or eliminated to make the handbook more useful for the reader? If so, what revisions/edits would you make?
- In what ways is the handbook clearly aligned to the vision as well as the school procedures? If there is more than one handbook, how are they aligned to each?

Write an analysis (1-2 pages total) of the handbook(s) using the above questions as a guide for content. Be sure to be descriptive in your writing to provide a clear understanding since you have access to the handbook(s).

Detailed Examination of the School Community and Human Resources

Due Date – 9-26-17

The Detailed Examination of the School Community and Human Resource information is another deep examination of your school. Utilizing additional data such as interviews with a variety of stakeholders and a community asset map, you will provide a more detailed examination of the school community and the school's human resources. In other words, you will expand to the work you did in your School Profile from Public Data.

Interviews: Some of the information you will need to create a comprehensive school profile will come in the form of a historical narrative based on others stories of their experiences. Therefore, Principal Residents will interview the Principal, APs, school counselor, five teachers (core + specialty- Math, English/Language Arts, Social Studies, Science, PE, Arts, Foreign Language, Librarian, etc.), three staff (secretary, nurse, janitor, cafeteria, etc.), one student from each grade level, a parent/guardian, NCDPI specialists (if any), and a literacy educator. Guiding questions for these interviews include:

1. What is the greatest asset of this school?
2. What are the school's greatest accomplishments over the last several years?
3. What is the greatest challenge of this school?
4. How can I help? What do you see as my role (or a leader's role)?

Community Asset Map Digital Story or other Format: Create a five-minute or less digital story or other format of your choosing that is a community asset map (make sure you include faith-based organizations). You can determine your audience for the video (might choose teachers at the school, parents, community members or some combination). Share your video with your target audience at a future date and post a reflection and the date it was shared on your Weebly. You might want to use Google Maps for this assignment.

For ideas on Asset Maps go to:

http://ctb.ku.edu/en/tablecontents/sub_section_main_1043.aspxhttp://ctb.ku.edu/en/tablecontents/sub_section_main_1043.aspx

Public Messaging: Gather and analyze any school created public relations materials or newsletters, letters/memos home, etc. You should also search the local news outlets for articles (newspaper, TV, or web articles). Provide copies of what you found and write a short narrative in which you analyze the message you received about the school from these items.

Human Capital Table: Utilize resources in the school to complete a Human Capital Table that includes the following information:

1. Title of role within the school
2. Name of the staff members
3. Areas of certification
4. Total years of experience
5. Total years at this school
6. Work locations (room numbers)
7. Current assignment
8. Talking points (personal information/interest/talents) to help you build a relationship with this person
9. Other pertinent information

Holistic Needs Assessment

Due Date – 10-21-17

The Holistic Needs Assessment is the final piece of your in-depth examination of your school. After completing the components of The School Profile from Public Data and the Detailed Examination of the School Community and Human Resources, you will conduct a comprehensive review of your school's educational program that uses both qualitative and quantitative data regarding student performance trends and other performance indicators. Include information from NCDPI, School Report Cards, Progress Reports, School Improvement Plans, self-assessment documents, action research, surveys, interviews, and/or teacher or school-based assessments. Answer the following using data/evidence to support your answers:

1. What are the most pressing challenges or needs of this school (academic and other needs)? How do you know?
2. What student performance trends can you identify?
3. What teacher working conditions trends can you identify?
4. Based on what you answered in the collection and analysis of the previous sections, identify potential barriers for innovation and improvement in the school. How do you know? Provide specific data sources to support your claims. (Include achievement and culture data).

This information will be utilized in identifying your Problem of Practice for your Principal Residency.

Attendance Data

Due Date – 8-22-17, 10-24-17, 1-20-17, 4-4-18

As a principal, it is important to look at a wide range of data to determine areas of need. Granular attention to attendance will provide a wealth of information about your students and your school.

Each school or school district might have a method of tracking this data such as PowerSchool or other internal tracking systems. Investigate your school's/district's tracking system and track this data.

You will be expected to bring this data and all supporting data, logs, PowerSchool records, etc. to class on a quarterly basis for investigation and analysis. You can prepare charts to display this data.

Discipline Map & Log

Due Date – 8-22-17, 10-24-17, 1-20-17, 4-4-18

This is an on-going assignment that requires updates as occurrences happen.

Either obtain or make a well detailed map of your school. Hallways, classrooms, restrooms, cafeteria, playground etc. should be designated so that events that require disciplinary action can be noted directly on the map. Design a system for labelling occurrences to enable review at a glance of what, where and when the events took place.

Create a corresponding log for the disciplinary events that resulted in suspensions where you conducted the investigation and/or handled. Suggested format only:

| DATE | STUDENT'S IDENTIFYING INFORMATION | DESCRIPTION OF INFRACTION | TYPE OF SUSPENSION H (HOME) I (IN-SCHOOL) | # OF DAY(S) OF SUSPENSION |
|----------|-----------------------------------|--|---|---------------------------|
| 09/11/17 | JB – 5 th Grade | Fighting in the classroom after lunch. | I | 3 |

Teachers Teaching and Students Learning: Practicing, Diagnosing, and Communicating

Due Date - Ongoing through the year

Monitoring instruction is a major part of a principal's responsibility. To this end, you are expected to conduct Learning Walks and Teacher Observations throughout your Residency. These Learning Walks and Teacher Observations should be documented on your weekly logs.

The four elements of the Teachers Teaching and Students Learning Component are:

1. Learning Walks - An informal visit to the classroom that are purposeful and focused on a particular item, topic, or process.
2. Evaluations - The formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development. In North Carolina, teacher evaluation usually includes a pre- and post-conference.
3. Use of Questioning – Monitoring the types and levels of questions asked during a lesson is one method of determining the level of rigor in a lesson. Being able to help teachers raise their level of questioning is an important part of the observation process.
4. Teaching as Modeling – Modeling a lesson for a teacher(s) is an excellent method of improving instruction. Using the opportunity to teach a lesson for a staff member is also a way to Pay It Forward as you complete your internship. You might have a lottery for all teachers with perfect attendance and you provide a 'time-off' for the teacher selected.

Learning Walks

Due Date – A minimum of two per week

Principal Residents will conduct Learning Walks of teachers and students at a minimum of two times per week. Through conversations with Principal Mentors and Executive Coaches, the Principal Residents will develop "look fors" for each of the learning walks.

