# NC STATE
## Principal Preparation

### NC STATE
#### College of Education

# NELA Principal Residency Handbook
## 2019-2020

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**Introduction**



The purpose of the NCSU MSA Principal Residency is to provide a realistic, action-oriented learning experience for each MSA Principal Resident with experts Principal Mentors.

The Principal Resident prepares the NCSU MSA Principal Residents to develop strong interpersonal relationships, discern student learning and effective teaching, model reflective practice, and master leadership skills and dispositions that support school improvement efforts. The Principal Residency is purposefully designed to immerse the Principal Residents in learning opportunities and activities to help them gain proficiency in the North Carolina Standards for School Educators.

Throughout their Principal Residency, Principal Residents receive wrap-around support from an Executive Coach, Principal Mentor, and the NELA Project Team, which includes many NC State faculty members.
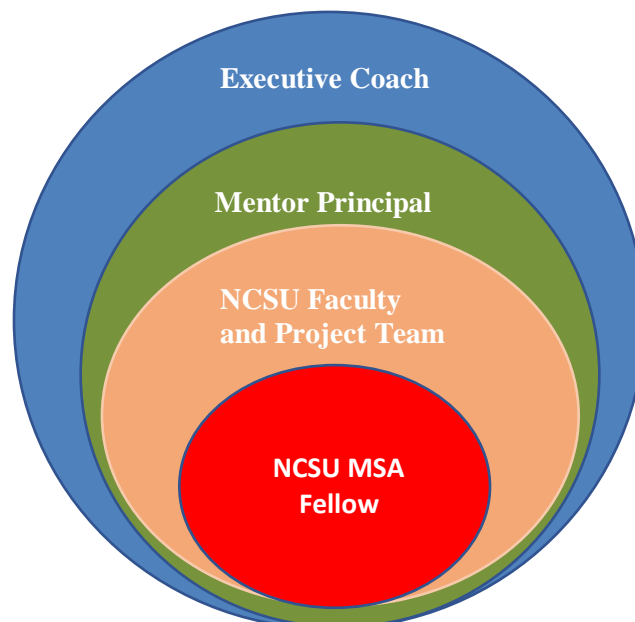
# Diagram of Program Components



Coaches and Mentors

Strong Instructional Leadership for all Children

Strategic Management of Operations

Builds Capacity and Sets Clear Vision for Student Success

Community Builder

Culture and Climate

**DISTRICT PARTNERS**

**NC STATE UNIVERSITY**

**LEADER**

**Anchored In Local Context**

**Anchored in Land-Grant Mission**

**Growth Mindset**

**Equity Focused**

**Relationship Builder**

**Reflective**

**Courageous**

# Single Loop vs Double Loop Learning

EXPERIENCE RESULTS OF THE REASONING

EXPERIENCE RESULTS OF BEHAVIOR

APPLY NEW REASONING/ TEST CONCLUSIONS

APPLY NEW BEHAVIOR/ TEST CONCLUSIONS

OBSERVE/ REFLECT ON RESULTS OF BEHAVIOR

OBSERVE/ REFLECT ON THE RESULTS OF THE REASONING

INTERPRET OBSERVATIONS

INTERPRET OBSERVATIONS
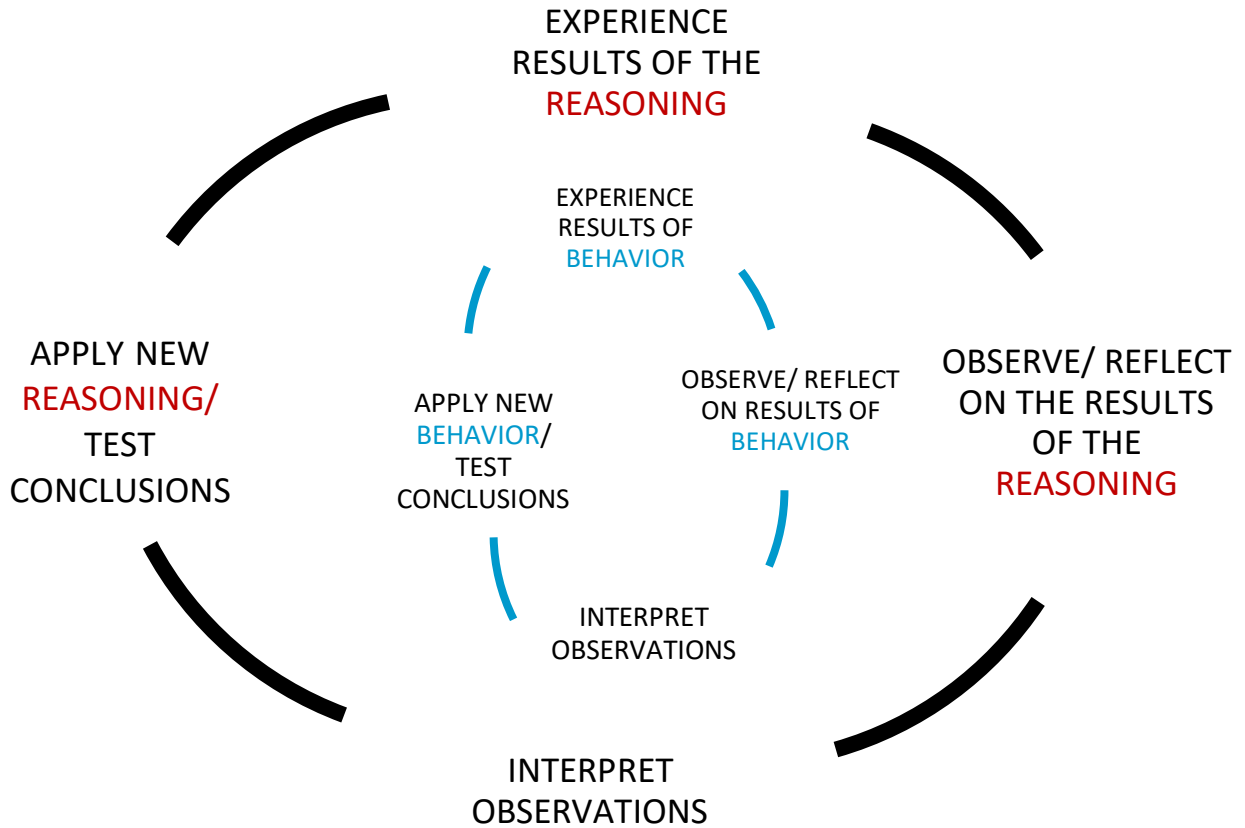
**SINGLE LOOP**
...IS ABOUT BEHAVIOR

**DOUBLE LOOP**
...IS ABOUT REASONING BEHIND THE BEHAVIOR

**The Heart of Great Leaders Framework: Wallace Redesign Initiative**

## NC STATE PRINCIPAL PREPARATION

Developing *Excellent Leaders, Effective Schools,* and *Enriched Communities*
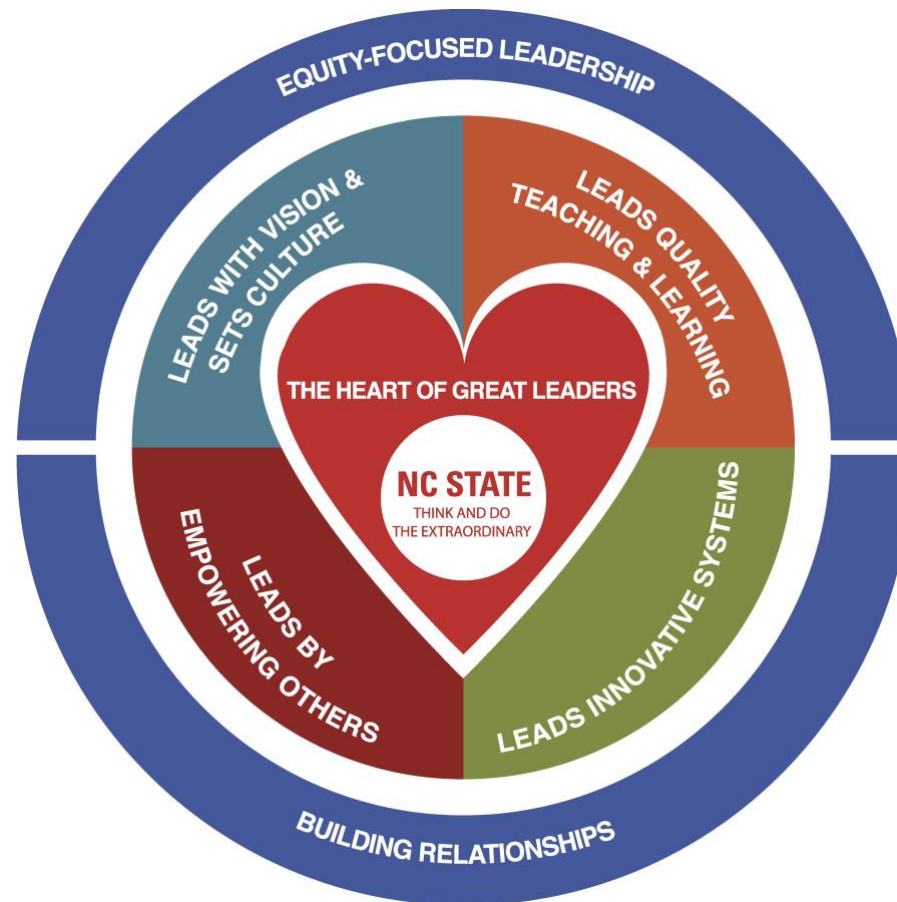
# EQUITY-FOCUSED LEADERSHIP

