

# NC STATE

## Principal Preparation

### 2022 Principal Residency Handbook 2022-2023

Director of MSA  
Leadership Academies  
Dr. Bonnie Fusarelli  
bonnie\_fusarelli@ncsu.edu

Associate Director  
Dr. Lesley Wirt  
lesley\_wirt@ncsu.edu

Executive Director of  
Leadership Innovation  
Dr. Fran Riddick  
fran\_riddick@ncsu.edu

Southern Cohort Director  
Teresa Pierrie  
tdpierri@ncsu.edu

Durham Cohort Director  
Dr. Pat Ashley  
paashley@ncsu.edu

NELA Cohort Director  
Dr. Cathy Williams  
ccwilli3@ncsu.edu

Wake Cohort Director  
Karen Anderson  
klrosebo@ncsu.edu

# NC STATE

College of Education

## Table of Contents

Diagram of Program Components	6
Single Loop vs Double Loop Learning	7
The Heart of Great Leaders Framework: Wallace Redesign Initiative	8
Expectations for Principal Residents	15
Expectations for Principal Mentors	19
NCSU MSA Principal Mentor Agreement	22
Executive Coach Expectations	24
Assessments, Reports, and Website Resources	26
Principal Residency Assignments List	27
<b>Introducing Yourself to your School Community</b>	<b>31</b>
Vision Statement	31
Elevator Speech	32
Letters of Introduction	32
<b>Understanding your Community</b>	<b>32</b>
Community Asset Map	33
Bus Routes	33
Community Workers	33
Analytical Reflection	34
<b>Understanding your School's Data</b>	<b>34</b>
Electronic Data Notebook	34
School Data Reflection	35
<b>Understanding your School's Essential Operations</b>	<b>36</b>
School Maps	37
School Resources	37
Stakeholder Communication	37
Reflection on Stakeholder Communication	38
<b>Understanding your School from a People Perspective</b>	<b>39</b>
Residency School Staff Interviews	40
Human Resources Reflection	40

<b>Developing your Professional Proficiency</b>	41
SMART Goals	41
Individual Leadership Learning Plan	42
Weekly Reflections	42
Daily Activities Log	42
Systemic Data Collection	42
Data Collection Review	44
Monthly Writing Assignments	44
Reading Assignments	44
End-of-Semester Video Reflections	45
<b>Leveraging Human Capital for School Improvement</b>	45
Classroom Walkthroughs	46
Formal Observations (NCEES)	46
Use of Questioning	47
Teaching as Modeling	48
<b>Understanding the Developmental Levels of Students (PreK-12)</b>	48
Developmental Project	49
<b>Day in the Life</b>	50
Day in the Life Student Shadowing and Reflection	51
<b>Problem of Practice</b>	53
Problem of Practice Proposal	54
Literature Review	55
Logic Model	55
Implementation and Evaluation	56
Poster Presentation	56
Ignite Presentation	56
<b>Digital Portfolio</b>	57
Digital Portfolio	57
Appendix	59
SMART Goal Template	60
Individual Leadership Learning Plan	61

Weekly Reflections	77
Developmental Project	78
A Day in the Life Assignment	80
Problem of Practice Assignment	82
NC School Executive Evaluation Rubric	84
Principal Residency Checklist	96
Learning Outcomes	123
Aschner-Gallagher's Classification System, by Levels and Operations	123
Bloom's Classification System, by Levels and Operations	124
Smith and Barrett's Classification System, by Levels and Operations	125
Pearson and Johnson's Classification System, by Levels and Operations	126
McTighe and Wiggins Six Facets of Understanding (UbD)	127
References	128



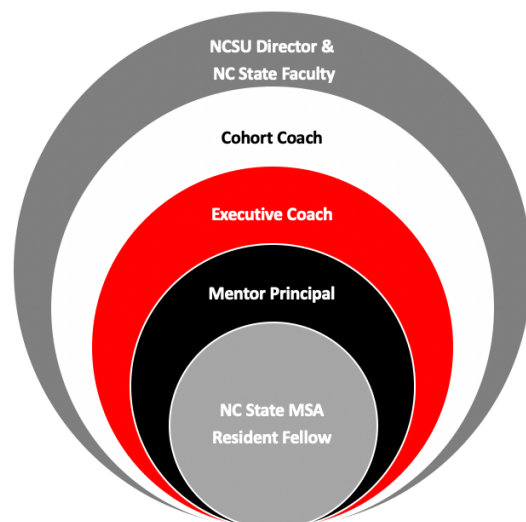
# Introduction



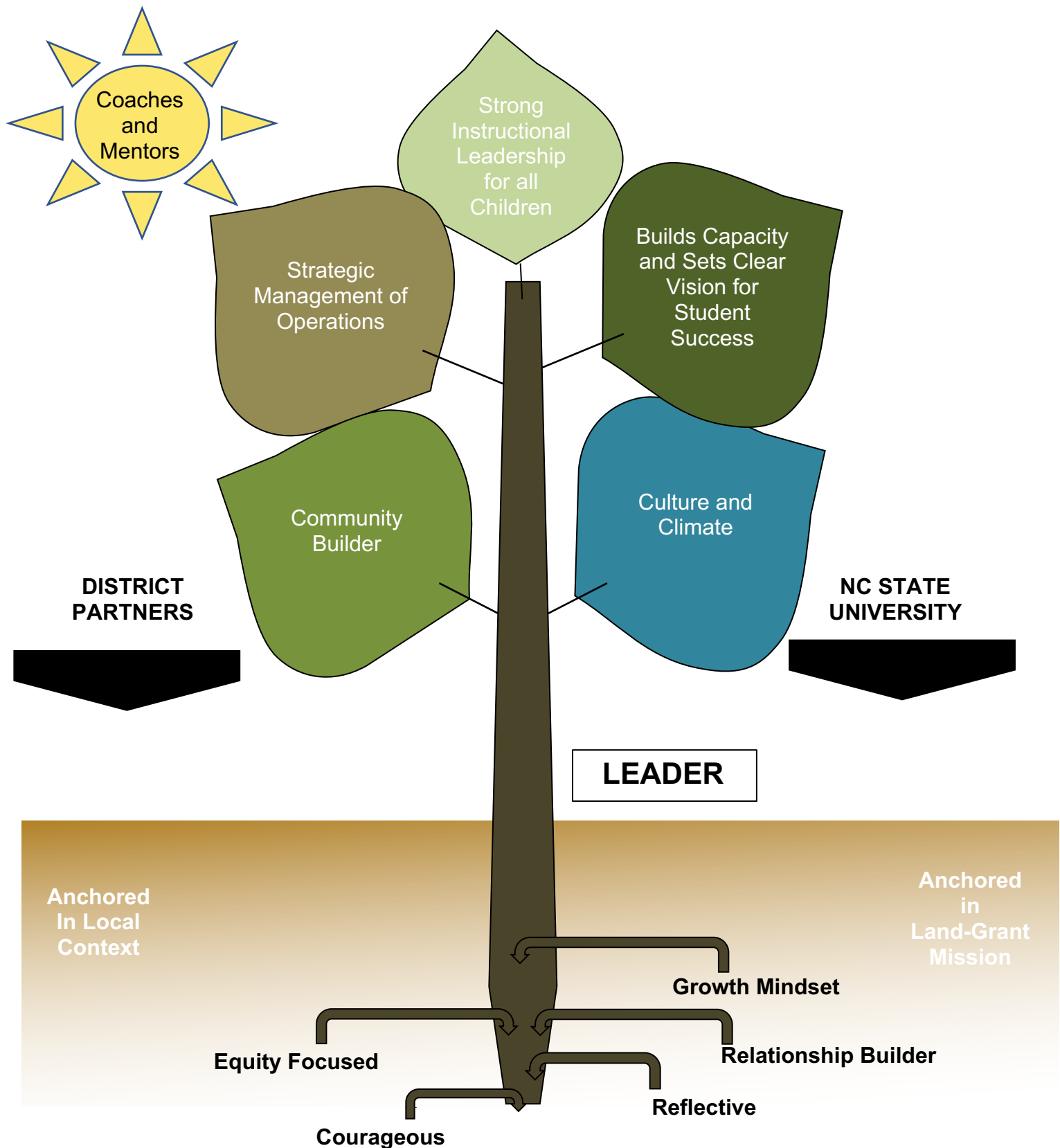
The purpose of the NCSU MSA Principal Residency is to provide a realistic, action-oriented learning experience for each MSA Principal Resident with expert Principal Mentors.