Topics of Learning Walks might include:

- a) Purpose (standards and teaching point).
- b) Student engagement (includes intellectual work, engagement strategies, and authentic student discourse).
- c) Curriculum and pedagogy (curriculum, teaching approaches and strategies, scaffolds for learning).
- d) Assessment of student learning (assessments and adjustments).

- e) Classroom environment and climate (use of physical space, classroom routines and rituals, and classroom culture).
- f) Use of questions and lesson rhythm (Madeline Hunter and others).

Practice taking low interference transcript/notes. What do you see/hear? What raises questions for you?

Log, write a reflection, and share this information with your Executive Coach which should also be included in your Digital Portfolio as an artifact.

In collaboration with your Principal Mentor, create a Learning Walk Document of specific “look fors” that is aligned with the School Improvement Plan and the vision of the Principal Mentor. Share this document with your Executive Coach and post on your Weebly site.

Evaluations

Due dates – Ongoing through the year

Principal Residents must conduct teacher evaluations and provide feedback to the teacher (and complete a self-reflection on that evaluation including debriefing with your Executive Coach and/or Principal Mentor) several times each month. For the evaluations, Principal Residents will utilize the NC Teacher Evaluation Instrument and go through the entire process (pre-conference, observation, and post-conference). A key component of the evaluation process is the honest conversations about teaching and learning that should take place during the post-observation conference. **To the extent possible, try to schedule several evaluations during times that your Executive Coach can shadow you through the process and then debrief with you about what he/she observed.** With teacher permission, if possible, record the pre and post conference session. Share both the written evaluation and your reflections with your Executive Coach. The minimum required evaluations that you must complete includes:

- a) Two evaluations in September
- b) Four evaluations in October
- c) Two evaluations in November
- d) One evaluation in December
- e) Three in January
- f) Two in February
- g) Three in March
- h) Three in April

You should include copies of the evaluations and your reflections in your Principal Residency Portfolio Weebly.

You are expected to maintain an electronic record of your Learning Walks and your Teacher Observations. A sample of these logs are below.

| Monthly Teacher Learning Walk Log | | | |
|-----------------------------------|------|--|-----------|
| Teacher/Subject | Time | Notes including the Focus of the Learning Walk | Follow-up |
| | | | |

| Monthly Teacher Evaluation Log | | | | |
|--------------------------------|-----------------------|--------------------------------------|-----------------------|------------|
| Teacher/Subject | Pre-Observation Notes | Details from Teacher Evaluation Tool | Post-Conference Notes | Reflection |
| | | | | |

Using an Observation Matrix

Additionally, an effective administrator honors the evaluation process and plans it carefully at the beginning of the school year. Because of the unique North Carolina system, the following document should be shared with your Principal Mentor and if they approve, complete this document for the entire year. It is always helpful to share this with the staff. Include this document on your Weebly and share with your Executive Coach.

2017-2018 Teacher Evaluation Calendar

| | | | | | | | | |
|--|---------------------------------|----------------------------------|---------------------------------------|---|---|--|--|---------------------|
| Comprehensive, Beginning Teacher 1, 2, and 3, Standards 1-5, PDP, Record of Activities, Summative <ul style="list-style-type: none"> • Full time working at least 120 days of the school year • Contract codes: 1001, 1003, 2000s, & 9999 | | | | | | | | |
| Teacher Name | Initial PDP completed by Oct 14 | Mid-year PDP completed by Jan 27 | End-of-Year PDP completed by April 28 | 1 st formal obs, 45 min, pre-conference, by Oct 14 MUST be completed by admin | Peer obs, does not need a pre-conference, by Nov 30 | 2 nd formal obs, 45 min, by Jan. 27 | 3 rd formal obs, 45 min, by March 31 | Summative, April 28 |
| | | | | | | | | |
| Write the name of the administrator/teacher who will be doing the PDP or evaluation in these spaces | | | | | | | | |
| Comprehensive, Non-Career, Non-Beginning Teacher, Standards 1-5, PDP, Record of Activities, Summative <ul style="list-style-type: none"> • Less than three consecutive years in the county • Contract codes: 1001, 1003, 2000s, & 9999 | | | | | | | | |
| Teacher Name | Initial PDP completed by Oct 14 | Mid-year PDP completed by Jan 27 | End-of-year PDP completed by April 28 | 1 st formal obs, 45 min, pre-conference, by Oct 14, MUST be completed by admin | Peer obs, does not a pre-conference, by Nov 30 | 2 nd formal obs, 45 min, by Jan 27 | 3 rd formal obs., 45 min, by March 31 | Summative, April 28 |
| | | | | | | | | |
| Write the name of the administrator/teacher who will be doing the PDP or evaluation in these spaces | | | | | | | | |
| Standard, Non-Career, Non-Beginning Teachers & Career Teachers, Standards 1-5, PDP, 1st formal, 2 informal, Summative <ul style="list-style-type: none"> • Non-Beginning Teacher <ul style="list-style-type: none"> ○ Three or more consecutive years in the county AND certification renewal is 2018 ○ Had a developing in any standard on last year's summative evaluation ○ Contract codes: 1001, 1003, 2000s, & 9999 • Career Teachers | | | | | | | | |

| <ul style="list-style-type: none"> ○ 2018 certification expiration ○ Contract code: 3000 | | | | | | | | |
|---|----------------------------------|-----------------------------------|--|---|--|--|-----------|--|
| Teacher Name | Initial PDP, completed by Oct 14 | Mid-year PDP, completed by Jan 27 | End-of-year PDP, completed by April 28 | 1 st formal obs, 45 min, pre-conference, by Oct 14, MUST be completed by admin | Informal obs, 20-45 minutes, completed by Dec 16 | Informal obs, 20-45 min, completed by May 15 | Summative | |
| | | | | | | | | |
| Write the name of the administrator/teacher who will be doing the PDP or evaluation in these spaces | | | | | | | | |
| Abbreviated, Standards 1-4, PDP, 2 informal, Summative <ul style="list-style-type: none"> • Non-career, Non-Beginning Teacher <ul style="list-style-type: none"> ○ Three consecutive years teaching in the county ○ At least proficient ratings on all standards the previous year ○ Not in their certification renewal year ○ No documented concerns throughout the year ○ Contract codes: 1001, 1003, 20000s, & 9999 • Part-time or retiree • Less than 100% or less than 120 days or retirees <ul style="list-style-type: none"> ○ Contract Codes: 1002, 3001 | | | | | | | | |
| Teacher Name | Initial PDO, completed by Oct 14 | Mid-year PDP, complete by Jan 27 | End-of-year PDP, completed by April 28 | 1 st Informal obs, 25-45 min, by Dec 16 | 2 nd informal obs, 20-45 min, by May 15 | Summative | | |
| | | | | | | | | |
| Write the name of the administrator/teacher who will be doing the PDP or evaluation in these spaces | | | | | | | | |

Conducting effective pre and post conferences are critical parts of the observation process. Below are some post-conference questions that can help you begin the conversation.