## THE HEART OF GREAT LEADERS

CHIEF CARETAKER AND ADVOCATE

LEADS WITH COURAGE

LEAD LEARNER

ENTREPREUNRIAL AND VISIONARY

## LEADS WITH VISION & SETS CULTURE

FOSTERS AND MODELS HIGH EXPECTATIONS

CONTINUALLY EVALUATES AND SHAPES A HEALTHY SCHOOL CULTURE

COMMUNICATES EFFECTIVELY

BUILDS TRUSTING RELATIONSHIPS

ENVISIONS THE FUTURE

## LEADS QUALITY TEACHING & LEARNING

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TEAM BUILDER FOR INSTRUCTIONAL IMPROVEMENT FOR THE SCHOOL

MODELS AND PROMOTES DATA LITERACY FOR CONTINOUS IMPROVEMENT

AND VISIONARY

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AND VISIONARY

## LEADS BY EMPOWERING OTHERS

EMPOWERS THROUGH BUILDING CAPACITY

EMPOWERS THROUGH DISTRIBUTIVE LEADERSHIP

# BUILDING RELATIONSHIPS

# THE HEART OF GREAT LEADERS
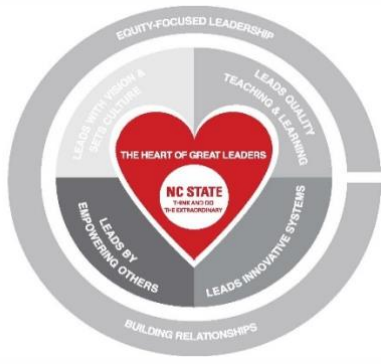


**CHIEF CARETAKER AND ADVOCATE CHIEF CARETAKER AND ADVOCATE**
*Keeps children at the heart of the work
*Safeguards, values and promotes equity
*Demonstrates, core values that reflect compassion, empathy, and an appreciation for individuals'
  experiences and perspectives
*Serves with humility, joy, and hope
*Knows and believes in *each* student and advocates for the "whole" child
*Advocates for and responds to the needs of the school community
*Uses judgement, professional morals, ethics, and integrity
*Builds trusting relationships
*Exemplifies servant-leadership

**LEADS WITH COURAGE**
*Commits to addressing the challenges of the content in which they are working
*Exhibits and encourages risk taking
*Demonstrates a sense of urgency, resilience, courage, and grit
*Engages in crucial conversations
*Embraces the role of the principal as a public figure

**LEAD LEARNER**
*Exhibits self-awareness and seeks, responds, and adjusts to feedback
*Is observant and reflective
*Has a growth mindset for self and others
*Practices and models a healthy, balanced lifestyle
*Understands the depth of responsibility and remains accountable for the results within the
  School community
*Understands intra- and inter-personal relationships

**ENTREPRENEURIAL AND VISIONARY**
*Frames his/her purpose in service to others (i.e. the "why" for the work)
*Is comfortable with ambiguity, uncertainty, and major changes in how processes are implemented
*Encourages innovation and creative leadership
*Establishes and nurtures multiple networks
*Demonstrates a willingness to "fail forward"

## LEADS WITH VISION & SETS CULTURE
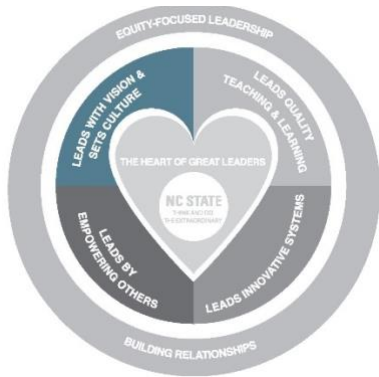
**FOSTERS AND MODELS HIGH EXPECTATIONS**
*Models expectations through role-plays with teachers and students
*Makes teacher and student learning public
*Develops and promotes inquiry, experimentation, and innovation (I.e. utilizes a growth mindset)
* Promotes and communicates high expectations for student learning
*Commits to the development of the "whole child"
*Exhibits that "failure is not an option" for students and staff
*Ensures all children are supported, challenged, encouraged, and empowered to teach their full potential

**CONTINUALLY EVALUATES AND SHAPES A HEALTHY SCHOOL CULTURE**
*Prioritizes purposefully time tasks and demands by protecting teachers and other staff members work
  and learning from disruption
*Strategically plans to achieve data-informed, measurable, and targeted goals through the school
  Improvement process
*Develops safe, nurturing, and culturally responsive learning environments (i.e., well-being, high
  academic press, high support, equitable)
*Facilitates and leads a shared vision and mission
*Leads with purpose and intentionality
*Ensures every student has a quality teacher
*Skilled in teacher evaluation to implement data-informed talent management, including recruitment,
  strategic retention, development, and exiting persistently ineffective employees
*Rewards and celebrates exemplary performance
*Establishes systems and structures to support social/emotional health
*Builds productive teams and culture of collaboration

**COMMUNICATES EFFECTIVELY**
*Communicates timely and regularly in a variety of ways with all stakeholders
*Communicates vision, values and culture
*Influences through written and interpersonal communication
*Celebrates success
*Seeks input from stakeholders and partners, including recognizing and honoring student voice
*Prevents and diffuses escalated situations
*Engages in crucial conversations

**BUILDS TRUSTING RELATIONSHIPS**
*Consistently demonstrates cultural competence, transparency, fairness, empathy, active listening,
  and confidentiality
*Is visible and engaged in the school and community
*Demonstrate care for the lives of their students, staff, and community members
*Promote adult-student, student-peer, and school-community relationships that value and support
  academic learning and positive social and emotional development
*Knows how to restore and repair non-productive relationships with the community, teachers (all-high and low performing, new, etc.),
  Families, caregivers, and students

**ENISIONS THE FUTURE**
*Leads change by seeing beyond constraints and building a shared vision and mission (i.e., cage-busting leaders)
*Develops robust mental models of school conditions, environments, policies, etc.

## LEADS QUALITY TEACHING & LEARNING
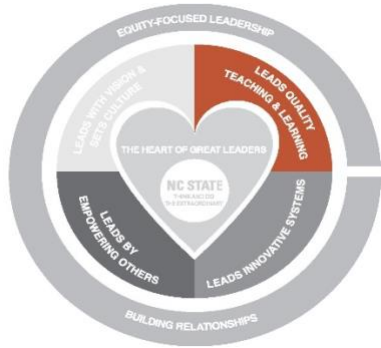


### INSTRUCTIONAL LEADER FOR THE CLASSROOM
*Facilitates, models, develops and ensures quality instructional practices in the building
*Knows quality curriculum, quality instruction, and quality assessment practices
*Prioritizes literacy in all of its forms (e.g., linguistic, computational, digital, and visual)
*Prioritizes student achievement
*Employs valid assessments that are aligned to rigorous standrds
*Ensures personalization of student learning
*Optimizes educational opportunities and meets the needs of each student (i.e., gifted, exceptional children, English learner, etc.) to live productively in and contribute to the diverse cultural contents of a global society
*Ensures practices are aligned to age-appropriate child and adolescent development
*Leads in digital learning environments
*Leads and advocates for pre-K and early childhood learning
*Develops student efficacy and ownership of their learning
*Assists teachers in setting SMART and stretch goals
*Leads staff in the development of communication, collaboration, creativity, and critical thinking
*Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction
*Reviews student work to understand the student learning experience

### TEAM BUILDER FOR INSTRUCTIONAL IMPROVEMENT FOR THE SCHOOL
*Builds team to impact student learning
*Develops leadership teams
*Develop teacher teams
*Ensures and supports horizontal and vertical alignment
*Develops capacity in others
*Promotes and supports growth for all students and teachers
*Facilitates and supports collaboration
*Assists teams (e.g., grade-level, subject area, school-wide, etc.) in creating SMART and stretch goals using data

### MODELS AND PROMOTES DATA LITERACY FOR CONTINUOUS IMPROVEMENT
*Collects, manages, analyzes, and uses multiple measures of data (qualitative and quantitative) to improves student learning
*Uses data to develop teachers
*Develops effective data products (i.e., presentations, graphics, walkthrough tools, etc.)
*Leads teachers in developing their capacity for inquiry and data analysis
*Uses data for high quality, personalized professional development and follow-up
*Uses data to identify and effectively address disparities in student achievement
*Develops the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement

## LEADS INNOVATIVE SYSTEMS
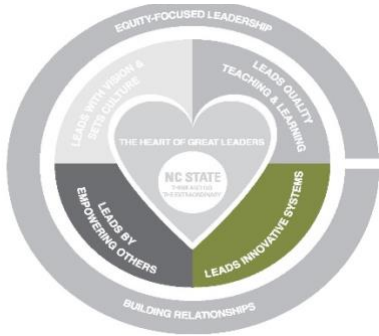
## MODELS SYSTEMS INNOVATION
*Generates curiosity

*Encourages risk-taking

*Thinks critically in solving persistent problems of practice

*Has an entrepreneurial mindset and considers new ways of accomplishing tasks

*Diagnoses problems (problem identification) to enable innovative solutions)

*Anticipates outcomes of action (worst case scenarios/best case scenario thinking)

*Responds to schools as complex, interconnected systems, connecting to the district and external partners
   for support in planning, implementation, monitoring, feedback, and evaluation

*Creates strategically aligned systems

*Leverages monetary and non-monetary resources to implement vision and mission

*Advocates for and partners with students, families, and communities (i.e., public and private sectors) to
   promote *each* student's academic success and well-being

*Markets and promotes school to internal and external communities in order to manage student enrollment


## INTEGRATES SYSTEMS OF CONTINUOUS IMPROVEMENT
*Identifies, interprets, and responds to the micro- and macro-political environment

*Creates, integrates, connects, understands, improves, evaluates, and monitors systems

*Establishes effective systems for managerial tasks

*Creates and uses a supportive professional and social network

*Builds systems of continuous improvement


## MANGES THE INTERFACE AMONG SYSTEMS
*Ensures that internal and external services are utilized to promote the health, safety, and well-being
   of each member of the school community

*Understands and complies with local, state and federal policies and laws (e.g., School Improvement Plan (SIP) and
   other statutory requirements