The Principal Residency 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.

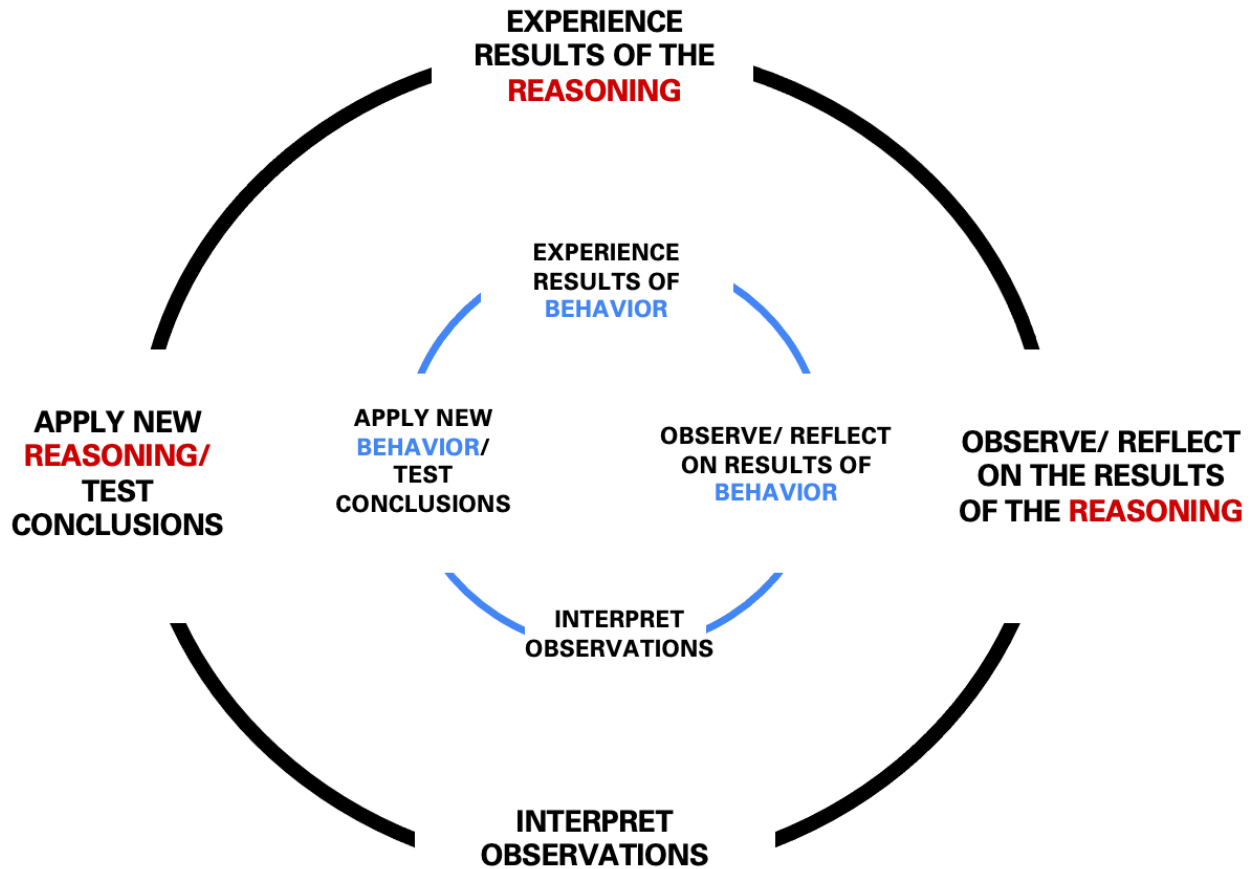
Throughout their Principal Residency, Principal Residents receive wrap-around support from an Executive Coach, Principal Mentor, and the NELA Project Team, which includes many NC State faculty members.



