**NC STATE UNIVERSITY**

# NC State University MSA Fellows
# Principal Residency Weekly Activity Log

**NAME:** _____     **DATE:** _____

**Instructions for Weekly Log**: Please complete the first chart by tallying the number of times you've experienced the listed activities on each day of the week. Then describe your experience with each part of the standards in the tables that follow. The standards charts provide an opportunity for you to document your artifacts that you will post on your Weebly website. Then, you are asked to write a brief narrative about your experience at your principal residency during the week. You will also write about lessons learned during the week. Then, use the "NELA Principal Residency Weekly Log Graphs" document to graph your activities and experiences during the week that are listed in the first chart you completed.

|  | Classroom Observations | Teacher Evaluation | Teacher Meeting | Building Meetings | District Meetings | Community Contacts/ Meetings | Extra-Curricular Activities | Management Tasks | Other |
|---|---|---|---|---|---|---|---|---|---|
| Mon |  |  |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |  |  |

| Standard 1: Strategic Leadership | Experience with this standard (X) | Type of Experience Observed (O) Engaged (E) Led (L) | Rate Experience Great, Okay, Bad | Description of Activity (including artifact created) |
|---|---|---|---|---|
| A. **School Vision, Mission and Strategic Goals:** The school's identity, in part, is derived from the vision, mission, values, beliefs 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. | | | | |
| B. **Leading Change:** The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. | | | | |
| 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. | | | | |
| D. **Distributive Leadership**: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. | | | | |

| Standard 2: Instructional Leadership | Experience with this standard (X) | Type of Experience Observed (O) Engaged (E) Led (L) | Rate Experience Great, Okay, Bad | Description of Activity (including artifact created) |
|---|---|---|---|---|
| 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. | | | | |
| B. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. | | | | |

| Standard 3: Cultural Leadership | Experience with this standard (X) | Type of Experience Observed (O) Engaged (E) Led (L) | Rate Experience Great, Okay, Bad | Description of Activity (including artifact created) |
|---|---|---|---|---|
| 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. | | | | |

| | | | |
|---|---|---|---|
| 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. | | | |
| 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. | | | |
| 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. | | | |

| Standard 4: Human Resource Leadership | Experience with this standard (X) | Type of Experience  Observed (O) Engaged (E) Led (L) | Rate Experience  Great, Okay, Bad | Description of Activity (including artifact created) |
|---|---|---|---|---|
| A. **Professional Development/ Learning Communities:** The school executive ensures that the school is a professional learning community. | | | | |
| 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. | | | | |
| 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. | | | | |

| Standard 5: Managerial Leadership | Experience with this standard (X) | Type of Experience Observed (O) Engaged (E) Led (L) | Rate Experience Great, Okay, Bad | Description of Activity (including artifact created) |
|---|---|---|---|---|
| A. **School Resources and Budget:** The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement. | | | | |
| 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.. | | | | |
| 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. | | | | |
| D. **School Expectation for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | | | | |

| Standard 6: External Development Leadership | Experience with this standard (X) | Type of Experience Observed (O) Engaged (E) Led (L) | Rate Experience Great, Okay, Bad | Description of Activity (including artifact created) |
|---|---|---|---|---|
| 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 | | | | |
| B. **Federal, State and District mandates:** The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. | | | | |

| Standard 7: Micro-Political Leadership | Experience with this standard (X) | Type of Experience Observed (O) Engaged (E) Led (L) | Rate Experience Great, Okay, Bad | Description of Activity (including artifact created) |
|---|---|---|---|---|
| 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. | | | | |

**Reflection:**

**Lessons Learned:**