*Maintains and maximizes the use of facilities to provide the optimal learning environment for all stakeholders

*Leverages human and financial resources across systems to meet the unique needs of the school community

*Develops and manages relationships with feeder and connecting schools for curricular and instructional articulation

## LEADS BY EMPOWERING OTHERS
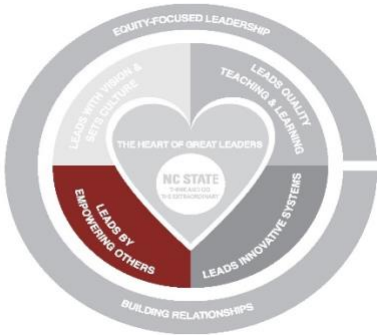


### EMPOWERS THROUGH CAPACITY BUILDING

*Develops and promotes educator capacity and leading

*Develops collaborative relationships with members of the learning community

*Builds effective teams that improve student learning

*Exercises equitable and restorative student disciplinary practices

*Empowers teachers and students by teaching and modeling positive behavioral expectations

*Anticipates outcomes of action (worst case scenarios/best case scenario thinking)

*Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole

### EMPOWERS THROUGH DISTRIBUTIVE LEADERSHIP

*Understands which rules are unique to the principalship and which can be delegated

*Strategically delegates leadership assignments to the right people

* Ensues the continuous professional development of self and staff

*Balances a sense of urgency and the need for buy-in

*Uses data and professional judgment for strategic talent management and development

# Expectations for Principal Residents

The year-long NCSU Principal Residency will prepare Principal Residents to develop strong interpersonal relationships, diagnose student learning and effective teaching, model reflective practice, and master leadership skills and dispositions that support school improvement efforts. The Principal Residency is purposefully designed to immerse Principal Residents in learning opportunities and activities to help them gain proficiency in the North Carolina Standards for School Executives.

The overarching objective of the NCSU MSA Principal Residency is for Principal Residents to demonstrate and document both experiences with and proficiency in all NC Standards for School Executives and the NCSU MSA Anchors (Relationships, Process/Management, Diagnostic).

Principal Residents need to learn all functional areas of the schools, take initiative for own learning, and make themselves useful to the schools. The experience should be reciprocal in that the Principal Residents will benefit from their own learning and the schools will benefit from the Principal Resident's work in the school.

Principal Residents should engage in both big picture and "grunt work." They should actively seek feedback about their performance, see things from others' points of view - but push for improvement, and be willing to experiment with new/unfamiliar approaches. Principal Residents should prepare for meetings with Principal Mentors and Executive Coaches so they focus on learning goals and objectives the Principal Resident most needs to address. The Principal Resident should actively monitor relationships with their Principal Mentor and Executive Coach and discuss with them any potential problems as soon as they arise.

NC Standards for School Executives with Related Experiences chart will be completed by Principal Residents and their Principal Mentors and Executive Coaches. This chart is titled: ***Personal Leadership Development Plan.***

The NCSU MSA Principal Residency has several key components:
1. Daily work in schools;
2. Weekly day-long sessions on a designated day of the week and some Saturdays, including specialized trainings
3. Specialized training experiences;
4. The internship problem of practice;
5. Visits to other schools, central office, and schools at different levels (visits to feeder schools for your primary internship site recommended);

6.  Contact with Executive Coaches which may include occasional evening sessions; and
7.  Documentation of experiences and learning.

1.  **Daily Work in Schools**
    The Principal Resident's daily work in schools will include but not be limited to:
    a.  experiencing all functional areas of the school;
    b.  completing the Internship Project that is tied to authentic school improvement efforts;
    c.  evaluating teachers and participating in crucial conversations; utilizing data to focus on improving student learning.

    *Principal Residency Site Attendance Policy*
    Principal Residents are expected to be working in their Principal Residency school for the entire school-day (and beyond) every district workday. If a Principal Resident is absent from work for any reason (illness or personal), they are required to contact their Principal Mentor, their Executive Coach, and the NCSU MSA Associate Director, Dr. Lesley Wirt (lesley_wirt@ncsu.edu), as far in advance as possible. All absences must be documented on the Weekly Log. Excessive absences (more than four per semester) may result in a deduction in wages for each excessive absence and may be grounds for dismissal from the Principal Residency and termination from the program. If you anticipate an absence, you should contact your Principal Mentor, Executive Coach, Cohort Director, and Dr. Wirt at least one week in advance. Following an absence, the Principal Resident should work with their Principal Mentor to arrange completion of any missed work.

    *Outside Responsibilities*
    During the principal residency, the Principal Resident's first responsibility (outside of their family) is their school and work with the NCSU MSA program. The Principal Residency year will be a time of immense growth and will be time-intensive. Therefore, Principal Residents should avoid any outside responsibilities that interfere with the principal residency responsibilities and expectations.

2.  **Weekly Day-Long NCSU MSA Session**
    The weekly sessions will focus primarily on new coursework and new learning, but will also include time for structured reflections on practice from principal residency experiences. Experiences will include case-based role playing to practice leadership skills.

*NCSU MSA Sessions Attendance Policy*

Principal Residents are expected to be present and ready to work at the start of each session and attend the full session. The instructor(s) will keep a record of attendance. Principal Residents who have two absences will have their final grade diminished by one letter grade (e.g., A- becomes a B-). Absences include both anticipated absences that are detailed in the University policies on attendance (e.g., official university functions, court dates, military duty, personal emergency, and religious observances), and emergency absences (e.g., illness and injury certified by an attending physician, and death or serious illness of a family member when documented appropriately). (NOTE: If you attend only one half or less of a class, you cannot count that as a full class, but only as some percentage of the class).

If a Principal Resident will miss a class session for any reason (illness or personal), they are required to contact the Associate Director, Dr. Lesley Wirt (lesley_wirt @ncsu.edu) as far in advance as possible. All absences must be documented on your weekly log. Excessive absences (more than 2 per semester) may be grounds for dismissal from the principal residency and termination from the program. If you anticipate an absence, you should contact your instructors and Dr. Wirt at least one week in advance.

Following an absence, the Principal Resident should work with instructors to arrange to complete any missed work. The Principal Resident must obtain missed materials, notes, and assignments. We recommend that you contact a classmate in advance of your absence and ask them to gather any handouts and take notes for you. Standards of courtesy require that you notify the instructor in advance of any absence. Notification can be accomplished through e-mail or voice mail.

If you receive prior approval from the professor, you can arrange for someone to videotape the class, watch the videotape, and then write a reflection over it (and in most cases do an additional assignment), and count these activities as an attended session. However, you can only do this for one session and this option can only be used if you receive prior permission from the instructor.

Absence from class for a religious holy day: A Principal Resident who is absent from a session for the observance of a religious holiday may complete the work missed within a reasonable time after the absence, if proper notice has been given. The deadline for notification of such an absence is fourteen days prior to the class absence or the first class day for religious holy days that fall within the first two weeks of the semester.

3. **Specialized Training Experiences**
   To enhance the NCSU MSA curriculum, from time-to-time Principal Residents will participate in specialized training sessions. NCSU MSA Specialized Training Attendance Policy: NCSU MSA expects Principal Residents to be present at the start of each training session and attend the full session. Principal Residents who miss a training session must arrange to have the same/similar training provided to them at their own expense and within a reasonable amount of time. Excessive absences from specialized training (more than 1 per semester) and failure to make-up any missed training may be grounds for dismissal from the Principal Residency and termination from the program.

4. **Complete All Phases of Principal Residency Problem of Practice**
   The NCSU MSA 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.

5. **School visits**
   Site visits to other schools, central office, and schools at different levels (including feeder schools for your primary internship site), and a possible NCSU MSA trip to a nationally recognized school are encouraged. As a part of the developmental projects, visits need to be to high-performing schools.

6. **Continuous contact with NCSU MSA Executive Coaches**
   Principal Residents are expected to initiate contact and stay in contact with their coaches via email, phone, in person and/or Skype. Occasional evening sessions may be needed to facilitate this contact. If you have a concern about your Executive Coach or Principal Mentor, please begin by discussing the concern with the individual involved. If you fail to reach a resolution to the problem, contact the Cohort Director, Dr. Brenda Champion, or Dr. Fran Riddick.

7. **Documentation of Experiences and Learning**
   During the internship year, Principal Residents will collect and create documentation framed around the NC Standards for School Executives that assesses the professional growth of Principal Residents in their Principal Residency setting. This evidence will include:
   a. Personal Leadership Development Plan
   b. Daily Logs
   c. Weekly Reflections
   d. Electronic Portfolio (personal web-site)
   e. Artifacts (these will be the bulk of the evidence for each standard and element)

# Expectations for Principal Mentors

**Shadow** → **Participate** → **Lead**
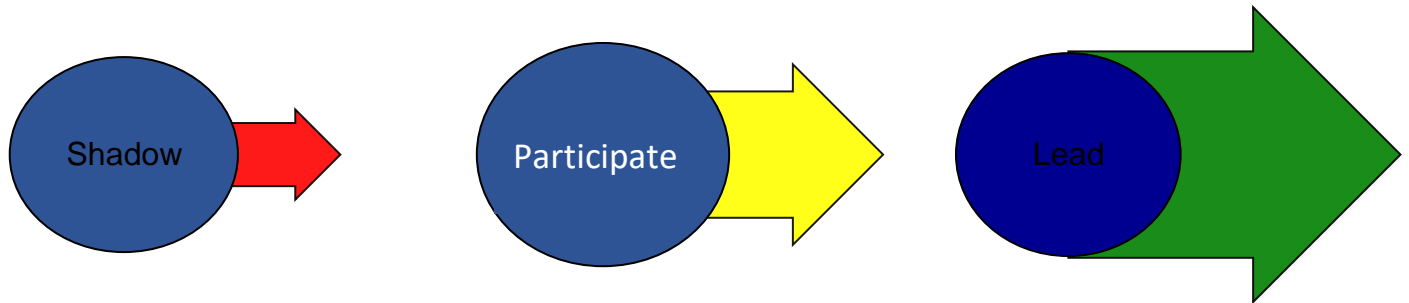
The overarching role of Principal Mentors is to help NCSU MSA Principal Residents "live their learning" during their field experiences and principal residency by doing the following:

- Serve as a model demonstrating effective leadership and management behaviors
- Create a climate that facilitates success for the intern.
- Provide a meaningful shoulder-to-shoulder type learning experience
- Treat the NCSU MSA Principal Resident as a principal in training.
- Facilitate "hands on" experiences integrated with the program expectations. These experiences should push Principal Residents beyond their comfort level and prompt them to meet the highest of standards for the school and the NCSU MSA program.
- Be expert leaders who are reflective and willing to help guide the Principal Residents towards a greater understanding of how to lead in an educational setting.
- Seek improved practice for themselves, their staff, their students, and the aspiring principal.