## Diagram of Program Components



# Single Loop vs Double Loop Learning



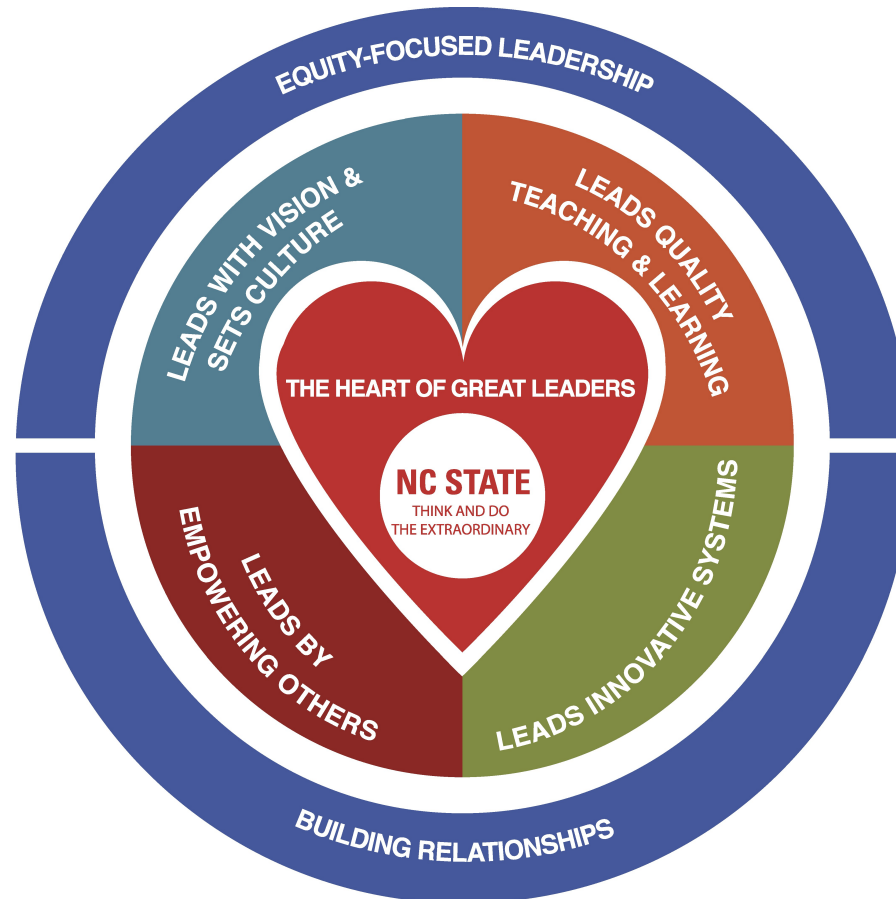
**SINGLE LOOP**  
...IS ABOUT BEHAVIOR

**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

INSTRUCTIONAL LEADER  
FOR THE CLASSROOM

TEAM BUILDER FOR  
INSTRUCTIONAL  
IMPROVEMENT FOR THE  
SCHOOL

MODELS AND  
PROMOTES  
DATA LITERACY  
FOR CONTINUOUS  
IMPROVEMENT

AND VISIONARY

## LEADS INNOVATIVE SYSTEMS

MODELS SYSTEMS  
INNOVATION

INTEGRATES  
SYSTEMS OF  
IMPROVEMENT

MANAGES THE  
INTERFACE  
AMONG SYSTEMS

AND VISIONARY

## LEADS BY EMPOWERING OTHERS

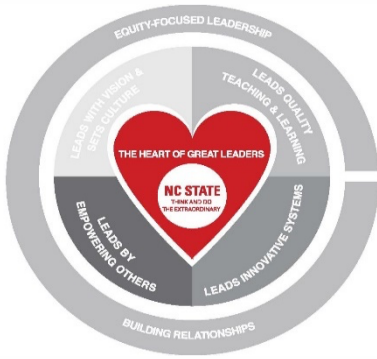
EMPOWERS THROUGH  
BUILDING CAPACITY

EMPOWERS THROUGH  
DISTRIBUTIVE  
LEADERSHIP



## BUILDING RELATIONSHIPS

## THE HEART OF GREAT LEADERS



### CHIEF CARETAKER AND ADVOCATE

- \*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

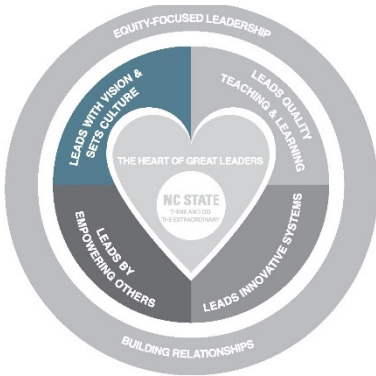
### LEAD LEARNER

- \*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 to their full potential

### CONTINUALLY EVALUATES AND SHAPES A HEALTHY SCHOOL CULTURE

- \*Prioritizes purposefully timed 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

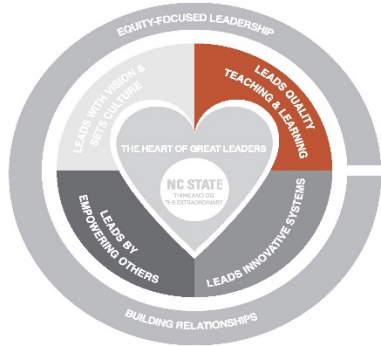
- \*Consistently demonstrates cultural competence, transparency, fairness, empathy, active listening, and confidentiality
- \*Is visible and engaged in the school and community
- \*Demonstrate care for the lives of their students, staff, and community members
- \*Promote adult-student, student-peer, 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 standards
- \*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

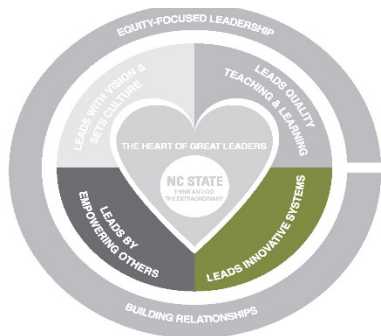
- \*Builds team to impact student learning
- \*Develops leadership teams
- \*Develop teacher teams
- \*Ensures and supports horizontal and vertical alignment
- \*Develops capacity in others
- \*Promotes and supports growth for all students and teachers
- \*Facilitates and supports collaboration
- \*Assists 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 improve 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

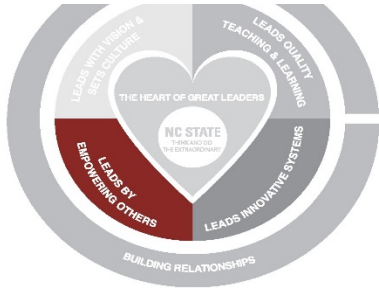
### INTEGRATES SYSTEMS OF CONTINUOUS IMPROVEMENT

- \*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

### MANAGES 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 proficiency in all NC Standards for School Executives and the NCSU Principal Preparation Program Framework.

Principal Residents need to learn all functional areas of the school, take initiative for their 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 entitled: ***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, Executive Coach, Cohort Director, 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 Daily 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 (Fall 2021: Saturdays) (Spring 2022: TBD)**

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 per course 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 Daily 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, Cohort Director, Executive Coach, 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. **Please note:** You might also be required to attend NC Principal Fellows' *Enrichment Seminars*.

### **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 Coach**

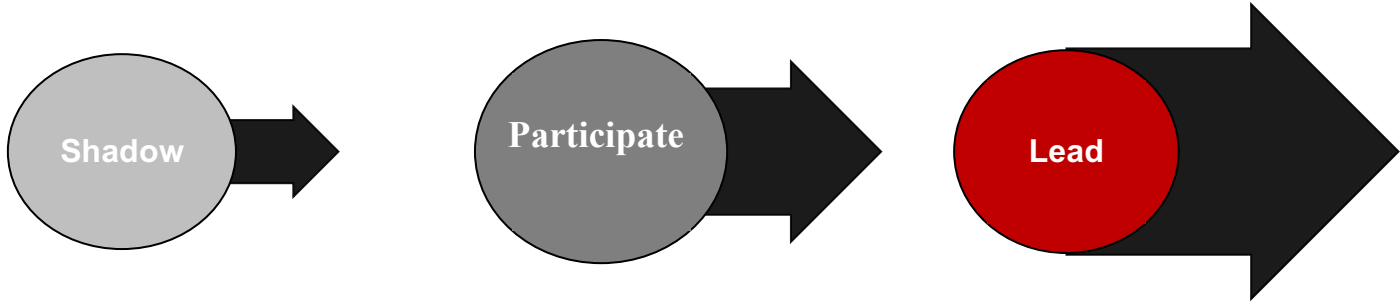
Principal Residents are expected to initiate contact and stay in contact with their coaches via email, phone, in person and/or Zoom. Occasional evening sessions may be needed to facilitate this contact. If you have a concern about your Executive Coach or Principal Mentor, please begin by discussing the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

### **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



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. For serving as a principal mentor during the 2022-2023 school year, NC State will offer 3 CEUs.
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 Personal Leadership 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. ***(Fall 2021 and Spring 2022 will have different schedules.)***
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 budgets, data, 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 all school activities. The NCSU MSA Principal Residency is designed to be a close-in experience and engage the principal resident in a meaningful shoulder-to-shoulder type learning experience with the principal mentor. Also, course assignments and coaching support will be integrated into the residency experience. We are confident that our NCSU MSA course instructors, Executive Coaches, Cohort Directors, and Principal Mentors will collaborate and coordinate efforts to best support the development of each Principal Resident. We deeply appreciate the investment of your time to help grow the next generation of school leaders. Our past principal mentors have found the experience of being an NC State Principal Mentor to be highly rewarding both personally and professionally.

