

Fellow: _____
 Principal Mentor: _____
 Executive Coach: _____

Self-assessment date: _____
 Reviewed on: _____
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 Reviewed on: _____

Personal Leadership Development Plan

This form is to be completed by the Fellow and reviewed and approved by the mentor and coach. An electronic copy of this form is available on the Fellows' Moodle and on the Cohort's Principal Residency website. Artifacts, documentation and/or experiences may include courses (including specific assignments or activities), field experiences, conferences and school visits, work with your executive coach, work with your mentor, work with DPI, work with other Fellows, etc.

Standard 1: Strategic Leadership	Fellow Current Self-Rating	Experiences to Master the Standard	Competencies the Experience will Utilize	Artifacts and Documentation of Mastery	Mentor Approval (Initial Indicating Your Support)	Executive Coach Approval (Initial Indicating Your Support)	Specialized Trainings (How did they relate to each standard for you? What did you learn?)
A. School vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, belief and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.	Not Demonstrated Developing Proficient Accomplished Distinguished						
B. Leading Change: The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.	Not Demonstrated Developing Proficient Accomplished Distinguished						

<p>C. School Improvement Plan: The school improvement plan provides the structure for the vision. Values, goals and changes necessary for improved achievement for all students.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>						
<p>D. Distributive leadership: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>						

Requirements for Practicing Principals: Evidence or documentation to support rating:

- ___ School Improvement Plan.
- ___ NC Teacher Working Conditions Survey.
- ___ Evidence of School Improvement Team.
- ___ Student achievement and testing data.
- ___ Statement of school vision, mission, values, beliefs and goals.
- ___ Evidence of stakeholder involvement in development of vision, mission, value, belief and statement.
- ___ Evidence of shared decision-making and distributed leadership.
- ___ 360 Degrees Feedback.

Other: _____

Gap Analysis: Describe your growth or lack of growth for each sub-standard over time.

Resources/Support/Experiences/Skills Needed to Complete the Improvement Plan

Standard 2: Instructional Leadership	Fellow Current Self-Rating	Experiences to Master the Standard	Competencies the Experience will Utilize	Artifacts and Documentation of Mastery	Mentor Approval (Initial Indicating Your Support)	Executive Coach Approval (Initial Indicating Your Support)	Specialized Trainings (How did they relate to each standard for you? What did you learn?)
A. Focus on Learning and Teaching, Curriculum, Instruction and assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.	Not Demonstrated Developing Proficient Accomplished Distinguished						
B. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruptions of instructional or preparation time.	Not Demonstrated Developing Proficient Accomplished Distinguished						
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Standard 3: Cultural Leadership	Fellow Current Self-Rating	Experiences to Master the Standard	Competencies the Experience will Utilize	Artifacts and Documentation of Mastery	Mentor Approval (Initial Indicating Your Support)	Executive Coach Approval (Initial Indicating Your Support)	Specialized Trainings (How did they relate to each standard for you? What did you learn?)
A. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school's culture.	Not Demonstrated Developing Proficient Accomplished Distinguished						
B. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.	Not Demonstrated Developing Proficient Accomplished Distinguished						

<p>C. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>						
<p>D. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>						

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Standard 4: Human Resource Leadership	Fellow Current Self-Rating	Experiences to Master the Standard	Competencies the Experience will Utilize	Artifacts and Documentation of Mastery	Mentor Approval (Initial Indicating Your Support)	Executive Coach Approval (Initial Indicating Your Support)	Specialized Trainings (How did they relate to each standard for you? What did you learn?)
A. Professional Development/ Learning Communities: The school executive ensures that the school is a professional learning community.	Not Demonstrated Developing Proficient Accomplished Distinguished						
B. Recruiting, hiring, placing and mentoring of Staff: The school executive establishes processes and systems in order to ensure a high-quality, high performing staff.	Not Demonstrated Developing Proficient Accomplished Distinguished						
C. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement.	Not Demonstrated Developing Proficient Accomplished Distinguished						

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Standard 5: Managerial Leadership	Fellow Current Self-Rating	Experiences to Master the Standard	Competencies the Experience will Utilize	Artifacts and Documentation of Mastery	Mentor Approval (Initial Indicating Your Support)	Executive Coach Approval (Initial Indicating Your Support)	Specialized Trainings (How did they relate to each standard for you? What did you learn?)
A. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement.	Not Demonstrated Developing Proficient Accomplished Distinguished						

<p>B. Conflict Management and Resolution: The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement.</p>	<p>Not Demonstrated Developing Proficient Accomplished Distinguished</p>						
<p>C. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p>	<p>Not Demonstrated Developing Proficient Accomplished Distinguished</p>						
<p>D. School Expectation for Student and Staff: The school executive develops and enforces expectations, structures, rules and procedures for students and staff.</p>	<p>Not Demonstrated Developing Proficient Accomplished Distinguished</p>						

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Standard 6: External Development Leadership	Fellow Current Self-Rating	Experiences to Master the Standard	Competencies the Experience will Utilize	Artifacts and Documentation of Mastery	Mentor Approval (Initial Indicating Your Support)	Executive Coach Approval (Initial Indicating Your Support)	Specialized Trainings (How did they relate to each standard for you? What did you learn?)
A. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.	Not Demonstrated Developing Proficient Accomplished Distinguished						
B. Federal, State and District Mandates: The school executive Designs executive protocols and processes in order to comply with federal, state and district mandates.	Not Demonstrated Developing Proficient Accomplished Distinguished						

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Standard 7: Micro-Political Leadership	Fellow Current Self-Rating	Experiences to Master the Standard	Competencies the Experience will Utilize	Artifacts and Documentation of Mastery	Mentor Approval (Initial Indicating Your Support)	Executive Coach Approval (Initial Indicating Your Support)	Specialized Trainings (How did they relate to each standard for you? What did you learn?)
A. School Executive Micro-Political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence the school's identity, culture and performance.	Not Demonstrated Developing Proficient Accomplished Distinguished						
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Competencies

A competency is a combination of knowledge (factual or experiential) and skills that one needs to effectively implement the practices. The principal may or may not personally possess all of these competencies but must ensure that a team is in a place that not only possesses but also can effectively and efficiently execute them.

These 21 competencies are listed in the NC Standards for School Executives to emphasize their importance to make sure they are incorporated into the development of school leaders.

Competencies		Fellow Self Ranking	Experiences Planned Around This Competency
1	<p>Communication: Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
2	<p>Change Management: Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	

3	<p>Conflict Management: Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
4	<p>Creative Thinking: Engages in and fosters an environment for others to engage in innovative thinking.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
5	<p>Customer Focus: Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
6	<p>Delegation: Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	

7	<p>Dialogue/ Inquiry: Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
8	<p>Emotional Intelligence: Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
9	<p>Environmental Awareness: Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
10	<p>Global Perspective: Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	

11	<p>Judgment: Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
12	<p>Organizational Ability: Effectively plans and schedules one's own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
13	<p>Personal Ethics and Values: Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
14	<p>Personal Responsibility for Performance: Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	

15	<p>Responsiveness: Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/ situations in an expedient manner.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
16	<p>Results Orientation: Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
17	<p>Sensitivity: Effectively perceives the needs and concerns of others; deal tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
18	<p>Systems Thinking: Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	

19	<p>Technology: Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
20	<p>Time Management: Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	
21	<p>Visionary: Encourages Imagineering by creating an environment and structure to capture stakeholders dreams of what the school could become for all the students.</p>	<p>Not Demonstrated</p> <p>Developing</p> <p>Proficient</p> <p>Accomplished</p> <p>Distinguished</p>	