The NCSU MSA Principal Mentor agrees to:

1. Commit sufficient time to work with the Principal Resident and support their professional development including communicating regularly about the Principal Resident's progress through regularly scheduled weekly meetings with the Principal Resident, every-other week conversation or meeting with the NCSU MSA Executive Coach and as needed with the NCSU MSA Cohort Director.
2. Invest the time to explain decision-making rationale and to walk Principal Residents through difficult school-related processes.
3. Help the Principal Resident achieve the goals established within their Individual Development Plan in collaboration with the NCSU MSA Executive Coach.
4. Provide the Principal Resident with frequent feedback and guidance including participation in both formative and summative performance assessment conferences in cooperation with the NCSU MSA Executive Coach.

5. Develop a schedule with the Principal Resident to ensure that they have the opportunity to attend their weekly academic classes, specialized training sessions, and other various NCSU MSA activities throughout the year. Principal mentors should expect Principal Residents to be out of the school building at least one day every week with additional days as necessary.
6. Participate in joint observations of teaching and debrief with the Principal Resident on teaching practices observed.
7. Provide Principal Resident with the access to information, activities, and events that help inform and immerse into the life of a school principal.
8. Meet with Principal Residents to provide support for their individual growth and assess progress using the Personal Leadership Development Plan as a tool:
   a. Review within the first five days of the Principal Resident's start of the residency experience.
   b. Progress monitor at the mid-semester mark each semester.
   c. Complete online evaluation reports to track Principal Resident's progress.
9. Introduce Principal Residents to all functional areas of a school and provide them with opportunities to observe how experienced school administrators address challenges within the school.

NCSU MSA Principal Residents are expected to monitor their own development and learning and seek out opportunities for growth and to gain understanding and proficiency in the North Carolina School Executive Standards.

Below are examples of recommended activities and areas of focus:
- Build a Professional Learning Community and/or design and lead professional development experiences based on staff needs;
- Lead difficult/challenging conversations;
- Have access to data collection through staff interviews, surveys, and observations;
- Disaggregate data, identify trends, set specific learning goals for students (or subsets of students) and present data to different stakeholders (teachers, parents, school board, community);
- Develop strategies/action steps based on data analysis;
- Participate in hiring process and lead orientation activity for new staff;
- Review school retention and turnover data;
- Participate in budget planning and alignment of budget to maximize teaching and learning opportunities;
- Observe and provide feedback to teachers in different career stages and levels of effectiveness (weekly observations/evaluations are a NCSU MSA Principal Resident requirement);
- Participate in the teacher evaluation cycle;

- Observe teacher plan of action development and meeting with the teacher on directive action;
- Participate in student discipline conferences;
- Review personnel allotment and staffing plan;
- Review current school system curriculum and instruction initiatives; e.g., reading math, science, STEM, etc.;
- Review community services available; e.g., mental health, juvenile/social services, medical, faith-based, etc.;
- Serve on or lead a School Improvement TEAM (SIT) and review/analyze School Improvement Plan (SIP);
- Review school system's grievance policy and procedures;
- Conduct classroom Walkthroughs or Instructional Rounds using the school's protocol;
- Participate in a parent/teacher organization meeting, e.g., PTA, PTO, PTSO, PTSA, etc.;
- Analyze professional development process and funding;
- Serve/lead a Special Education IEP Conference and a 504 conference;
- Review and analyze the last Teacher Working Conditions Survey in comparison to previous surveys;
- Observe and/or supervise an athletic event;
- Supervise lunch and observe staff supervising behaviors during lunch, transitions, assemblies, etc.;
- Review school discipline policies and procedures;
- Review procedures for and the reporting of fire drills, lockdowns, and attendance;
- Review transportation processes and procedures (buses, cars, walkers, parent pick-ups) including supervision and discipline;
- Review processes for purchasing and inventory of supplies, textbooks, and materials;
- Review school and district technology plan;

Additional Activities May Include:
- Lead a team in using standards to align curriculum, instructional strategies, and assessments;
- Develop a school-wide schedule that maximizes learning time;
- Lead initiative to increase parental and community involvement, outreach, and/or communication;
- Serve on committees (chairing them if possible);
- Interview administrators, teachers, staff and others in the building and district
- Lead a school-wide culture initiative to encourage all staff to welcome and use data in planning and decision-making;
- Review staff and student recognition process;
- Work with Student Services staff to provide support for students;

- Review the school system's Building and Grounds procedures, including managing custodial staff and completing work orders;
- Attend a school board meeting;
- Participate in a district-level planning meeting; e.g., Title 1, math, exceptional children, school assignment, etc.;
- Participate in a superintendent's meeting with the principals;
- Review school's Crisis Management Plan;
- Review testing compliance procedures and participate in administration; e.g. administer or proctor.

# NCSU MSA Principal Mentor Agreement

NCSU MSA Principal Mentors have a unique opportunity to significantly influence aspiring leaders by modeling effective leadership and engaging them in the daily and major activities of the school. We want the NCSU MSA Principal Residency to be unlike other traditional internship experiences where the Principal Residents will have a close-in experience and engage in a meaningful shoulder-to-shoulder type learning experience. Also, course assignments and coaching support will be integrated into the experience. We expect our NCSU MSA course instructors, Executive Coaches, and Principal Mentors to collaborate and coordinate efforts to best support the development of EACH Principal Resident.

Specified Conditions:
- The Principal Resident will be assigned to your school for at least one semester. However, NCSU classes and other trainings require that the Principal Resident be away from the building an average of **two days per week**.
- Authorized NCSU MSA Principal Mentors are required to attend a principal mentor orientation and will have the opportunity to attend other specialized workshops.
- The faculty and staff of the school must see the Principal Principal Resident as a legitimate member of the school leadership team, as Principal Residents have their provisional license. Therefore, the NCSU MSA Principal Resident should be engaged in a broad range of leadership functions within the school.
- The Principal Mentor will treat the NCSU MSA Principal Resident as a PRINCIPAL in training.
- The Principal Mentor will commit sufficient time to work with the Principal Resident and support his/her progress.
- The Principal Mentor will be required to complete at least one progress report for the Principal Resident each semester related to his/her daily work and the NC Executive Leadership Standards and Competencies.

**Upon successful completion of the responsibilities stated above, the Principal Mentor will receive a $250 stipend per semester.** See the NELA website, https://nela.ced.ncsu.edu/ for more detailed information about the NELA program expectations for Principal Residents and Mentors.

Principal Mentor Signature: _____ Date: _____

NELA Director Signature: _____ Date: _____
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# Executive Coach Expectations

The Executive Coach provides support and assistance to entry-level school leaders. The Executive Coach will serve in a non-supervisory role as an external source of confidential and expert support. Through this supportive and reflective approach, new school leaders will gain both authentic interpersonal and intrapersonal lessons of leadership. The Executive Coach will collaborate with Leadership Team and Principal Mentors.



The Executive Coach will provide additional support and instruction to the Principal Residents that complements and expands the Principal Residents' work with NCSU faculty and Principal Mentors. Coaches help the Principal Residents have an enhanced understanding of the role of effective leaders and further provide them with the skills, knowledge and understanding of how to be transformational school leaders. The Executive Coach will serve in a non-supervisory role as an external source of confidential and expert support to their Principal Residents during the principal residency year. Through this highly supportive and reflective approach, aspiring school leaders will gain both authentic interpersonal and intrapersonal lessons of leadership. They will learn new strategies for enriching leadership in their schools in ways that have an immediate impact on teaching practices and student learning.

The role of the Executive Coach includes:

1. participating in joint observations of teaching and debrief with the Principal Residents on how they can improve;
2. conducting role-playing of crucial and critical conversations with Principal Residents to inform them of ways to ensure that students and teachers are meeting the highest of standards;

3. improving the Principal Residents' leadership ability by having them believe in themselves and develop the efficacy to find their own answers; and
4. helping aspiring and novice leaders diagnose and solve the Problems of Practice themselves and thus build leadership capacity

The expectations of the Executive Coach are:
1. assisting/directing the Principal Resident with creating their Personal Leadership Development Plan (PLDP) and directing the revision of the PLDP as needed and at least once per semester – may include goal setting and a coaching plan;
2. conducting weekly contact with assigned Principal Residents (virtual, Skype/Google Hangout, email, phone, or in person);
3. having regular contact and consultation with the Principal Mentor every month;
4. conducting **14 extended site visits (face-to-face) over the academic year; one a month and then spread other 4 as appropriate** to shadow/visit the Principal Residents (most need additional support in the beginning with a reset/refocus before or immediately after winter break, then tapering off as it gets closer to the end of the year). Most of these visits should include a joint observation of teaching and/or the post-observation conference;
5. providing detailed evaluation of the Principal Residents' progress at the end of each semester;
6. monitoring weekly logs to ensure range of experiences and help prevent any potential problems;
7. informing MSA Leadership Team of any potential problems as they arise;
8. participating in Coaches' Training Sessions and Feedback Meetings (1 per semester);
9. providing feedback and advice to both the Principal Resident and the Principal Mentor as they experience learning activities.
10. providing a first review for feedback during March face to face visit so Principal Resident has time to get any experiences they may need;
11. reviewing/preliminary approving the Principal Resident's electronic portfolio by May 1 and;
12. assisting Principal Resident with preparing for and obtaining job placement including mock interviews and review of resumes.