### **Specified Conditions:**

- The Principal Resident will be assigned to your school for the entire academic year (10 months), August 10, 2021 – last day of school for your district. You have been highly recommended as an outstanding leader who will be an excellent role model for aspiring leaders. Therefore, if you are moved to be a principal at another school, if feasible, the resident would accompany you to your new school. In addition to being in your school, the Principal Resident will have NCSU classes (held during the day on the same day each week), participate in school site visits, conferences, and other trainings that will require that the Principal Resident be away from the school building an average of one or two days per week.
- To build a common understanding of the expectations for NC State principal resident, NCSU MSA Principal Mentors are required to attend a principal mentor orientation. This

year that training is scheduled for the afternoon of TBD, 2021, *however, due to the COVID-19 crisis, we may have to make alternate arrangements or have a Zoom session for the mentor orientation.*

- NC State Principal Residents have their provisional principal licenses and can fully participate as a member of the school's administrative team. To have the best possible leadership learning experience, it is essential that the faculty and staff of the internship school view the Principal Resident as a legitimate member of the school leadership team. Therefore, the NCSU MSA Principal Resident should be engaged in a broad range of leadership functions within the school and ideally be provided office space proximal to their mentor.
- The Principal Mentor will treat the NCSU MSA Principal Resident as a PRINCIPAL in training.
- The Principal Mentor agrees to commit sufficient time to work with the Principal Resident. Please allow the resident to understand your thinking behind your processes and your rationale for decisions you make and generally support the principal resident's progress.
- The Principal Mentor will be asked 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.
- For serving as a principal mentor during the 2022-2023 school year, NC State will offer 3 CEUs.

Please see the NC State Principal Prep website, <https://nela.ced.ncsu.edu/> for more detailed information about the NC State's program and expectations for Principal Residents and Mentors.

Principal Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 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. Principal Residents 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. Improve the Principal Residents' leadership ability by having them believe in themselves and develop the efficacy to find their own answers
2. Help 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. Assist/direct 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. Conduct weekly contact with assigned Principal Residents (virtual, Skype/Google Hangout, Zoom, email, phone, or in person)
3. Have regular monthly contact and consultation with the Principal Mentor
4. Provide detailed evaluation of the Principal Residents' progress at the end of each semester

5. Monitor weekly reflections and daily logs to ensure range of experiences and help prevent any potential problems
6. Inform MSA Leadership Team of any potential problems as they arise
7. Provide feedback and advice to both the Principal Resident and the Principal Mentor as they experience learning activities
8. Provide a first review for feedback during March face to face visit so Principal Resident has time to get any experiences they may need
9. Review/approve the Principal Resident's electronic portfolio by May 1
10. Assist Principal Resident with preparing for and obtaining job placement including mock interviews and review of resumes and cover letters.

## Assessments, Reports, and Website Resources

The **Principal Residents** are required to complete weekly reflections 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 Assignments List

Assignment	Page Number	Due Date
A.1 VISION STATEMENT: Write a narrative vision statement (no more than one page).	31	
A.2 ELEVATOR SPEECH: Distill your vision statement into an elevator speech that you memorize and deliver.	32	
A.3 LETTERS OF INTRODUCTION: Write three letters of introduction: <ol style="list-style-type: none"> <li>1. Introduce yourself to the school staff.</li> <li>2. Introduce yourself to the students.</li> <li>3. Introduce yourself to the families and the community.</li> </ol>	32	
B.1 COMMUNITY ASSET MAP: Create an asset map.	33	
B.2 BUS ROUTES: Drive various bus routes that serve your school. Consider: <ul style="list-style-type: none"> <li>• route that carries most of your students.</li> <li>• route that is closest to your school.</li> <li>• route that is farthest from your school.</li> </ul> If possible, drive the routes with the actual bus drivers. Include your observations from the bus route activity in the Appendix of your reflection in assignment B.4.	33	
B.3 COMMUNITY WORKERS: <ul style="list-style-type: none"> <li>• Identify and interview persons within your community who work with juvenile justice, health care, or social services. Include access or lack of access.</li> <li>• Identify the services or lack of services offered within your community.</li> <li>• Include your interviews in the Appendix of your reflection.</li> </ul>	33	
B.4 ANALYTICAL REFLECTION: Based on the information gathered in B.1 - B.3, write a reflection on the resources available in your community, lack of resources, challenges presented, and implications for your school community.	34	
C.1 ELECTRONIC DATA NOTEBOOK: Develop and update an electronic data notebook with essential information about your school's continuous improvement.	34	

C.2 SCHOOL DATA REFLECTION: After you have collected and analyzed information in assignment C.1, write a reflection on your findings, including areas of improvement or challenges for your school.	35	
D.1 SCHOOL MAPS: Collect maps of your school to demonstrate assets and challenges of the building.	37	
D.2 SCHOOL RESOURCES: Collect calendars, schedules, and financial data.	37	
D.3 STAKEHOLDER COMMUNICATION: Collect various sources of information provided to your school's stakeholders.	37	
D.4 REFLECTION ON STAKEHOLDER COMMUNICATION: After you have collected and analyzed information in assignment D.1- D.3, write a reflection on all your findings from this section, including areas of improvement or challenges for your school.	38	
E.1 STAFF INTERVIEWS: Conduct staff interviews. Include staff from ALL the following groups: leadership team, teachers, counselors, and other student support personnel (social worker, nurse, etc.), instructional support, custodians, front office, cafeteria, and bus drivers.	40	
E.2 HUMAN RESOURCES REFLECTION: Based on your interviews, analyze and write a reflection on the adults' perspectives of your school. Identify their employee category rather than their specific position.	40	
F.1 SMART GOALS: Utilizing the SMART formula for writing goals, develop one personal and one professional goal for the year. Progress monitor two SMART goals throughout the year.	41	
F.2 INDIVIDUAL LEADERSHIP LEARNING PLAN: During your first semester, complete the first iteration of your Individual Leadership Learning Plan (ILLP). At the end of each semester, update your ILLP to reflect additional learning experiences.	42	
F.3 WEEKLY REFLECTIONS: Complete a weekly reflection and narrative of the lessons learned during the previous week.	42	
F.4 DAILY ACTIVITIES LOG: Complete the Daily Principal Residency Log of Activities each day.	42	