Suggested Pre-Conference Questions

- What is the focus of the lesson? What will the lesson be about?
- What outcomes or standards will be addressed? What skills and knowledge will students develop?
- What will you do to open the lesson? Introduce concepts? Invite practice? Monitor student learning? Close the lesson? Invite reflection?
- What teaching strategies will you use to produce student outcomes? How will students be actively engaged?
- What student behaviors do you expect to see? What will students be doing as the lesson unfolds?
- What will students do that will let you know that they have mastered the lesson concepts? What student behaviors will indicate the lesson's success?
- What led up to the lesson? What learning experiences did students have in the lesson before this one?
- What would you like me to observe? How would you like me to focus the observation?
- Is it OK if I walk around and watch/speak to students during the observation, or would you prefer I stay seated and not interact? Where would you like me to position myself so that I am not interfering with the lesson?

- How would you like me to collect observational data (e.g., scripting, interaction analysis, questioning strategies, teacher behavior/student behavior notes, digital recording, other method)?
- Is there anything else you would like to share?
- Is there any other background information you would like me to know?
- Do you have any feedback for me about the questions I have asked? Are there any questions you wish I would have asked or would have asked differently?

Suggested Post-Conference Questions

- As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you did your planning?
- Provide the data/information that you use to determine your students' progress toward this lesson's goals. Include group and individual information.
- How will you (did you) use the students' performance as you envision the next step for student learning?
- If you were to teach this lesson again to these students, what changes would you make?
- As you reflect on this lesson, what ideas or insights are you discovering about your teaching?
- What do you think the students learned during this lesson? How can you be sure?

Evaluations and the Use of Questioning

Your Cohort Director will determine a due date for this assignment.

Debrief this assignment with your Executive Coach, Cohort Coordinator, and the teacher you observed.

Understanding the use of questioning and the difficulty level of the questions used in the lesson is one method of determining the rigor of the lesson. Therefore, at least one teacher evaluation should focus on the teacher's use of questioning. Please indicate on your log which evaluation focused on the teacher's use of questions and write an analysis of your observation. Use all available resources to understand the importance of good questioning.

Include in your narrative:

1. The characteristics of effective questioning.
2. The types of questions the teacher utilized.
3. At least three questions from your observation where a different question would have increased academic rigor and/or learning.

4. Reworded questions and an explanation of how they would lead to more complex or higher level of thinking.

Teaching as Modeling (Paying it Forward)

Effective leaders model the behaviors they expect from others. To model high quality teaching and as an incentive for the teachers to work with you on your Problem of Practice Project, Principal Residents must give back to teachers they are working with by taking over/teaching their class for a period or day. Make sure you get prior approval from your Principal Mentor. You may choose to invite a teacher(s) to observe your teaching. Create a brief narrative and a short video (2-3 minutes) about the experience(s) and include the narrative in your Portfolio (Weebly).

Program Reading Assignments

Due Dates - TBD

To help you build the professional habit of keeping current with the literature, the readings will include classic works and contemporary pieces. The Fellows will be assigned reading groups and are expected to participate in on-line discussions of the various professional articles.

Program Writing Assignments

Due Dates – 9-11-17, 10-20-17, 1-17-17, 12-15-17, 1-12-18

It is important that the Fellows are able to write clear and concise memos, letters, and emails to various school community constituents. As a result, the Fellows will be assigned a topic each month with a short window (2-3 days) for completion of the assignment. Completed assignments should be dropped in the appropriate Moodle folder by the assigned date.

Formative Assessment Growth Video

Due Date – 12-9-17

Utilizing your archived work from the fall semester, your Personal Leadership Development Plan, and your performance from the planned assessment day in the fall, create a video, no longer than five minutes, that provides evidence of your growth, explains what you still need to learn, and support for your self-rating on the NC Standards for School Executives. You will present the video at your scheduled individual feedback session with your Cohort Director. Artifacts and evidence should include graphs, narrative, and video.

Elementary School Developmental Project (Grades PreK-5) – Focused on Early Childhood Literacy
Already completed by Cohort 6

For this assignment, you will be in work groups of three Fellows each (one group of 4). Your completed assignment should be posted to your Weebly page.

Assume that you are a PreK-Elementary (age 4 through fifth grade) principal in your school district. Your Superintendent wants to know more about the PreK-Elementary context in the district and what students should be able to do developmentally at this age. She wants to be able to share what she learns from you with parents. The Superintendent asked you to create a full report on child development at the PreK-Elementary level that she can read. She also wants you to create a number of separate products (print, media, and/or combination) that she can share publicly with the school board, with parents, and with newly hired PreK-Elementary teachers.

Your final product to the Superintendent should be professionally presented and include the following information:

I. District Context

The Superintendent wants a **color pamphlet or short video** that describes the school district, the local community (demographic, economic, school report card data, etc.) and includes school programs available at the PreK-Elementary level.

II. District Programming Information

In a video narrative or brochure format, the Superintendent wants information on each of the following items She wants you to create a portrait of your district in regards to PreK-Elementary education:

- a. **Programs:** What programs unique to the developmental age group you are investigating are available in the district?
- b. **Vocabulary:** What terms and definitions are unique to the developmental age group you are investigating?
- c. **Parents:** What are the programs for PreK-Elementary parents in your district? How can or how should parents be involved in PreK- Elementary? How are parents kept informed about what is happening at the school? Does the PreK-Elementary(s) have an established system to communicate with parents? Does the communication system or plan seem effective? How do you know? What data did you use to determine if the communication with parents is effective?
- d. **Community Connections:** What community agencies are involved in your district (and how) in regard to the developmental age group you are investigating?

- e. **Curricular Scope & Sequence:** What is the district's curricular guide for the grades you are investigating? Do they align to the state? Are they appropriately paced? Were they easy to access? Easy to understand?