# Assessments, Reports, and Website Resources

The **Principal Residents** are required to complete Weekly Reports and submit daily logs electronically on which they record how they spent their time and the activities in which they participated.

The **Principal Mentor** completes an assessment of the Principal Residents performance at the end of each NCSU semester.

The **Executive Coach** completes an assessment of the Principal Residents performance at the end of each NCSU semester.

**All assessments and reports are electronic and are available on the NELA website:**

# [https://nela.ced.ncsu.edu/principal-residency/](https://nela.ced.ncsu.edu/principal-residency/)

# Principal Residency Assignments, Due Dates, and Evaluator

| Assignment | Page | Location | Due Date | Cohort Director | Executive Coach | Principal Mentor |
|---|---|---|---|---|---|---|
| Personal Vision Statement | | Moodle | July | X | X | |
| Letter of Self Introduction | | Moodle | July | X | X | |
| | | | | X | X | X |
| Personal Leadership Development Plan | | | August & Ongoing | X | X | X |
| SMART goals | | Moodle | September 5 & Quarterly | X | | |
| School Profile from Public Data | | Weebly | August 31 | X | | |
| Handbook Assignment | | Weebly | October 30 | X | | |
| Detailed Examination of the School Community and Human Resources | | Weebly | September 30 | X | | |
| Holistic Needs Assessment | | Weebly | September 30 | X | | |
| Attendance Data - Staff and Student | | Class | Quarterly | X | X | X |
| Discipline Data | | Class | Quarterly | X | X | X |
| Learning Walks | | Weebly | 2/week | X | X | X |
| Evaluations | | Weebly | 2 in Sept 4 in Oct 2 in Nov 1 in Dec 3 in Jan 2 in Feb 3 in Mar 3 in April | | X | X |
| Evaluations and the Use of Questioning | | Weebly | TBD | X | X | X |
| Teaching as Modeling | | Weebly | TBD | X | X | X |
| Reading Assignments | | Moodle | TBD | X | | |
| Writing Assignments | | Moodle | Monthly: Sept. 14 Oct. 12 Nov. 16 Dec. 14 | X | | |
| Literature Review | | Class | TBD | X | | |
| Formative Assessment Growth Video | | Class | December | X | X | |
| Middle School Developmental Project | | Weebly | December | X | | |
| High School Developmental Project | | Weebly | April | X | | |
| Problem of Practice | | TBD | May | X | | |
| Daily Principal Residency Log | | Daily | Daily | X | X | |
| Weekly Reflection | | Weekly | Weekly | X | X | |
| Communication Logs (Parent Contact, Discipline, Attendance) | | Ongoing | Ongoing | X | X | |

## Personal Vision Statement
## Due July 2019

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.

During several of your previous classes, you have been asked to think about and write your personal vision statement. **Using this vision and other resources, in 100 words or less, write your personal educational leadership vision statement. Send your vision statements by email to your Cohort Director, Drs. Champion and Riddick as well as drop into the Moodle by July 15. You will have 1-2 minutes to "Stand and Deliver" your vision in class. Review your personal vision statement with your Principal Mentor and Executive Coach.**

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

https://idealistcareers.org/guide-elevator-pitch/

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


## Letter of Self Introduction
## Due July 2019

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.

**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.**

**Drop all three clearly labeled letters into the appropriate box on the Moodle before July 15.**

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**Personal Leadership Development Plan (PLDP)**
**Developed and Reviewed with Principal Mentor and Executive Coach**
**Due August 2019 and revised numerous times**

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Based on conversations with the Executive Coach, the Principal Mentor, and personal self-reflection, the Principal Resident will develop a Personal Leadership Development Plan. It will outline 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 Principal Resident will draft a document and have it approved by their Executive Coach and their Principal Mentor. Progress towards the identified goals will be monitored by the Executive Coach, with input from the Principal Mentor and NELA Faculty. The resulting 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.

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**School Profile from Public Data**
**Due August 31 2019**

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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 NELA Leadership Team and your Executive Coach.

For each category, **write a short narrative either describing or analyzing the data**, post all information to your Weebly site, and share with your Executive Coach.

**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 the 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.)

**School Web Site:** Provide a brief assessment of the school website and printed materials such as newsletters or brochures. 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) | | | |

Is there anything else we should know about the school?

## SMART (SMARTER) Goals
## Due September 5 2019

Utilizing the SMART formula for writing goals, write one professional and one personal goal. SMART goals must be **S**PECIFIC, **M**EASURABLE, **A**TTAINABLE, **R**EALISTIC, AND **T**IMEBOUND.

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.

Be prepared to progress monitor your goals and share with the NELA Leadership Team and your Executive Coach in the fall, winter, and spring.

The SMART (SMARTER) GOAL Template in located in the Appendix.

## Handbook Assignment
## Due October 30 2019

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 September 30 2019**

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://www.cbr-aimhigh.com/What%20We%20Do/asset_maps_asset_mapping.html

https://groundworkusa.org/eqdev_category/asset-mapping/

**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

For information on Asset Maps:

https://www.countyofsb.org/ceo/asset.c/400

http://www.cbr-aimhigh.com/What%20We%20Do/asset_maps_asset_mapping.html

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| **Holistic Needs Assessment** |
| **Due September 30 2019** |

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).

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

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
## Weekly

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:

1. Purpose (standards and teaching point).
2. Student engagement (includes intellectual work, engagement strategies, and authentic student discourse).
3. Curriculum and pedagogy (curriculum, teaching approaches and strategies, scaffolds for learning).
4. Assessment of student learning (assessments and adjustments).
5. Classroom environment and climate (use of physical space, classroom routines and rituals, and classroom culture).
6. 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**<br>**Monthly** |
| --- |

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:
1. Two evaluations in September
2. Four evaluations in October
3. Two evaluations in November

4. One evaluation in December
5. Three in January
6. Two in February
7. Three in March
8. Three is 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 is included in the appendix.

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

**Debrief this assignment with your Executive Coach, Cohort Director 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 teacher(s) 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 electronic portfolio (Weebly).

## Daily Principal Residency Log
## Daily

To help the Principal Resident understand on which activities they are spending the majority of their time each Principal Resident will complete the electronic **Daily Principal Residency Log**. Directions to access the Principal Residency Log is located in the Appendix.

## Weekly Reflection
## Due Weekly

Time management is an important skill for a principal.  To help understand how each Principal Resident is spending their time, the Principal Resident is expected to complete a weekly reflection and narrative of the lessons learned during the previous week and send it by email to their Executive Coach and Cohort Director. .  The weekly reflection template is located in the Appendix.

## Attendance Data – Staff and Student
## Ongoing

**This is an on-going assignment that requires updates as occurrences happen.**
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. There are sample charts located in the Appendix.

## Discipline Map & Log
## Ongoing

**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. A suggested format for this log is located in the Appendix.

## Parent Contact Log
## Ongoing

Throughout the year you will have multiple contacts (phone, in-person, electronic, etc.) with parents. It is a good policy to keep a log of all of these contacts. You are expected to keep this log and share with your Executive Coach and Cohort Director on a regular basis. A sample log in included in the Appendix.

## Meeting and Activity Log
## Ongoing

Throughout the year you will have the opportunity to attend conferences, professional development workshops, and meetings provided by your LEA. You will also be invited to present to your staff during meetings and professional development sessions. You need to keep a record of these activities and eventually add them to your electronic portfolio. A sample log is included in the Appendix.

Principal Residents are expected to keep a variety of logs, journals, and reflections either weekly or monthly. Examples of each of these logs are listed in the appendix and are available electronically on the NELA website. The reports are:
- Daily activity log
- Weekly reflection
- Parent contact log

- Student and faculty attendance information
- Discipline log
- Meeting and activity log

## Program Reading Assignments
## As Assigned

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

## Program Writing Assignments
## Monthly Due: Sept. 14, Oct. 12, Nov. 16, Dec. 14

It is important that the Principal Residents are able to write clear and concise memos, letters, and emails to various school community constituents. As a result, the Principal Residents 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.

## Personal Leadership Development Plan Professional Growth Video
## Due December 2019

Utilizing your archived work from the fall semester, your PLDP, and your video from the planned assessment day in the fall, create a video, no longer than five minutes, that provides evidence of your growth and support for your self-rating on the NC Standards for School Executives. You will present the video at your scheduled individual feedback session. Artifacts and evidence should include graphs, narrative, and video.

## Middle School Developmental Project (Grades 6-8)
## Due December 2019

For this assignment, NELA will place you in work groups.

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 and include the following information:

1. **District Context**
   The Superintendent wants a **color pamphlet or short video** that describes the school district and local community (demographic, economic, school report card data, etc.) and includes school programs available at the third through fifth grade level.

2. **District Programming Information: (Sixth through Eighth Grade)**
   In a **video narrative or written format,** the Superintendent wants information on each of the following items She wants you to create a portrait of your district in regards to third through fifth grade education:
   a. **Programs:** What programs are in your district unique to the developmental age group you are investigating?
   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 sixth through eighth parents in your district? How can or how should parents be involved in sixth through eighth grade student education? How are parents kept informed about what is happening at the school? Do districts have an established system to communicate with sixth through eighth grade 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?
   f. **Literacy/Reading**: What specific literacy/reading programs are used for this age group? How do they differentiate or provide accommodations for various learning

styles or challenges? Are their methods of identifying these students? How do they track student progress?