F.5 SYSTEMIC DATA COLLECTION: Create a system for collecting discipline, attendance, and parent contact data to address recurring concerns that you are observing. Identify trends and associations in the data.	42	
F.6 DATA COLLECTION REVIEW: Share your systemic data collection from assignment F.5 with your Executive Coach and Cohort Director on a regular basis.	44	
F.7 MONTHLY WRITING ASSIGNMENTS: Complete the assigned monthly writing assignment within the allotted time frame.	44	
F.8 READING ASSIGNMENTS: You will be assigned various readings, including classic works and contemporary selections. Participate in on-line and in-person discussions of the various professional texts.	44	
F.9 END-OF-SEMESTER VIDEO REFLECTIONS: Complete video reflections and share them with your Cohort Director as a basis for your one-one one end of semester meeting.	45	
G.1 CLASSROOM WALKTHROUGHS: Conduct a series (as defined by your cohort director) of walk-throughs in your school. Write a reflection based on your findings.	46	
G.2 FORMAL OBSERVATIONS (NCEES): Using the North Carolina Teacher Evaluation Instrument, complete TWO clinical supervision cycles (observations) conducting a pre-conference, observation, and post-conference. Write a reflection of your experiences.	46	
G.3 USE OF QUESTIONING: Complete at least one formal observation in which you script all teacher questions. After the observation and post-conference, write a reflection on your experience.	47	
G.4 TEACHING AS MODELING: Offer to teach at least one class for a teacher in your school. Write a brief reflection on how you used this to model instruction and the coaching conversation with the teacher that was used to help them to improve instruction.	48	
H.1 DEVELOPMENTAL PROJECT: Each semester you will complete this project that includes group and individual tasks. It also includes opportunities to complete Assignment I.1	49	
I.1 DAY IN THE LIFE STUDENT SHADOWING AND REFLECTION: Complete the Day in the Life assignment each semester. Use the guide provided in this section and the <a href="#">Appendix</a> to complete the assignment for each of the four developmental levels. Write a reflection identifying	51	

your questions, outlining the process you used to collect the data through shadowing, and summarize your findings. Include any shadowing documents in the appendix for the assignment.		
J.1 PROBLEM OF PRACTICE PROPOSAL: Research your school's data (achievement, TWC, etc.) to determine an area of improvement. In conjunction with your Principal Mentor, Executive Coach, and Cohort Director, select a single area of concentration. Complete the Problem of Practice Proposal.	54	
J.2 LITERATURE REVIEW: Review the literature on interventions and best practices for your PoP. Write a brief literature review (3-6 sources including <i>What Works Clearinghouse</i> ).	55	
J.3 LOGIC MODEL: Identify strategies to resolve your Problem of Practice. Create a logic model that frames those strategies.	55	
J.4 IMPLEMENTATION AND EVALUATION: Implement your strategies and evaluate their impact on your Problem of Practice.	56	
J.5 POSTER PRESENTATION: Create a poster presentation that outlines your Problem of Practice. It should be visually appealing, informative and use a combination of text, graphs, and other visuals to tell your story.	56	
J.6 IGNITE PRESENTATION: The presentation should include project description, evaluation questions, data sources, results, and recommendations.	56	
K.1 DIGITAL PORTFOLIO: Develop a digital portfolio to demonstrate your work throughout your residency.	57	

## The Residency Handbook

The Principal Residency blends engaged learning with written assignments that demonstrate your evolution as a school executive. Many of the assignments become submissions to your [digital portfolio](#), the primary artifact for evaluating your proficiency as a school executive. Complete each task in a professional manner, attending to all conventions of [APA formal writing](#).

### Assignment A: INTRODUCING YOURSELF TO YOUR SCHOOL COMMUNITY

#### Products:

- A.1 VISION STATEMENT
- A.2 ELEVATOR SPEECH
- A.3 LETTERS OF INTRODUCTION

**NCSU Principal Preparation Program (PPP) Focus:** Leads with Vision and Sets Culture

**Learning Objectives:** As a result of this assignment, Principal Residents will:

- Distill ideas about the practice of education into a cogent statement that expresses a professional vision.
- Express education concepts in practical, inviting language that is differentiated for stakeholder groups.
- Demonstrate the ability to communicate vision and values in written and oral formats.

#### NCSEE Standards

1A. Strategic Leadership: School Vision, Mission, and Strategic Goals

#### NCSEE Competencies

Communication, Customer Focus, Environmental Awareness, Global Perspective, Visionary

Assignments	Helpful Hints & Resources
<p><b>A.1 VISION STATEMENT: Write a narrative vision statement (no more than one page).</b></p> <p><b>Due Date:</b></p>	<p>As leaders, Principal Residents use their personal vision statement to motivate and organize their school. When shared with community members, this statement aligns the community around the vision. The focus is on improving learning. <b>Include this assignment in your <a href="#">digital portfolio</a>.</b></p> <p>Resources: <a href="#">Three Things That Make a Meaningful Vision</a> <a href="#">Building Your Vision Worksheet</a> <a href="#">How to Cast a Vision So People Listen</a></p>

<p><b>A.2 ELEVATOR SPEECH: Distill your vision statement into an elevator speech that you memorize and deliver.</b></p> <p><b>Due Date:</b></p>	<p>Your personal vision statement is distilled into your “elevator speech”, which includes the ideas/methods that will be the instructional strategy of your school. Your elevator speech highlights the values, beliefs and behaviors that will support your vision. It communicates energy and your ability to make tough decisions that protect the school’s instructional focus.</p> <p>Resources:  <a href="#">How to Create an Elevator Pitch with Examples</a>  <a href="#">A Quick Guide to Writing Your Elevator Pitch - Idealist</a>  <a href="#">How To Write a Killer Elevator Pitch (Examples Included)</a></p>
<p><b>A.3 LETTERS OF INTRODUCTION: Write three letters of introduction:</b></p> <ol style="list-style-type: none"> <li><b>1. Introduce yourself to the school staff.</b></li> <li><b>2. Introduce yourself to the students</b></li> <li><b>3. Introduce yourself to the families and the community.</b></li> </ol> <p><b>Due Date:</b></p>	<p>It is important to introduce yourself to the school community. One way to do this is by creating a letter of introduction that can be distributed to various members of your school community. Your personal vision should be apparent in the letter. It is also important to include talking points about yourself to help others begin to form a relationship with you. Your letter should be no longer than one page. <b>Include this assignment in your <a href="#">digital portfolio</a>.</b></p> <p>Resources:  <a href="#">Let Your Writing Make a Good First Impression</a>  <a href="#">How to Grab Your Reader’s Attention</a></p>

## Assignment B: UNDERSTANDING YOUR COMMUNITY

### Products:

- B.1 COMMUNITY ASSET MAP**
- B.2 BUS ROUTES**
- B.3 COMMUNITY WORKERS**
- B.4 ANALYTICAL REFLECTION**

**NCSU PPP Focus:** Leads with Vision and Sets Culture

**Learning Objectives:** As a result of this assignment, Principal Residents will:

- Identify assets and opportunities within a school community.
- Establish baseline knowledge of the students and families the school serves.