III. Child Development (PreK-5th)

The Superintendent wants to know much more about child development at the PreK-Elementary age level, but she does not have time to dive deeply into the topic. She asks that you use the resources available to you (your school visits/fieldwork, and additional sources, texts, Web pages, etc.) to create and present a parent meeting or professional development that describes appropriate behavior for this age child. If that is not possible, you need to create a video that will be screened by your peers.

- a. Physical Development
- b. Cognitive Development
- c. Language and Literacy Development
- d. Self-concept, Identity, and Motivation
- e. Peer Relations & Moral Development

You also need to include resources for parents/staff if they need additional assistance with these topics or their child.

IV. Day in the Life of a Child:

Students should always be at the heart of every leadership decision and our first goal is to understand who our students truly are. This assignment will be a detailed examination of an elementary school child. What does a day in their life look like? One goal of this activity is to allow you to understand the children of this grade level/age group. This project will be a start to building that understanding.

The Fellows will determine the format for this section. One example would be Digital Storytelling. Digital Storytelling is the practice of using technology to tell stories. Digital stories usually contain some mixtures of computer-based images, text, recorded audio narration, video clips and/or music. Fellows learned about the power of Digital Storytelling during the retreat and specialized training. If you choose to use Digital Storytelling, provide a link to the footage in your report to the Superintendent.

To complete this assignment, please utilize the resources available on the "Shadow a Student Challenge" webpage at: <http://shadowastudent.org/how-it-works>

Note: Any video footage that contains images or audio of students must follow school district guidelines on obtaining appropriate permissions.

V. Data Collection

The Superintendent is a big believer in action research and using authentic school data. In other words, she believes that seeing is understanding, convincing, and believing. As a result, she requires that you visit PreK-Elementary classrooms and observe and collect

pertinent data for your report. You will work with Fellows in your group to conduct a series of observations and interviews (can be informal and a part of your school visits).

- a. Each Fellow will conduct three observations: One period in a PreK classroom, another in a grade K, 1, 2, or 3 setting and the third in a 4th or 5th grade class. You may choose to conduct additional observations.
- b. Use an observation guide your group chooses or develops. Make sure you incorporate into your observation notes regarding the milestones children should have reached at this age and corresponding, developmentally appropriate teaching strategies and activities – if what you observed matched what you learned in compiling Part III. Include the completed observation guides from each Fellow in this section of the report. You may also include copies of any additional notes.
- c. Each Fellow will conduct an interview with a PreK- 5th grade student (parental consent required) with a specific tie to one of the developmental aspects in Part III.
- d. The Superintendent wants to know more about literacy at this age, but welcomes learning more about any of the developmental areas in Part III. Fellows may choose to conduct additional interviews with:
 - i. Teachers of PreK/Elementary grades (PreK-5th)
 - ii. PreK-Elementary Principals and Assistant Principals
 - iii. District Officials
 - iv. Parents of PreK-Elementary aged children
 - v. Community Organization/Child Advocates
- e. Individual Reflection: Each Fellow will individually write (or create a short video) a short reflection on the observation/interview experience(s). What did you learn about child development at this age? Include the reflections in this section of the final report.

OPTIONAL: As an alternative to the written self-reflection, your group may choose to create a short digital story that describes **both** individual and collective (group) learning. If you choose to create a digital story, please provide the link to the video.

VI. Putting it Together

Did your observations in Part IV match what you learned in Part III? Write a narrative that links these two sections.

Reflect on:

- Is what should be happening for children at this developmental age happening for students in your district?

- Can you identify any resources that are missing/ needed in your district? Use evidence from your field experiences and from the readings to support your response.

OPTIONAL: As an alternative to the written narrative pulling the pieces together, your group may choose to create a short digital story. Use evidence from your field experiences and from the readings to support your response. If you choose to create a digital story, provide the link to the video.

VII. Implications for Practice

Given what you now know, add a reflective narrative piece about how you (as a PreK-Elementary principal) might use this knowledge in your leadership practice. This section can be completed individually (each Fellow completes his/her own and they are included in this section of the report) or collectively as a group.

OPTIONAL: As an alternative to the written implications for practice piece, your group may choose to create a short digital story. If you choose to create a digital story, please upload it to your website and provide the link to the video.

VIII. Resources and Citations (can possibly be optional)

- References
- Scope and Sequence
- Any additional Resources or Toolkits

IX. Product: Executive Summary

The Superintendent is eager to learn from your full report (Sections I-VII) and she wants to share your learning with the school board, parents, and with new elementary school teachers. However, she wants the information you submitted condensed into a “user friendly” format that is helpful and informative, but is not too cumbersome to read or view. She wants you to create an executive summary that “gives back” to the district/community/schools by sharing/ showing what you learned about PreK-Early Elementary child development. This final product must be helpful and informative to your target audience (school board members, parents, and new elementary school teachers). For example, you may want to create a color brochure or pamphlet or video.

Middle School Developmental Project (Grades 6-8) – Focused on Early Adolescent Literacy
Due Date – 12-9-17

For this assignment, you will be placed in work groups of three Principal Residents each.

Assume that you are a Middle School principal in your school district. Your Superintendent wants to know more about the middle school context in the district and what students should be able to do developmentally at this age. The Superintendent asked you to create a full report on child development at the middle school level. She also wants you to create a number of separate products (print, media or a combination) that she can share publicly with the school board, parents, and newly-hired middle school teachers.

Your final report to the Superintendent should be professionally presented (bound in a spiral binding) and include the following information (use a separate tab for each section):

Optional Design:

I. District Context (Grades 6-8)

Updating, refining, and reformatting the information from the PreK-Elementary assignment, the Superintendent wants a color pamphlet that describes the school district and local community (demographic, economic, school report card data, etc.) and is holistic, but also emphasizes schools and programs at the middle school level.

II. District Programming Information (Grades 6-8)

In a video narrative or brochure format, the Superintendent wants information on each of the following items She wants you to create a portrait of your district in regards to Middle School education:

- a. **Programs** - What programs are unique to the developmental age group you are investigating are available in the district?
- b. **Vocabulary** - What terms and definitions are unique to the developmental age group you are investigating? What acronyms should be familiar to all stakeholders?
- c. **Parents** - What are the programs for middle school parents in your district? How can or how should parents be involved in middle schools? How are parents kept informed about what is happening at school? Does the middle school(s) have an established system to communicate with parents? Does the communication system or plan seem effective? How do you know? What data did you use to determine if the communication with parents is effective?
- d. **Community Connections** - What community agencies are involved in your district (and how) in regard to the developmental age group you are investigating?