3. **Child Development: (Sixth through Eighth Grade)**
   The Superintendent wants to know much more about child development at the sixth through eighth grade 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 **write at least one page (or short segment on a video or PowerPoint**) for each of the following topics. Since she does not have a lot of time to read, you MUST use visuals to summarize or enhance your writing.
   a. Physical development
   b. Cognitive development
   c. Language and literacy development
   d. Self-concept, identity, and motivation
   e. Peer relations and moral development

4. **Data Collection: (Sixth through Eighth Grade)**
   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 third through fifth grade classrooms to observe and collect pertinent data for your report. You will work with Principal Residents in your group to conduct a series of observations and interviews (can be informal and a part of your school visits).
   a. Each Principal Resident will conduct three observations, one in sixth grade, one in seventh grade, and one in eighth grade. You may choose to conduct additional observations if you want or need.
   b. 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 – if what you observed matched what you learned in compiling Section III. Include the completed observation guides from each Principal Resident in this section of the report. You may also include copies of any additional notes.
   c. Each Principal Resident will conduct an interview with a sixth through eighth grade student (parental consent required) with a specific tie to one of the developmental aspects in Section III.
   d. The Superintendent wants to know more about Literacy at this age and welcomes learning more about any of the developmental areas in Section III. Principal Residents may choose to conduct additional interviews with:

        i. Sixth through eighth grade teachers
       ii. Sixth through eighth grade Principals and Assistant Principals
     iii. District Officials
     iv. Parents of sixth through eighth grade children
      v. Community Organization/Child Advocate

5. **Putting it Together**: **(Sixth through Eighth Grade)**
**Each Principal Resident should create a short (3-5 minute) video to describe their findings.**

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.
- Did your observations in Section IV match what you learned in Section III?

6. **Implications for Practice: (Sixth through Eighth Grade)**
Given what you now know, **create a group video recording** about how you (as a sixth through eighth grade elementary principal) might use this knowledge in your leadership practice. This is an opportunity for you to share you learning with each other.

7. **Resources and Citations: (Sixth through Eighth Grade)**
    a. References
    b. Scope and sequence
    c. Any additional resources or toolkits

8. **Executive Summary: (Sixth through Eighth Grade)**
The Superintendent is eager to learn from 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 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 what you learned about sixth through eighth grade 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.**

**High School Development Project**
**Due Spring 2020**

For this assignment, you will work in groups.

This developmental project will familiarize Principal Residents with the developmentally appropriate practice necessary to lead schools at the high school level. Previous cohorts indicate this project takes 20-30+ hours to complete plus hours dedicated to completing the service project. Your final report should be professionally presented and include the following information:

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

2. **District Programming Information**
   Create a portrait of your district in regards to high school education using a video, 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. **Parents:** What are the programs for high school parents in your district? How can or how should parents be involved in high school? How are parents kept informed about what is happening at school?
   c. **Community Connections:** What community agencies are involved in your district (and how) in regard to the developmental age group you are investigating?
   d. **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?
   e. **Vocabulary:** Vocabulary should be grade specific and restricted to words that are common parlance in high school. Is the vocabulary used relevant to high school leaders, parents and stakeholders? What acronyms should be familiar to all stakeholders? Acknowledging that education vernacular is always evolving, the list does not have to be exhaustive, but it should include the most easily understandable descriptions and examples.
   f. **Literacy/Reading**: What specific literacy/reading programs are used for this age group? How do they differentiate or provide accommodations for various learning styles or challenges? Are their methods of identifying these students? How do they track student progress?

3. **Adolescent Development**
   Using your NELA texts 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.

4. **Data Collection/Action Research**
   a. 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.
   b. 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 the milestones the students should have reached at this age and corresponding, developmentally appropriate teaching strategies and activities.
   c. Each Principal Resident will conduct an interview with a high school student (parental consent required) with a specific tie to one or more of the developmental aspects.
   d. Principal Residents may choose to conduct additional interviews with:
      i. High School Principals and Assistant Principals
      ii. District officials
      iii. Parents of high school aged students
      iv. Community organization/child advocates

5. **Brochure**
   Develop a summary brochure for parents that is easily digestible; yet captures the most important take-aways from research. Incorporate information from Section II into your brochure.

6. **Service Project: Pay it Forward**

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

   CFNC.org
   http://studentaid.ed.gov/fafsa

   You can choose one of the following two options. You must have identified which of the two options your group will do by _____. Send an email to your Cohort Director informing him of your choice by _____.

   a. **FAFSA Day for High School Seniors.** You will either volunteer for CFNC'S FAFSA Day or organize one for a high school. This event must be held before mid-February at a high school to which a Principal Resident or NELA Alumni is connected. If you choose to volunteer, you will have to investigate the volunteer opportunities available to you. Some events require you to have training before you can volunteer. If you choose to hold an event, you will be in charge of the organization and execution of the day and will utilize the resources available with the CFNC, school counselors and administrators to help you plan. Please note that CFNC holds an event each spring but in most cases, it can only accommodate roughly 25 students **(See: CFNC.org and the Federal site: http://studentaid.ed.gov/fafsa).** Your goal should be 100% of seniors participating in your event.  You might not hit that, but you should aim for that goal.

   b. **Planning for College Day (for multi-grades).** You will need to organize an event for multi-grades or you can focus on one grade to be held before mid-May. You will be in charge of the organization and execution of the day and will utilize the resources available with the 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 or universities. Your goal should be extensive participation in your event.  You might not hit 100% participation that but you should shoot for that goal.

7. **Implications for Practice**

   Given what you now know, add an individual reflective narrative piece about how you (as a High School principal) might use this knowledge in your leadership practice.

8. **Resources and Citations**

a.  References
        b.  Scope and sequence
        c.  Any additional resources or toolkits

9.  **Executive Summary**
    Create an executive summary that "gives back" to the district/community/schools by sharing what you learned about High School student 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 or video. Once the developmental project is complete, link the website to your digital portfolio.

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**Problem of Practice**
**Due Spring 2020**

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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 MCSU 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. Using the area of improvement that was selected for the assignment SCHOOL IMPROVEMENT GOAL AND ACTION STEPS in the course *Context and Challenges of School Improvement*, each Principal Resident will take a "deeper dive" that focuses on that challenge within the school by designing a research plan, creating a logic model, and writing research questions. During the second semester, each Principal Resident completes an individual Problem of Practice Project using the skills learned during the first semester as well as analyzing the data collected for the research of their Problem of Practice. 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.

1. What are the most pressing challenges or needs of this school? How do you know?
2. What student performance trends can you identify?
3. 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.

2. **Design Your NELA 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 NCSU MSA 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 and Dr. Brenda Champion must also approve your Problem of Practice Project by February 3, 2020.

   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
   g. 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 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.

   **Implement the NELA Problem of Practice Project**
4. 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 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 NCSU MSA Faculty. Principal Residents should continually check the progress of their project and share their successes and/or roadblocks with the cadre of support NELA provides.

6. **Ignite and Poster 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 poster presentation should also be visually appealing, informative and use a combination of text, graphs, and other visuals to communicate your message. Additionally, the Principal Residents will present their findings in an Ignite format at a specified time and day.

**North Carolina School Executive Standards**

**Principal and Assistant Principal Evaluation Process**

## North Carolina School Executive Competencies

1. **Communication:** Effectively listens to others; Clearly and effectively presents and understands information orally and in writing; Acquires, organizes, analyzes, interprets, and maintains information needed to achieve school or team 21st century objectives

2. **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.

3. **Conflict Management:** Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner

4. **Creative Thinking:** Engages in and fosters an environment for others to engage in innovative thinking.

5. **Customer Focus:** Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.

6. **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.

7. **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

8. **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.

9. **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.

10. **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.

11. **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.

12. **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.

13. **Personal Ethics and Values:** Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

14. **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.

15. **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.

16. **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.

17. **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.

18. **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.

19. **Technology:** Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.

20. **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.

21. **Visionary:** Encourages Imagineering by creating an environment and structure to capture stakeholders dreams of what the school could become for all the students

**Principal Resident:**_____

**Principal Mentor:** _____

**Executive Coach:** _____

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

## Personal Leadership Development Plan

This form is to be completed by the Principal Resident and reviewed and approved by the mentor and coach. An electronic copy of this form is available on the Principal Residents' 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 Principal Residents, etc.

| Standard 1: Strategic Leadership | Principal Resident 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 | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | | | | | | |

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| 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 implementatio n strategies for improvements and changes which result in improved achievement for all students. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | | | | | |
| **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | | | | | |

| D. Distributive leadership: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | | | | | |
|---|---|---|---|---|---|---|

**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, valve, 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 | Principal Resident 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<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐Distinguished | | | | | | |
| **B. Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruptions of instructional | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐Distinguished | | | | | | |

| or preparation time. | | | | | | |
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**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 3: Cultural Leadership | Principal Resident 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<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐ 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<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | | |

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| **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 | ☐ Not Demonstrated<br><br>☐ Developing<br><br>☐ Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | | |
| **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. | ☐ Not Demonstrated<br><br>☐ Developing<br><br>☐ Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | | |

**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, valve, 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 4: Human Resource Leadership | Principal Resident 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<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | | |
| **B. Recruiting, hiring, placing and mentoring of Staff:** The school executive establishes processes and systems in order to ensure | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished | | | | | | |

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| a high-quality, high performing staff. | ☐ 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<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | |

**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, valve, 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 5: Managerial Leadership** | **Principal Resident 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<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | | |
| **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | | |

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| **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | | |
| **D. School Expectations for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐ Accomplished<br><br>☐ Distinguished | | | | | | |

**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, valve, 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 6: External Development Leadership | Principal Resident 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 <br><br>☐Developing <br><br>☐Proficient <br><br>☐ Accomplished <br><br>☐ Distinguished | | | | | | |
| **B. Federal, State and District Mandates:** The school executive Designs executive protocols and | ☐Not Demonstrated <br><br>☐Developing <br><br>☐Proficient | | | | | | |