**NCSEE Standards**

3B. Cultural Leadership: School Culture and Identity

6A. External Development Leadership: Parent and Community Involvement and Outreach

**NCSEE Competencies**

Systems Thinking

Assignments	Helpful Hints & Resources
<p><b>B.1 COMMUNITY ASSET MAP: Create an asset map.</b></p> <p><b>Due Date:</b></p>	<p>Resources</p> <p><a href="#">Introduction to Community Asset Mapping</a></p> <p><a href="#">Asset Mapping: What Is It?</a></p> <p><b>Include this assignment in your <a href="#">digital portfolio</a>.</b></p>
<p><b>Include the following:</b></p> <ul style="list-style-type: none"><li>• Identify social building blocks of the community that the school serves.</li><li>• Locate social structures that exist in the larger community, e.g., Churches, community centers, social services, etc.</li><li>• Think about what assets are available and what is lacking in your community.</li><li>• Consider the implications for the school.</li></ul>	
<p><b>B.2 BUS ROUTES: Drive various bus routes that serve your school. Consider:</b></p> <ul style="list-style-type: none"><li>• a route that carries most of your students,</li><li>• a route that is closest to your school, and</li><li>• one that is farthest from your school.</li></ul> <p><b>If possible, drive the routes with the actual bus drivers. Include your observations from the bus route activity in the Appendix of your reflection in assignment B.4.</b></p> <p><b>Due Date:</b></p>	<p>Talk to the bus driver about the students from these neighborhoods, challenges faced, etc.</p>
<p><b>B.3 COMMUNITY WORKERS:</b></p> <ul style="list-style-type: none"><li>• Identify and interview persons within your community who work with juvenile justice, health care, or social services. Include access or lack of access.</li><li>• Identify the services or lack of services offered within your community.</li><li>• Include your interviews in the Appendix of your reflection.</li></ul> <p><b>Due Date:</b></p>	<p>Suggestions:</p> <p>SRO, Juvenile Justice Counselor, Shelter Worker, Community Health Care Worker, Social Services, Non-Profit Organizations, etc.</p>

**B.4 ANALYTICAL REFLECTION:** Based on the information gathered in B.1 - B.3, write a reflection on the resources available in your community, lack of resources, challenges presented, and implications for your school community.

Use [APA formatting](#) for your reflection.

**Due Date:**

## Assignment C: UNDERSTANDING YOUR SCHOOL'S DATA

**Products:**

**C.1 ELECTRONIC DATA NOTEBOOK**

**C.2 SCHOOL DATA REFLECTION**

**NCSU PPP Focus:** Models and promotes data literacy for continuous improvement

**Learning Objective:** As a result of this assignment the Principal Residents will:

- Interpret essential data that establish the residency school's current state.
- Analyze school data to identify strengths and areas for improvement at the residency school.
- Connect essential learning about the core curriculum to strategies to support the residency school.

**NCSEE Standards**

Standard 1C: School Improvement Plan

Standard 2A: Focus on Learning and Teaching, Curriculum, Instruction and Assessment

**NCSSE Competencies**

Systems Thinking

### Assignments

### Helpful Hints & Resources

**C.1 ELECTRONIC DATA NOTEBOOK:** Develop and update an electronic data notebook with essential information about your school's continuous improvement.

**Due Date:**

This is an electronic assignment. Create a google folder (*ex: Last Name\_First Name\_Data Notebook*). Within this folder, place all data files that you collect. Examples are listed below. You may choose to protect sensitive data with a password that you provide to your Cohort Director. **Include this assignment in your [digital portfolio](#).**

As a school executive, knowing your school's data is foundational to transformation. Your data notebook should be updated throughout the residency to include progress monitoring

on key indicators that the school is tracking to demonstrate continuous improvement. Include the following:

- **School Improvement Plan**
- **Student Demographic Data**
- **Assessment Data**
  - EOGs, EOCs, BOYs, EVAAS, district, TWC, year-end data, any survey data - parent, student, student attendance data, student discipline data, promotion data - ninth grade, third grade, number that enter ninth and how many graduate.
- **School Curriculum**
  - Courses taught including Specials, Electives, Interventions, Enrichment, AIG, etc.
- **Professional Development Plan**
  - School plan
  - District plan
  - State initiatives
- **PLCs**
  - Schedule
  - Agenda and/or minutes

**C.2 SCHOOL DATA REFLECTION:** After you have collected and analyzed this information, write a reflection on your findings, including areas of improvement or challenges for your school.

**Due Date:**

Your paper should have a section for each of the topics listed and include an introduction and conclusion. Follow [APA formatting](#). Include this assignment in your [digital portfolio](#).

#### **School Improvement Plan and Execution**

- What data does the school rely on? (Case 21, MAP, NC Check-ins, etc.)
- What is the structure and leadership of the School Improvement Team?
- What is the full year School Improvement Team meeting cycle?
- Are they using NCSTAR? If not, what? Are there actually two planning documents in use?
- Look at the last three years of plans. Was there any change? Positive or negative?
- What is the school mission and vision and how does it tie to the School Improvement Plan?
- Does there seem to be congruence between school achievement and the SIP? If there is congruence, are they on the right track? If there is no congruence - what might be the problem?

- Does the school seem to be moving in the right direction or do new strategies need to be put into place to move the school forward?
- Does the school address equity? Is there a plan? A team?

### **Student Demographics**

- What trends are you noticing about your school's demographics?
- What factors may be influencing changes in the data?

### **Assessment Data**

- Locate all basic data (EVAAS, district, TWC, year-end data, any survey data - parent, student, student attendance data, student discipline data, promotion data - ninth grade, third grade, number that enter ninth and how many graduate).
- How is data used at the school?

### **School Curriculum**

- What courses are taught? Specials/Electives?
- Are there special directions for teachers such as submitting lesson plans or using a specific format?
- Are there literacy initiatives at your school?
- What opportunities exist for remediation or enrichment? Are these opportunities available during the day or must the student provide their own transportation to participate?

### **Professional Development Plan**

- Is there a professional development plan and is equity addressed in that plan?
- What professional development has the faculty received?
- What is planned for the coming year?
- How do these relate to the school improvement plan?

### **PLCs**

- Are there PLCs and how are they organized?
- Are there functioning PLCs?
- How are they organized?
- How often do they meet?
- Are there protocols that they follow?

## **Assignment D: UNDERSTANDING YOUR SCHOOL'S ESSENTIAL OPERATIONS**

### **Products:**

**D.1 SCHOOL MAPS**

**D.2 SCHOOL RESOURCES**

**D.3 STAKEHOLDER COMMUNICATION**

**D.4 REFLECTION ON STAKEHOLDER COMMUNICATION**

**NCSU PPP Focus:** Manages the interface among systems and communicates effectively



**Learning Objectives:** As a result of this assignment, Principal Residents will:

- Identify physical assets within the residency school.
- Determine the residency school's preparedness for emergencies.
- Plan for the pace of the school year.
- Outline sources of funds that support the school's operations.
- Analyze the quality of the school's communications and branding.
- Reflect on the overall operations of the residency school.

**NCSEE Standards**

2B. Instructional Leadership: Focus on Instructional Time

5A. Managerial Leadership: School Resources and Budget

5C. Managerial Leadership: Systematic Communication

5D. Managerial Leadership: School Expectations for Students and Staff

**NCSEE Competencies:**

Communication, Customer Focus, Organizational Ability, Time Management

Assignments	Helpful Hints & Resources
<b>D.1 SCHOOL MAPS: Collect maps of your school to demonstrate assets and challenges of the building.</b> <b>Due Date:</b>	Walk the entire school campus, including outdoor spaces and grounds. <b>Include this assignment in your <a href="#">data notebook</a>.</b>
<b>D.2 SCHOOL RESOURCES: Collect calendars, schedules, and financial data.</b> <b>Due Date:</b>	These documents define how the school uses two critical resources: time and money. Reflect on how these resources align with what you learned in your review of the data notebook artifacts. <b>Include this assignment in your <a href="#">data notebook</a>.</b>
<b>D.3 STAKEHOLDER COMMUNICATION: Collect various sources of information provided to your school's stakeholders.</b> <b>Due Date:</b>	Clear, concise, consistent communication is foundational to an effective school culture and smooth operations. As equity-focused leaders, a critical lens on the ways and means information is communicated to serve the entire school community is critical. Consider what you learned about your school community through the community asset and data notebook assignments as you review communication sources. <b>Include this assignment in your <a href="#">data notebook</a>.</b>