- e. **Curricular Scope and Sequence** - What is the district's curricular guide for the grades you are investigating? Do they align to the state? Are they appropriately paced? Were they easy to access? Easy to understand?

III. **Child Development (Grades 6-8)**

The Superintendent wants to know much more about child development at the Middle School age level, but she does not have time to dive deeply into the topic. She asks that you use the resources available to you (your school visits/fieldwork, and additional sources – other books, Web pages, etc.) to create and present a parent meeting or professional development that describes appropriate behavior for this age child. If that is not possible, you need to create a video that will be screened by your peers.

- a. Physical Development
- b. Cognitive Development
- c. Language and Literacy Development
- d. Self-concept, Identity, and Motivation
- e. Peer Relations & Moral Development

You also need to include resources for parents/staff if they need additional assistance with these topics or their child.

IV. **Day in the Life of a Child (Grades 6-8)**

Students should always be at the heart of every leadership decision, and our first goal is to understand who our students truly are. This assignment will be a detailed examination of a middle school child. What does a day in their life look like? One goal of this activity is to allow you to understand the children at this age group. This project will be a start to building that understanding.

The Principal Resident will determine the format for this section. One example would be Digital Storytelling. Digital Storytelling is the practice of using technology to tell stories. Digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and/or music. Principal Residents learned about the power of Digital Storytelling during the NELA retreat and specialized training. If you choose to use Digital Storytelling, provide a link to the footage in your report to the Superintendent.

To complete this assignment, please utilize the resources available on the "Shadow a Student Challenge" webpage at: <http://shadowastudent.org/how-it-works>

Note: Any video footage that contains images or audio of students must follow school district guidelines on obtaining appropriate permissions.

V. **Data Collection (Grades 6-8)**

The Superintendent is a big believer in action research and using authentic school data. In other words, she believes that seeing is understanding, convincing, and believing. As a result, she requires that you visit the middle schools and observe as well as collect

pertinent data for your report. You will work with Principal Residents from your district to conduct a series of observations and interviews.

Each Principal Resident will conduct two observations: One in a sixth-grade classroom and another in a seventh or eighth grade classroom. You may choose to conduct additional observations if you want or need to do so.

Use an observation guide your group chooses or develops. Make sure you incorporate into your observation notes the milestones children should have reached at this age and corresponding, developmentally appropriate teaching strategies and activities and if what you observed matched what you learned in compiling Part III of this assignment. Include the completed observation guides from each Principal Resident in this section of the report. You may also include copies of any additional notes.

Each Principal Resident will conduct an interview with a grade 6-8 student (parental consent required) with a specific tie to one of the developmental aspects in Part III.

The Superintendent wants to know more about Literacy at this age but welcomes learning more and about any of the developmental areas in Part III. Principal Residents may choose to conduct additional interviews with:

- a. Teachers of middle grades (grade 6-8)
- b. Middle School Principals and Assistant Principals
- c. District officials
- d. Parents of middle school-aged children
- e. Community organizations/child advocates

Each Principal Resident will write a short individual reflection on the observation/interview experience(s). What did you learn about child development at this age? Include the written reflections in this section of the final report.

OPTIONAL: As an alternative to the written self-reflection, your group may choose to create a short digital story that describes *both* individual and collective (group) learning. If you choose to create a digital story, please post it on your Weebly.

VI. Putting it Together (Grades 6-8)

Did your observations in Part II match what you learned in Part III? Write a narrative that links these two sections.

Reflection on:

- a. Are the students in your district benefiting from age-appropriate policies, learning activities, etc.?
- b. Can you identify any resources that are missing/needed in your district? Use evidence from your field experiences and from the readings to support your response.

OPTIONAL: As an alternative to the written narrative pulling the pieces together, your group may choose to create a short digital story. Use evidence from your field experiences and from the readings to support your response. If you choose to create a digital story, upload it to your Weebly.

VII. Implications for Practice (Grades 6-8)

Given what you now know, add a reflective narrative piece about how you (as a middle school principal) might use this knowledge in your leadership practice. This section can be completed individually (each Principal Resident completes his/her own and includes it in this section of the report) or collectively as a group.

OPTIONAL: As an alternative to the written implications for practice piece, your group may choose to create a short digital story. If you choose to create a digital story, please post it to your Weebly.

VIII. References

Include:

- a) Resources and citations
- b) Scope and sequence
- c) Any additional resources or toolkits

IX. Executive Summary (Grades 6-8)

The Superintendent is eager to read your full report (Sections I-VIII), and she wants to share your learning with the school board, parents, and with new middle school teachers. However, she wants the information you submitted in the full report condensed into a “user friendly” format that is helpful and informative, but is not too cumbersome to read. She wants you to create an executive summary that “gives back” to the district/community/schools by demonstrating what you learned about middle school child development. This final product must be helpful and informative to your target audience (school board members, parents, and new middle school teachers). For example, you may want to create a color brochure or pamphlet.

High School Developmental Project

Due Date – Spring, 2018

Your Cohort coordinator will provide a due date for this project.

This developmental project will familiarize Principal Residents with the developmentally appropriate practice necessary to lead schools at the high school level. For this assignment, your Cohort Coordinator will place you in work groups of three Principal Residents each.

For the purposes of this project, your ‘district’ is a fictional district within which the high schools you are using for your study reside.

Your final report should be professionally presented and include the following information.

I. District Context (Grades 9-12)

Create a short video or color pamphlet that describes the school district and local community (demographics, economic, school report card data, etc.)

II. District Programming Information (Grades 9-12)

Create a portrait of your district in regards to high school education using a narrative or written format. Include information on each of the following items:

- a. **Programs** - What programs in your district are unique to the developmental age group you are investigating?
- b. **Vocabulary** - Vocabulary should be grade specific and restricted to words that are common parlance in high schools. Is the vocabulary used relevant to high school leaders, parents, and stakeholders? What acronyms should be familiar to all stakeholders? Acknowledging that educational vernacular is always evolving, the list does not have to be exhaustive, but it should include the most easily understandable descriptions and examples.
- c. **Parents** - What are the programs for high school parents in your district? How can or how should parents be involved in high schools? How are parents kept informed about what is happening at school? Does the high school(s) have an established system to communicate with parents? Does the communication system or plan seem effective? How do you know? What data did you use to determine if the communication with parents is effective?
- d. **Community Connections** - What community agencies are involved in your district (and how) in regard to the developmental age group you are investigating?
- e. **Curricular Scope and Sequence** - What is the district’s curricular guide for the grades you are investigating? Do they align to the state? Are they appropriately paced? Were they easy to access? Easy to understand?