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|---|---|---|---|---|---|---|---|
| processes in order to comply with federal, state and district mandates. | ☐ Accomplished ☐ Distinguished | | | | | | |

**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, valve, 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 7: Micro-Political Leadership | Principal Resident 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 | ☐ Not Demonstrated ☐ Developing ☐ Proficient ☐ Accomplished | | | | | | |

| school's identity, culture and performance. | ☐ Distinguished | | | | | | |
|---|---|---|---|---|---|---|---|

**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, valve, 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**

## 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 | Principal Resident Self Ranking | Experiences Planned Around This Competency |
|---|---|---|---|
| 1 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 2 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 3 | **Conflict Management:** Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 4 | **Creative Thinking:** Engages in and fosters an environment for others to engage in innovative thinking. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished | |

| | | | |
|---|---|---|---|
| | | ☐Distinguished | |
| 5 | **Customer Focus:** Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 6 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 7 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |

| | | | |
|---|---|---|---|
| 8 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 9 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 10 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 11 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |

| | | | |
|---|---|---|---|
| 12 | **Organizational Ability:** Effectively plans and schedules one's own and the work of others so that resources are sued appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 13 | **Personal Ethics and Values:** Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 14 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 15 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |

| | | | |
|---|---|---|---|
| 16 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 17 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 18 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 19 | **Technology:** Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |

| | | | |
|---|---|---|---|
| 20 | **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. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |
| 21 | **Visionary:** Encourages Imagineering by creating an environment and structure to capture stakeholders dreams of what the school could become for all the students. | ☐Not Demonstrated<br><br>☐Developing<br><br>☐Proficient<br><br>☐Accomplished<br><br>☐Distinguished | |

**TEMPLATES**

**Smart Goals Template**

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

**Learning Walk Log**

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

**Teacher Evaluation Log**

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

# Sample Observation Matrix

| 2019-2020 Teacher Evaluation Calendar | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Comprehensive, Beginning Teacher 1, 2, and 3, Standards 1-5, PDP, Record of Activities, Summative**<br>● **Full time working at least 120 days of the school year**<br>● **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 | 1st 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 | 2nd formal obs, 45 min, by Jan. 27 | 3rd 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**<br>● **Less than three consecutive years in the county**<br>● **Contact 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 | 1st formal obs, 45 min, pre-conference, by Oct 14, MUST be completed by admin | Peer obs, does not a pre-conference, by Nov 30 | 2nd formal obs, 45 min, by Jan 27 | 3rd 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**<br>● **Non-Beginning Teacher**<br>  ○ **Three or more consecutive years in the county AND certification renewal is 2018**<br>  ○ **Had a developing in any standard on last year's summative evaluation**<br>  ○ **Contract codes: 1001, 1003, 2000s, & 9999**<br>● **Career Teachers**<br>  ○ **2018 certification expiration**<br>  ○ **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 | 1st 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**<br>● **Non-career, Non-Beginning Teacher**<br>  ○ **Three consecutive years teaching in the county**<br>  ○ **At least proficient ratings on all standards the previous year**<br>  ○ **Not in their certification renewal year**<br>  ○ **No documented concerns throughout the year**<br>  ○ **Contract codes: 1001, 1003, 20000s, & 9999**<br>● **Part-time or retiree**<br>● **Less than 100% or less than 120 days or retirees**<br>  ○ **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 | 1st Informal obs, 25-45 min, by Dec 16 | 2nd 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 | | | | | | |

## Daily Principal Residency Activity Log (Electronic)

Use this link [bit.ly/ncsudailylog](bit.ly/ncsudailylog) to access the Daily Principal Residency Activity Log.

## Weekly Principal Residency Reflection
Your Principal Residency Reflection should include two specific parts.
- Reflection: *(This must be a minimum of three paragraphs – make sure it is a reflection NOT a summary of activities)*
- Lessons Learned: *(Must include at least one lesson earned and apply directly to leadership practice)*

## Parent Contact Log

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

## Student Attendance Log

| Student Attendance Log | | |
|---|---|---|
| *Attendance by type (excuse, unexcused, etc.), grade, gender, location, and race* | | |
| | | |

## Staff Attendance Log

| Staff Attendance Log | | |
|---|---|---|
| *Attendance by position, type (sick, professional, personal, etc.), day of the week, etc.* | | |
| | | |

## Student Discipline Log

| Student Discipline Log | | | |
|---|---|---|---|
| *Office Referrals (by grade, gender, and race)* | *Suspensions (by grace, gender, and race)* | *Major Incident Report* | *Location of Incident* |
| | | | |

## Meeting and Activity Log

| Monthly Principal Residency School Report | |
|---|---|
| School Improvement & Professional Development | |
| *Meeting Date* | *Descriptions* |
| | |

# NELA Year 1 Review

**Summer Semester 2018**

**Classes**
- ELP 620: Orientation to Leadership
- ELP 620: Leadership Lab
- ELP 595: Leadership Foundations

**Professors**
- Dr. Bonnie Fusarelli
- Dr. Lance Fusarelli
- Dr. Fran Riddick
- Dr. Lesley Wirt
- Dr. Brenda Champion

**Books Read**
- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
- Blase, J. & Blase, J. (2001). *Empowering teachers : what successful principals do*. Thousand Oaks, Calif: Corwin Press.
- Brock, A. & Hundley, H. (2016). *The growth mindset coach : a teacher's month-by-month handbook for empowering students to achieve*. Berkeley, CA: Ulysses Press.
- Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick*. Harvard University Press.
- Carnegie, D. (1981). *How to win friends and influence people*. New York: Simon and Schuster.
- Clark, R. (2003). *The essential 55 : an award-winning educator's rules for discovering the successful student in every child*. New York: Hyperion.
- Couros, G. (2015). *The innovator's mindset : empower learning, unleash talent, and lead a culture of creativity*. San Diego, CA: Dave Burgess Consulting, Inc.
- Covey, S. (2013). *The 7 habits of highly effective people : powerful lessons in personal change*. New York: Simon & Schuster.
- Fay, J. & Fay, C. (2016). *Teaching with love and logic : taking control of the classroom*. Golden, CO: Love and Logic Institute, Inc.
- Hess, F. (2013). *Cage-busting leadership*. Cambridge, Mass: Harvard Education Press.
- Hess, F. (2017). *Letters to a young education reformer*. Cambridge, Massachusetts: Harvard Education Press.
- Hunter, R. & Hunter, M. (2004). *Madeline Hunter's Mastery teaching : increasing instructional effectiveness in elementary and secondary schools*. Thousand Oaks, Calif: Corwin Press.
- Isaacson, L. (2005). *Smart, fast, efficient : the new principal's guide to success*. Larchmont, NY: Eye On Education.
- Jensen, E. (2013). *Engaging students with poverty in mind : practical strategies for raising achievement*. Alexandria, Virginia: ASCD.

- Lemov, D. (2015). *Teach like a champion 2.0 : 62 techniques that put students on the path to college*. San Francisco: Jossey-Bass.
- Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. ASCD.
- Maxwell, J. (2012). *5 levels of leadership : proven steps to maximize your potential*. John C. Maxwell Company.
- Maxwell, J. (2013). *How successful people lead : taking your influence to the next level*. New York: Center Street.
- Maxwell, J. C. (2009). *How successful people think: Change your thinking, change your life*. Hachette UK.
- McChesney, C., Covey, S. & Huling, J. (2012). *The 4 disciplines of execution : achieving your wildly important goals*. New York: Free Press.
- Medina, J. (2018). *Attack of the teenage brain! : understanding and supporting the weird and wonderful adolescent learner*. Alexandria, VA USA: ASCD.
- Patterson, K., Grenny, J., Maxfield, D., McMillan, R., Switzler, A. *Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments and Bad Behavior*.
- Patterson, K., Grenny, J., Maxfield, D., McMillan, R., Switzler, A. (2002). *Crucial Conversations: Tools for Talking when Stakes are High.* Tata McGraw-Hill Education.
- Port, M. (2015). *Steal the show : from speeches to job interviews to deal-closing pitches, how to guarantee a standing ovation for all the performances in your life*. Boston: Houghton Mifflin Harcourt.
- Santoyo, P. & Peiser, B. (2012). *Leverage leadership : a practical guide to building exceptional schools*. San Francisco: Jossey-Bass.
- Schwanke, J. (2016). *You're the principal! now what? : strategies and solutions for new school leaders*. Alexandria, Virginia: ASCD.
- Sinek, S. (2011). Start with why : how great leaders inspire everyone to take action. New York: Portfolio / Penguin.
- Singleton, G. (2015). *Courageous conversations about race : a field guide for achieving equity in schools*. Thousand Oaks, California: Corwin, A SAGE Company.
- Smith, D., Fisher, D. & Frey, N. (2015). *Better than carrots or sticks : restorative practices for positive classroom management*. Alexandria, VA: ASCD.
- Smith, M. (2012). *Why leadership sucks : the fundamentals of level 5 leadership and servant leadership*. Lexington, KY: Kompelling Publishing.
- Steele, C. (2010). *Whistling Vivaldi : and other clues to how stereotypes affect us*. New York: W.W. Norton & Company.
- Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia : a century of public school reform*. Cambridge, Mass: Harvard University Press.
- Voss, C. & Raz, T. (2016). *Never Split the Difference: Negotiating as if Your Life Depends on It.* Random House.
- Watkins, M. (2013). *The first 90 days : proven strategies for getting up to speed faster and smarter.* Boston, Massachusetts: Harvard Business Review Press.

- Whitaker, T. & Breaux, A. (2013). *The ten-minute inservice : 40 quick training sessions that build teacher effectiveness*. San Francisco, CA: Jossey-Bass, A Wiley Imprint.
- Wong, H. K., Wong, R. T., & Seroyer, C. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.
- Wood, C. (2017). *Yardsticks : child and adolescent development ages 4-14*. Turners Falls, MA: Center for Responsive Schools, Inc.