	<p>Resources:</p> <p><a href="#">Writing For Your Community</a></p> <p><a href="#">The Top Characteristics of Effective Communication</a></p> <p><a href="#">Adding A Dyslexia-Friendly Mode to a Website</a></p>
<p><b>D.4 REFLECTION ON STAKEHOLDER COMMUNICATION:</b> After you have collected and analyzed information from for Assignments D.1 - D.3, write a reflection on all your findings from this section, including areas of improvement or challenges for your school.</p> <p><b>Due Date:</b></p>	<p>Your paper should have a section for each of the topics listed and include an introduction and conclusion. Follow <a href="#">APA formatting</a>. <b>Include this assignment in your <a href="#">digital portfolio</a>.</b></p>
<p>Include the following:</p> <p><b>Physical Layout of the School</b></p> <ul style="list-style-type: none"> <li>Obtain a map of your school’s entire campus, including outdoor spaces and grounds. <ul style="list-style-type: none"> <li>Identify any security or safety issues including safety procedures.</li> <li>Identify any assets (such as location of security cameras).</li> <li>Consider potential problem areas for safety, security, and student conduct inside and outside of the school.</li> <li>Note the conditions and locations of physical resources.</li> <li>Note what is in the areas surrounding the school.</li> <li>Collect maps and procedures for emergencies: fire drill, severe weather, lockdown, etc.</li> </ul> </li> </ul> <p><b>Calendar and Schedules</b></p> <ul style="list-style-type: none"> <li>Obtain a copy of the school calendars, including testing and other key processes occurring during the school year.</li> <li>Collect copies of the following: <ul style="list-style-type: none"> <li>daily student and faculty schedule, including start time, periods, lunches, duties, etc.,</li> <li>alternate schedules for delayed starts, special events, etc.,</li> <li>regularly scheduled meetings for key processes, such as SIT, PLCs, Administrative team, Instructional Teams.</li> </ul> </li> </ul> <p><b>Financial Data</b></p> <ul style="list-style-type: none"> <li>Obtain a copy of the last years and this year’s budgets for your residency school.</li> <li>Identify sources of funds: federal, state, local and fund sources unique to your school.</li> </ul>	

- Outline general categories in which these funds may/may not be used to support the SIP.
- Secure a copy of key processes and deadlines related to these funds.
- Document trends you notice from year to year.

#### **Information Dissemination**

- School and District Handbooks - Parent, Staff, Student
  - When were they written or updated?
  - Are they in multiple languages?
  - Are they electronic? Print? Hyperlinked?
  - What is the tone of the writing?
  - How are they introduced to the audiences?
  - Are they culturally sensitive?
- School Website
  - Is it easy to navigate?
  - Is the important information easy to find?
  - What does it communicate about the school's brand?
  - Does it reflect the diversity, equity, and inclusion within the school community?
  - Does it promote the assets within the school? Academic, co-curricular, extra-curricular?
  - What would you add to the website to promote the school?
- Social Media presence
  - What is your school's social media presence (if any)?
  - Who is responsible for managing this? How many of your faculty and staff promote the school via social media?
  - What brand about your school is being cultivated through these platforms?

### **Assignment E: UNDERSTANDING YOUR SCHOOL FROM A PEOPLE PERSPECTIVE**

#### **Products:**

**E.1 Residency School Staff Interviews**

**E.2 Human Resources Reflection**

***Note: This assignment may be completed in your Human Resources class.***

**NCSU PPP Focus:** Builds Trusting Relationships

**Learning Objectives and Goals:** As a result of this assignment, Principal Residents will:

- Demonstrate a broad understanding of a school's current state through informational interviewing.
- Synthesize qualitative information to reach informed conclusions and develop future considerations.

## NCSSE Standards

1D. Strategic Leadership Distributive Leadership  
3B. Cultural Leadership: School: Culture and Identity  
7. Micropolitical Leadership

## NCSSE Competencies

Creative Thinking, Dialogue/Inquiry, Sensitivity

Assignments	Helpful Hints & Resources
<p><b>E.1 SCHOOL STAFF INTERVIEWS: Conduct staff interviews. Include staff from ALL the following groups: leadership team, teachers, counselors, and other student support personnel (social worker, nurse, etc.), instructional support, custodians, front office, cafeteria, and bus drivers.</b></p> <p><b>Due Date:</b></p>	<p>A comprehensive look at your school identifies, assets, and opportunities for improvement. Effective school executives understand the school's operations, needs, and outcome from varied perspectives. Interview data may be triangulated with Teacher Working Conditions data for your school.</p> <p>Resources: <a href="#">Eight Steps to Effective Informational Interviews</a></p>
<p>Consider the following questions for your interview. Include personal areas of interest as well.</p> <ul style="list-style-type: none"><li>• What is the greatest asset of this school?</li><li>• What are the school's greatest accomplishments over the last several years?</li><li>• What is the greatest challenge of this school?</li><li>• How can I help? What do you see as my role (or a leader's role)?</li><li>• Do people treat each other with dignity and respect? If there are subgroups (staff and/or students) within the school, how do they interact socially?</li></ul>	
<p><b>E.2 HUMAN RESOURCES REFLECTION: Based on your interviews, analyze and write a reflection on the adults' perspectives. Identify their employee category rather than their specific position.</b></p> <p><b>Due Date:</b></p>	<p>Review the Teacher Working Conditions Survey to determine alignment of interview data with the larger school community. There is no page limit to this reflection. Use <a href="#">APA formatting</a>.</p> <p>Resources: <a href="#">Incorporating Interview Data</a> <a href="#">How Do You Write an Interview Paper</a></p>

## Assignment F: DEVELOPING YOUR PROFESSIONAL PROFICIENCY

### Products:

- F.1 SMART GOALS
- F.2 INDIVIDUAL LEADERSHIP LEARNING PLAN
- F.3 WEEKLY REFLECTIONS
- F.4 DAILY ACTIVITIES LOG
- F.5 SYSTEMIC DATA COLLECTION
- F.6 DATA COLLECTION REVIEW
- F.7 MONTHLY WRITING ASSIGNMENTS
- F.8 READING ASSIGNMENTS
- F.9 END-OF-SEMESTER VIDEO REFLECTIONS

**NCSU PPP Focus:** Lead Learner  
Entrepreneurial and Visionary

**Learning Objectives:** As a result of these assignments, principal residents will:

- Utilize goal setting and time management practices to develop intentional behaviors that increase their efficacy.
- Apply research-based practices to their professional growth.
- Cultivate skills in focused reflection for their continuous improvement.
- Triangulate and analyze data that leads to strategic problem identification and solutions.