You also need to include resources for parents/staff if they need additional assistance with these topics or their child.

III. Day in the Life of a Child (Grades 9-12)

Students should always be at the heart of every leadership decision, and our first goal is to understand who our students truly are. This assignment will be a detailed examination of a high school child. What does a day in their life look like? One goal of this activity is to allow you to understand the children at this age group. This project will be a start to building that understanding.

The Principal Resident will determine the format for this section. One example would be Digital Storytelling. Digital Storytelling is the practice of using technology to tell stories. Digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and/or music. Principal Residents learned about the power of Digital Storytelling during the retreat and specialized training. If you choose to use Digital Storytelling, provide a link to the footage in your report to the Superintendent.

To complete this assignment, please utilize the resources available on the "Shadow a Student Challenge" webpage at: <http://shadowastudent.org/how-it-works>

Note: Any video footage that contains images or audio of students must follow school district guidelines on obtaining appropriate permissions.

IV. Adolescent Development (Grades 9-12)

Using your texts, observation as well as valid, peer-reviewed research, each group should complete written overviews of the following development areas for high school students.

- a. Physical development
- b. Cognitive development
- c. Language and literacy development
- d. Self-concept, identity, and motivation
- e. Peer Relations and moral development

Use visuals to summarize or enhance your writing. Create a format for this information that can be shared with parents and teachers so they can support their high school student.

V. Data Collection (Grades 9-12)

Because seeing is not only believing, but understanding, Principal Residents will conduct visits to excellent schools (please select from the list of turnaround schools). Classroom observations should be coordinated with group observations if permitted. During the school visit, Principal Residents should interview students, teachers, leaders, and community stakeholders. A panel format might work well for this activity. Each Principal Resident will conduct two observations: You may choose to conduct additional observations if you want or need to do so. Make sure you incorporate into your

observation notes regarding the milestones the students should have reached at this age and corresponding, developmentally appropriate teaching strategies and activities. Each Principal Resident will conduct an interview with a grade 9-12 student (parental consent required) with a specific tie to one or more of the developmental aspects.

Principal Residents may choose to conduct additional interviews with:

- a. Teachers of high school grade students (grade 9-12)
- b. High School Principals and Assistant Principals
- c. District officials
- d. Parents of high school-aged children
- e. Community organizations/child advocates

VI. Brochure

Develop a summary brochure for parents that is easily digestible, yet captures the most important take-aways from tour research. Incorporate information from the previous sections into your brochure.

VII. Presentation Guide

Create a “users’ guide” that will help others navigate and understand your project. The format for the presentation is flexible (PREZI, PowerPoint, Digital Story, Electronic Binder, etc.) however, it should allow others to easily identify the main points of your project.

VIII. Service Project: Pay it Forward

You must complete a service project in conjunction with the high school developmental project. You might want to explore the following sites:

CFNC.org

<http://studentaid.ed.gov.fafsa>

You can choose one of the following two options. You must identify your option and notify your Cohort Coordinator before February 1, 2018.

Explore the CFNC website and prepare a brochure that could easily be used by students and parents that will introduce and encourage use of this website. In addition, develop a plan of activities for each grade level that would encourage and increase pursuit of degrees after high school graduation. This should include degrees and licenses at community colleges and degrees at four-year universities and colleges. The plan for each grade should include activities for students and parents appropriate for that grade. It should clearly state the purpose and focus of the activity(ies), when it should be held and how participation of students and parents will be encouraged. For example, all high schools are encouraged to have a FAFSA day for Seniors and their parents. What else

should be done for 12th graders? What should be done for 9th, 10th, and 11th grade students?

Planning for College Day (for multiple grades). You will need to organize an event for multi-grades or you can focus on one grade to be held before mid-May. This should be done at a high school where a Principal Fellow or NELA Alumni is connected. You will be in charge of the organization and execution of the day and will utilize the resources available with CFNC, school counselors, and administrators to help you plan – but you will be fully responsible for the planning and execution. Remember to include both two and four-year colleges and universities. Your goal should be extensive participation in your event. You might not hit 100%, but that should be your goal.

IX. Individual Reflection

Upon compiling the preceding documents, each Principal Resident must complete an individual reflection detailing what they have personally learned and will take away for the work in the Northeast schools.

X. Putting it Together (Grades 9-12)

Based on all of the information you have gathered, write a narrative that includes: Are the students in your district benefiting from age-appropriate policies, learning activities, etc.?

Can you identify any resources that are missing/needed in your district? Use evidence from your field experiences and from the readings to support your response.

OPTIONAL: As an alternative to the written narrative pulling the pieces together, your group may choose to create a short digital story. Use evidence from your field experiences and from the readings to support your response. If you choose to create a digital story, upload it to your Weebly.

XI. Implications for Practice (Grades 9-12)

This section can be completed individually or as a group. This should clearly reflect new knowledge, confirmed knowledge, changed knowledge, etc.

It needs to include:

- a. What have you learned?
- b. What does it mean for your practice?
- c. How you might these change practices in the Northeast to make our schools more effective.

XII. References

Include:

- a. Resources and citations
- b. Scope and sequence
- c. Any additional resources or toolkits

XIII. Executive Summary

Create an executive summary that “gives back” to the district/community/schools by demonstrating what you learned about high school child development. This final product must be helpful and informative to your target audience (school board members, parents, and new high school teachers). For example, you may want to create a color brochure or pamphlet.

Problem of Practice

Due dates and specific instructions will be provided by Dr. Corn throughout the year.

The Problem of Practice Project is an opportunity for each Principal Resident to focus on one key aspect of the school and make a significant, positive impact on teacher practice and school culture. Principal Residents typically consult with their Principal Mentors, Executive Coaches, and NCSU MSA Faculty when selecting a project.

During the first semester, the Problem of Practice Project focuses on developing qualitative and quantitative skills for each Principal Resident. They participate in a joint action research project that focuses on identifying a challenge within the school, designing a research plan, creating a logic model, writing research questions, and analyzing the data. During the second semester, each Principal Resident completes an individual Problem of Practice Project using the skills learned during the first semester. Their individual Problem of Practice Project focuses on a specific challenge faced at their Principal Residency site.