**Special Trainings and Educational Trips**
- Flipped Classroom - Dr. L. McCammon
- ASCD Poverty - L. Seaton
- Teach Like a Champion - Dr. N. Smith
- Make it Stick - S. McKinney and A. McMillan
- Literacy - Dr. B. Brander
- BB&T - BB&T Staff
- Restorative Justice - Principal Kelley Johnson
- Speed of Trust with ropes course - L. Prue and S. McKinney
- Madeline Hunter - Dr. Pat Ashley
- Race and Social Justice - Racial Equity Institute

**Fall Semester 2018**
**Classes**
- ELP 515: Education and Social Diversity
- ELP 550: Principles of Educational Leadership and Empowerment
- ELP 552: School-Based Planning, Management, and Evaluation in Professional Learning Communities
- ELP 651: Leading Oneself

**Professors**
- Dr. Brenda Champion
- Dr. Bonnie Fusarelli
- Dr. Henry Johnson
- Dr. Eddie Price
- Dr. Fran Riddick

**Books Read**
- The Arbinger Institute (2010). *Leadership and self-deception : getting out of the box.* San Francisco: Berrett-Koehler Publishers.
- Bolman, L. & Deal, T. (2017). *Reframing organizations : artistry, choice and leadership.* Hoboken, New Jersey: Jossey-Bass & Pfeiffer Imprints, Wiley.
- Brooks, J.S. & Witherspoon-Arnold, N. (2013). *Anti-racist school leadership: toward equity in education for america's student.* Charlotte, NC: Information Age Publishing.
- Erkens, C. & Twadell, E. (2012). *Leading by design: an action framework for plc at work leaders.* Bloomington, IN: Solution Tree Press.
- Lemov, D., Woolway, E. & Yezzi, K. (2012). *Practice perfect : 42 rules for getting better at getting better.* San Francisco: Jossey-Bass.

- Northouse, P. (2019). *Leadership : theory and practice.* Thousand Oaks, California: SAGE Publications, Inc.
- Spillane, J. & Diamond, J. (2007). *Distributed leadership in practice.* New York: Teachers College, Columbia University.

**Specialized Trainings and Educational Trips**
- Social Justice Mini Retreat MSA Program Faculty
- APA Writing - Dr. L. Wirt
- Ron Clark Academy Visit - Cohort Directors
- Digital Storytelling - Dr. B. Fusarelli and the NCSU MSA Team
- Recognizing and Responding to Child Maltreatment - Prevent Child Abuse NC


**Spring Semester 2019**

**Classes**
- ELP 518: School Law for Administrators
- ElP 551: Context and Challenges for School Improvement
- ELP 595: Culture & Collaboration
- ELP 559: Data Use for School Leadership

**Professors**
- Dr. Brenda Champion
- Dr. William Harrison
- Dr. Fran Riddick
- Dr. Tim Drake
- Dr. Lisa Bass

**Books Read:**
- Maxwell, J. (2008). *Leadership gold : lessons learned from a lifetime of leading.* Nashville: Thomas Nelson.
- Maxwell, J. (2014). *How successful people grow: 15 ways to get ahead in life.* UK: Hachette.
- Oluo, I. (2018). *So you want to talk about race.* New York, NY: Seal Press.

**Specialized Trainings and Educational Trips**
- Maxwell Training - Principal Ruth Steidinger
- Equity Retreat II : Action for Change: Leading Schools of Equity - MSA Faculty and Dr. Valarie Faulkner
- LGBTQ Training - Matt Hickson
- Formative Assessment Day - MSA Faculty
- Time Management Training - Kelly Perin

**Summer Semester 2019**

**Classes**
- ELP 595: School and Community

**Professor/Instructor**
- Dr. Lisa Bass
- Mrs. Karen Anderson

**Books Read**
- Isaacson, L. (2013*). Smart, fast, efficient: The new principal's guide to success*. New York, NY: Routledge.
- Self-selected articles and texts

**Specialized Trainings and Educational Trips**
- NC School Improvement Project - Leadership Seminars
- Policy Institute - American Education Institute (AEI), Washington D.C.
- 4 Disciplines of Execution
- CPI - Nonviolent Crisis Intervention

# Aschner-Gallagher's Classification System, by Levels and Operations

The Aschner-Gallagher Classification System, shows cognitive-memory, convergent, divergent, and evaluative types of thinking and questioning operations. Cognitive-memory represents the simple reproduction of facts, formulae, or other items of content remembered through use of such processes as recognition, rote memory, and selective recall. Convergent thinking represents analysis and integration of data remembered, leading to one answer. Divergent thinking shows that one is able to generate ideas with limited data about a topic and, subsequently, to show a new perspective for that topic. Evaluative thinking allows for judgment of situations, deciding on values, and making choices.

| Level | Operations for Learning Outcomes |
|-------|----------------------------------|
| Cognitive-memory | Represents the reproduction of fact or other items; illustrated by recalling, recognizing, rote memory, identifying, observing, answering yes/no, defining, naming |
| Convergent | Portrays the analysis and integration of given data, leading to one result; illustrated by explaining, summarizing, describing, stating relationships, comparing, contrasting |
| Divergent | Shows intellectual freedom to generate ideas from given data; illustrated by predicting, hypothesizing, inferring, reconstructing, finding alternatives, guessing |
| Evaluative | Allows judgmental quality of various situations; illustrated by giving an opinion, justifying, choosing, supporting, valuing |

# Bloom's Classification System, by Levels and Operations

Bloom (1956)'s system is a useful guide for constructing questions on a variety of levels, which can be used to evaluate student comprehension. The table below details Bloom's levels and operations. The first level, *knowledge*, involves the recalling of acts, events, and details. *Comprehension*, the second level, refers to one's ability to go beyond knowledge to translate and explain information. *Application,* the third level, refers to applying information to existing or hypothetical situations. *Analysis* involves critical investigation of information received. *Synthesis* refers to the ability to re-assemble and present information in a more creative format. The sixth level is *evaluation,* or one's ability to place value on the importance of an idea and judge it using established criteria.

| Level | Operations for Learning Outcomes |
|---|---|
| Knowledge | Involves recall of information and knowing; illustrated by telling, citing, showing, listing, locating, stating, reciting, repeating |
| Comprehension | Refers to understanding or apprehension of material and ability to make use of it; illustrated by describing, explaining, reviewing, inferring, translating, paraphrasing, predicting, summarizing, discussing |
| Application | Ability to use abstractions in concrete situations and apply them to other instances; illustrated by modeling, trying, operating, manipulating, diagramming, demonstrating |
| Analysis | Process of breaking down communication so that ideas are explicit; illustrated by organizing, making connections, categorizing, scrutinizing, dissecting, proving, inspecting |
| Synthesis | Ability to put elements or parts together to make a whole; illustrated by explaining, creating, composing, hypothesizing, deducing, imagining, formulating, elaborating, designing |
| Evaluation | Judging the value of methods and materials for set criteria; illustrated by justifying, appraising, recommending, criticizing, supporting, reflecting, awarding, censuring |

# Smith and Barrett's Classification System, by Levels and Operations

The Smith and Barrett (1974) Classification System was influenced by Bloom (1956). It consists of four major categories: literal recognition or recall, inference, evaluation, and appreciation. Details for each category are shown as operations below.

| Level | Operations for Learning Outcomes |
|---|---|
| Literal recognition or recall | Requires locating or identifying explicit information or situations; illustrated by recognizing or recalling details and main ideas, sequencing, comparing, examining cause/effect relationships and character traits |
| Inference | Requires thinking and imagination beyond the printed page; illustrated by inferring supporting details and main idea, sequencing, comparing, examining cause-effect relationships and character traits, predicting outcomes, focusing on figurative language |
| Evaluation | Requires determining the truthfulness of text; illustrated by judgment of reality or fantasy, fact or opinion, adequacy or validity, appropriateness, desirability or acceptability |
| Appreciation | Involves increasing sensitivity to various types of literary genres; illustrated by emotional response to plot or theme, identification with characters and incidents, reactions to the author's use of language, response to generating images |

## McTighe and Wiggins Six Facets of Understanding (UbD)

McTighe and Wiggins advocate Design by Understanding, a backward mapping of assessment and lesson planning. They propose that teachers must be clear about what they want students to understand and what they mean by **understanding**. The book proposes a multifaceted approach, with the **six facets** of **understanding** (explanation, interpretation, application, perspective, empathy, and self-knowledge). The **facets**, combined with backward design, provide a practical framework for designing curriculum, assessment, and instruction.

| Explain | Provide thorough and justifiable accounts of phenomena, facts, and data. |
|---|---|
| Interpret | Tell meaningful stories, offer apt translations, provide a revealing historical or personal dimension to ideas and events; make subjects personal or accessible through images, anecdotes, analogies, and models. |
| Apply | Effectively use and adapt what they know in diverse contexts. |
| Have Perspective | See and hear points of view through critical eyes and ears; see the big picture. |
| Emphasize | Find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior indirect experience. |
| Have Self-Knowledge | Perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; they are aware of what they do not understand and why understanding is so hard. |

## Pearson and Johnson's Classification System, by Levels and Operations

Another classification system was developed by Pearson and Johnson (1978). These authors believe that reading is a process in which meaning is derived from an interaction of reader with text. The table below demonstrates their question types as textually explicit, textually implicit, and scriptally implicit. Textually explicit questions are literal or factual recall questions; this type of is considered as "reading the lines." Textually implicit questions require reading *between* the lines, while scriptally implicit questions require reading *beyond* the lines to find an answer.

| Level | Operation for Learning Outcomes |
|---|---|
| Textually explicit | Questions and answer are cued by text language; illustrated by reading the lines |
| Textually implicit | Question and answer are not bound by language cue on the page; illustrated by reading between the lines |
| Scriptally implicit | Text questions with non-textual response; illustrated by reading beyond the lines |

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