The six sections for the Problem of Practice Project are:

1. Identify the Most Pressing Challenges for Teachers at Your School

- a) Conduct a comprehensive review of the school’s current educational program regarding school performance trends and achievement indicators. Include information from NCDPI, Teacher Working Conditions Survey, School Report Cards, Progress Reports, School Improvement Plans, self-assessment documents, action research, surveys, interviews, teacher or school-based assessments. Answer the following questions using data/evidence to support your responses.
 - i. What are the most pressing challenges or needs of this school? How do you know?

- ii. What student performance trends can you identify?
- iii. What teacher working conditions trends can you identify?

Based on your answers, identify potential barriers for innovation and improvement in the school. How do you know? Provide specific data sources to support your claims; include achievement and culture data. Upon compiling the data, organize into a single document and post to your Digital Portfolio.

- b) Complete a scan of the literature to determine if others have experienced similar or related problem. What solutions have been tried by others with what results? Include your brief explanation of why your proposal will work within the context of your school setting.

Resources include:

<https://ies.ed.gov/ncee/wwc/>

www.lib.ncsu.edu/tutorials/litreview/

2. Design Your Problem of Practice Project

Principal Residents will use the information from Phase 1 entry profile and other data to design a school improvement project with input from their Principal Mentor, Executive Coach, and other school leaders. Principal Residents will also collaborate with teachers, staff and stakeholders. Your Problem of Practice Project *should involve working with adults (e.g., administrators, teachers, parents) to address student learning*. Your Principal Mentor, Executive Coach, and Faculty will give feedback and input throughout the process. You must have a written agreement with your Principal Mentor approving your Problem of Practice Project. **Dr. Bonnie Fusarelli, Dr. Corn, your Principal Mentor, and your Cohort Director must also approve your Problem of Practice Project by December 12, 2018.**

Your project description should include:

- a) What are the major activities?
- b) What are the intended outcomes?
- c) Context: District-School-Grade(s), Content Area(s), Classroom
- d) Focus: Technology/Media, Science, Social Studies, ELA, Math, Other
- e) Type of Project: Grant-funded, LEA, Administrative Mandate-School Initiative, Other
- f) Participants: Central Office Staff, School Staff, Students, Parents

Upon completion, please post your summary of the Problem of Practice Project Description to your Digital Portfolio.

3. Identify Strategies and Develop Logic Model

During this stage, Principal Residents will develop a full plan of action, including a logic model that describes the project. Experts in the field, including Dr. Jeni Corn, will assist Principal Residents. Logic models will vary from project-to-project, although they will all emphasize clarity. In other words, Problem of Practice Project activities should be directly connected to intended outcomes, which should also directly connect to the data used to measure project effectiveness. After Principal Residents have created logic models and received feedback from Principal Mentors, Executive Coaches and Dr. Corn, Principal Residents should post the document to Digital Portfolios.

4. Implement the Problem of Practice Project

Principal Residents will implement the project with selected teachers. The project will most likely include meetings, coaching, modeling, co-teaching, professional development, PLCs, etc. Principal Residents should keep track of artifacts and post important documentation to their Digital Portfolio.

5. Evaluate the Problem of Practice Project

Throughout the school year, you will collect data on your Problem of Practice Project and will analyze the outcome of your project. You will work closely with Dr. Corn to create a plan to evaluate the implementation and impact of your intervention using the following steps:

- a) Ask important questions
- b) Identify appropriate data sources
- c) Collect and analyze data
- d) Summarize results
- e) Make recommendations about the intervention

Principal Residents should collect formative data to make "just-in-time" tweaks that are informed by discussions with peers, Executive Coaches, Principal Mentors, and Faculty. Principal Residents should continually check the progress of their project and share their successes and/or roadblocks with the cadre of support provides. Dr. Corn and your Cohort Director will provide opportunities to discuss projects. Dr. Corn is also available for comments and should be leveraged as an expert opinion to troubleshoot and refine the project and its evaluation.

6. Presentation

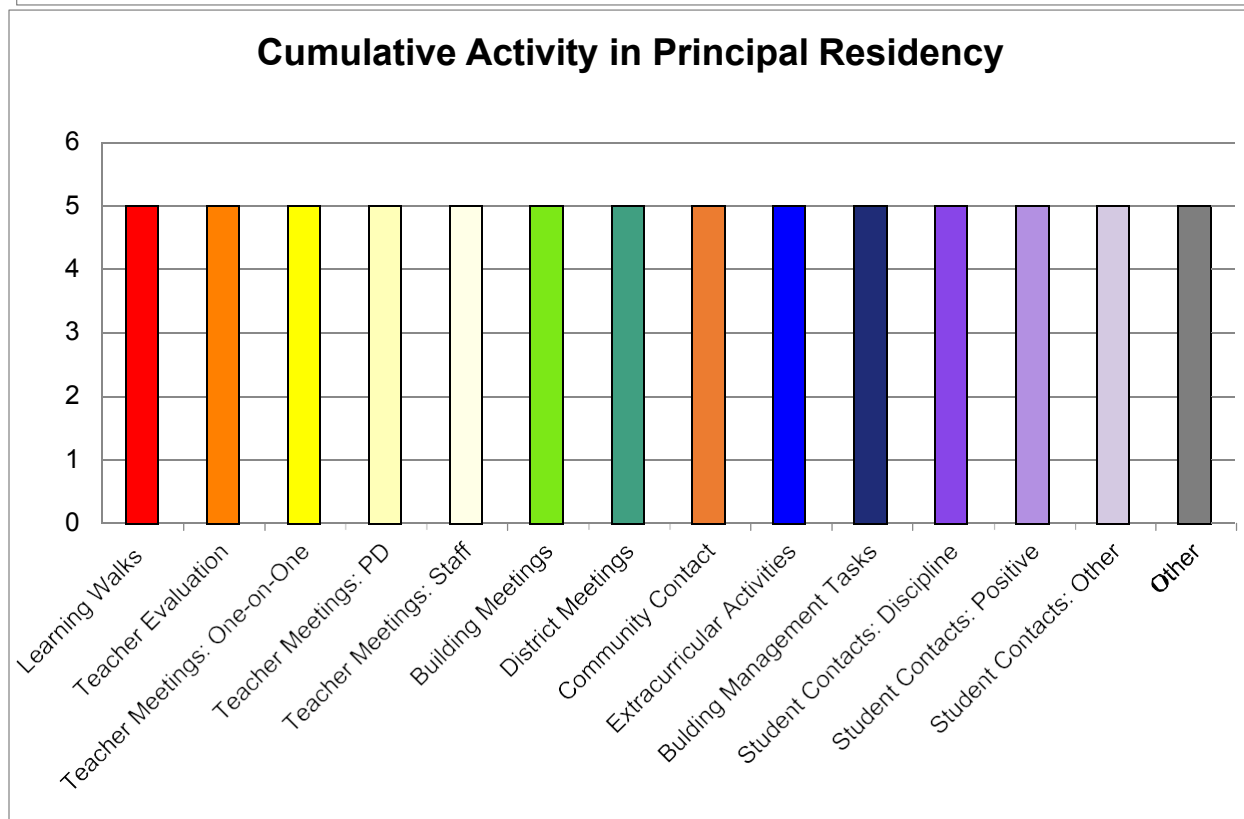
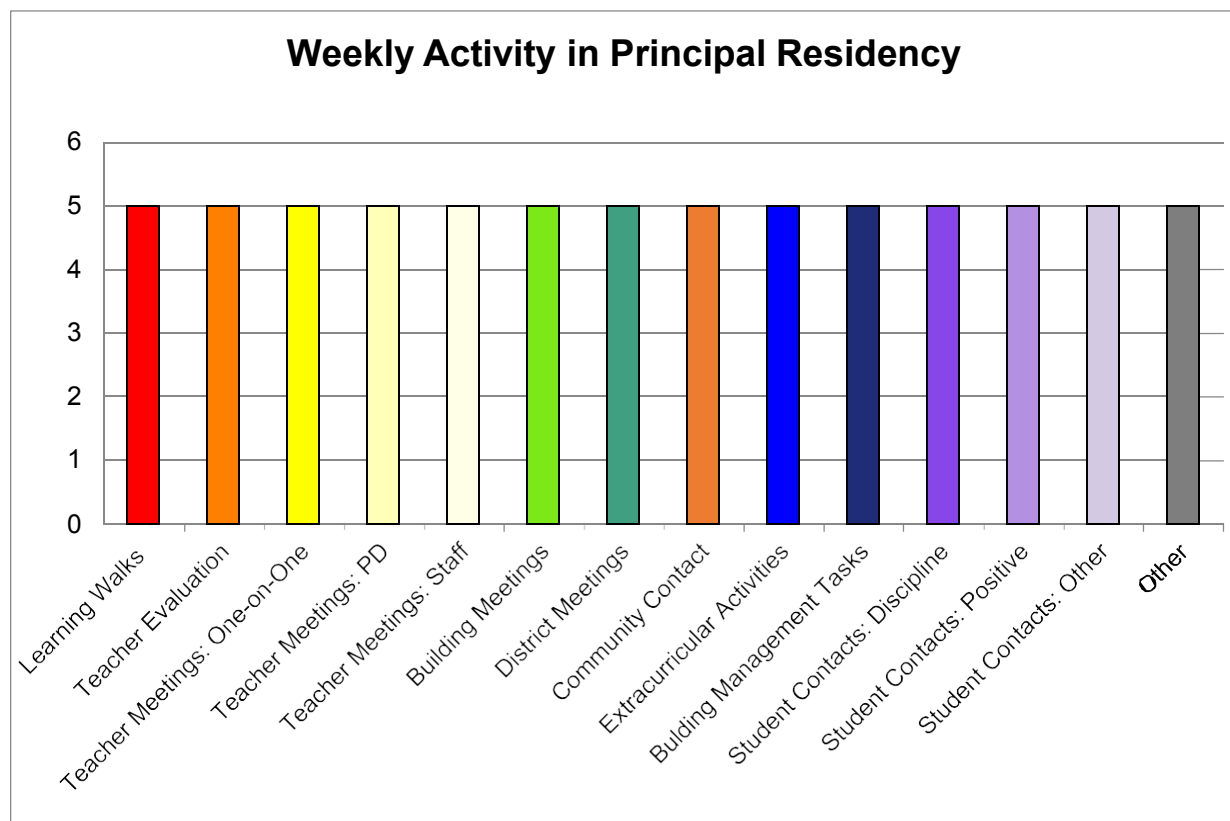
Principal Residents will compile and present results and recommendations for next steps based on their Problem of Practice Project experience near the end of spring semester. The presentation should include Principal Residency project description, evaluation questions, data sources, results, and recommendations. The presentation should also be visually

| Wednesday | | | | | |
|--|----------------------------------|--|---|---|--|
| Thursday | | | | | |
| Friday | | | | | |
| Standard | Experience with the Standard (X) | Type of Experience Observed (O) Engaged (E) Led (L) | Rate the Experience Great Okay Bad | Description of the Activity including artifacts created | |
| Standard 1: Strategic Leadership | | | | | |
| Standard 2: Instructional Leadership | | | | | |
| Standard 3: Cultural Leadership | | | | | |
| Standard 4: Human Resource Leadership | | | | | |
| Standard 5: Managerial Leadership | | | | | |
| Standard 6: External Development Leadership | | | | | |
| Standard 7: Micropolitical Leadership | | | | | |
| Reflection: <i>(This must be a minimum of three paragraphs – make sure it is a reflection NOT a summary of activities)</i> | | | | | |
| Lessons Learned: <i>(Must include at least one lesson earned and apply directly to leadership practice)</i> | | | | | |

Time Usage Charts

Beginning the first week, you will create two charts that displays on which activities you are spending the majority of our time. One chart shows your weekly time usage and the second chart is a semester summary of your time usage. Based on your weekly log chart, you will update these charts weekly. To edit the graphs, click on one of the graphs, click the “charts” tab in word,

then choose “edit”. Word will open a spreadsheet and you will be able to enter in your information on that spreadsheet, which will be reflected in the chart/graph in this document. Please submit this each week with your weekly log.



Parent Contact Log

It is important to maintain a parent contact log for documentation and to refer to when necessary. You will record all parent contacts in as log. A sample log is provided or you can create your own.

| Principal Residency Parent Contact Log | | | | |
|---|---------------|----------------------------------|----------------|------------------|
| Contact Date | Reason | In Person, Email or Phone | Outcome | Follow-Up |
| | | | | |