### NCSEE Standards

*This assignment documents the principal residency experience and professional growth. It incorporates evidence of the principal's proficiency in all standard areas.*

### NCSEE Competencies

Personal Responsibility for Performance

Assignments	Helpful Hints & Resources
<p><b>F.1 SMART GOALS: Utilizing the SMART formula for writing goals, develop one professional and one personal goal and progress monitor two SMART goals throughout the year.</b></p> <p><b>Due Date: Varies. SMART Goals should be submitted as determined by your Cohort Director. Progress monitoring will occur at least once during each semester.</b></p>	<p>School leaders must develop, and progress monitor their SMART goals: <b>SMART: SPECIFIC, MEASURABLE, ATTAINABLE, REALISTIC, AND TIMEBOUND.</b> Progress towards the identified goals will be monitored by the Cohort Director throughout the program. The SMART Goal template is located below and in the <a href="#">Appendix</a>.</p> <p>Resources:</p>

	<a href="#">SMART Goal Worksheet</a> <a href="#">SMART Goal Template</a> <a href="#">Smart Goals - Quick Overview</a> <a href="#">SMART Goals Quick Overview with 21 SMART Goals</a>
<b>F.2 INDIVIDUAL LEADERSHIP LEARNING PLAN:</b> During your first semester, complete the first iteration of your Individual Leadership Learning Plan (ILLP). At the end of each semester, update your ILLP to reflect additional learning experiences.  <b>Due Date:</b>	The ILLP outlines specific learning goals, accompanied by specific activities or experiences at the Principal Residency school that will help the Principal Resident develop and practice the identified leadership skills. Your Cohort Director, Executive Coach, and NELA faculty will monitor your ILLP. A blank copy of the ILLP is <a href="#">here</a> and in the <a href="#">Appendix</a> .
<b>F.3 WEEKLY REFLECTION:</b> Complete a weekly reflection and narrative of the lessons learned during the previous week. <b>Due Date:</b> At the end of each week throughout your principal residency. Share it electronically with your Executive Coach and Cohort Director.	Reflection is essential to transformative growth. Create an individual page for each weekly reflection or a continuous document in REVERSE chronological order so the most recent reflection always appears at the top of the document. The weekly reflection template is located <a href="#">here</a> and in the <a href="#">Appendix</a> .
Principal Residency Reflection includes two specific parts: <ul style="list-style-type: none"> <li>• Reflection: This must be a minimum of <b>three paragraphs</b>. It must be a reflection and NOT a summary of activities</li> <li>• Lessons Learned: Include at least <b>one lesson learned</b> and direct application to leadership practice.</li> </ul>	
<b>F.4 DAILY ACTIVITIES LOG:</b> Complete the Daily Principal Residency Log of Activities each day.  <b>Due Date:</b> Daily during residency	School executives must understand how they spend their time throughout the school day. Monitoring your time ensures you are intentional as you attend to all responsibilities. Use this link <a href="http://bit.ly/ncsudailylog">bit.ly/ncsudailylog</a> to access the Daily Principal Residency Activity Log.
<b>F.5 SYSTEMIC DATA COLLECTION:</b> Create a system for collecting discipline, attendance, and parent contact data to address recurring concerns that you are observing. Identify trends and associations in the data.	Granular attention to discipline, student attendance, faculty attendance and parent contacts provides a wealth of information that may contribute to transformation in academic achievement and school culture. This systemic view of problems leverages

**Due Date: Quarterly as outlined by cohort directors.**

high-impact solutions. Create tools for collecting and presenting this data as you derive solutions to the problems you identify. You will share this information using a data visualization strategy during your cohort sessions.

Resources

[Heatmaps: History, Evolution, and Industry Examples](#)

[Create a Heat Map: Online Resource](#)

- **DISCIPLINE LOGS**

- During the second nine weeks of the school year, create a discipline “Heat Map” that uses the school map you created in Assignment D.1 to note patterns of discipline directly on a school map. Include areas inside and outside the actual school buildings.
- Design a system for labeling infractions to enable review at a glance of what, where and when the events took place.
- Identify which students are engaged in the infractions to determine patterns.
- Create a corresponding log for the disciplinary events during the month that resulted in suspensions where you conducted the investigation and/or handled.
- Reflect on the data you have collected to identify trends, including locations, time of day, and students who are involved.
- Consider working with your Principal Mentor to identify and implement a solution.
- Consider repeating the process for at least one week of the third quarter.

- **STUDENT ATTENDANCE LOGS**

- During the second nine weeks, use academic performance data that indicates an area of concern as the basis for a deeper analysis of student attendance.
- Track attendance patterns, including absences by date/day of the week, tardiness, and early checkout events.
- Identify patterns that you see.
- Share this data with school personnel, including teachers and related services professionals to identify a solution.
- Repeat the process for at least one week of subsequent nine-week periods to note improvements.

- **FACULTY ATTENDANCE LOGS**

- During the second nine weeks, create a log of teacher absences by date, day of the week, and time of the month. Also, log late arrivals of teachers and requests to leave the building before the end of the day.
- Identify patterns that you see. Correlate any patterns to student achievement data that may be associated with the attendance patterns.

<ul style="list-style-type: none"> <li>○ Share this data with your Principal Mentor. Note the manner in which the principal chooses to address attendance concerns.</li> <li>○ Repeat the process for one month during the third nine-week period to determine the improvement that has occurred.</li> <li>• <b>FAMILY CONTACT LOGS</b> <ul style="list-style-type: none"> <li>○ Create and use a log of your interactions with families of your students with the first official family contact that you make. Note date and time, with whom you communicated, how you communicated, purpose, and follow-up that resulted.</li> <li>○ Note patterns within your log.</li> <li>○ Consider proactive solutions to address recurring concerns with families as well as across families.</li> <li>○ Share this data with your Principal Mentor. Note the manner in which the principal chooses to address patterns, especially as they may relate to school improvement goals.</li> <li>○ This log should be completed throughout your residency experience.</li> </ul> </li> </ul>	
<b>F.6 DATA COLLECTION REVIEW: Share your systemic data collection with your Executive Coach and Cohort Director on a regular basis.</b>  <b>Due Date: Quarterly as outlined by cohort directors.</b>	At the conclusion of the quarterly review of your data, use the weekly reflection process outlined in Assignment F.3 to record your insights and next steps related to the data that you have collected.
<b>F.7 MONTHLY WRITING ASSIGNMENTS: Complete the assigned monthly writing assignment within the allotted time frame.</b>  <b>Due Date: Varies according to month; follow Moodle for specific dates.</b>	Monthly writing assignments and due dates are posted on the Moodle. Each assignment requires unique responses that reflect the varied kinds of written communication that principals will produce. Effective written communication is a key indicator of your professional brand. Adhere to all writing conventions associated with the assigned writing task. Carefully review, revise, and edit all submissions before submitting. Note posted due dates. Typically, you have 3-4 days to complete and submit the assignment to your Cohort Director.
<b>F.8 READING ASSIGNMENTS: You will be assigned various readings, including classic works and contemporary selections. Participate in on-line and in-person discussions of the various professional texts.</b>	Reading assignments will be aligned with Cohort sessions. Due dates for completion are noted on the Moodle. Weekly reflections as well as social media, such as Twitter, provide an effective means of sharing what



<p><b>Due Date:</b></p>	<p>you learn, and your application of new insights related to your practice.</p> <p>Major texts that you read should be included in the Professional Library Section of your <a href="#">digital portfolio</a> with a brief discussion of the correlation of the text to your practice.</p> <p><b>Resources</b>  <a href="#">4 Reasons Leaders Are Readers</a>  <a href="#">A Habit of Reading Can Positively Impact Your Career</a></p>
<p><b>F.9 END-OF-SEMESTER VIDEO REFLECTIONS:</b> Complete video reflections and share them with your Cohort Director as a basis for your one-one one end of semester meeting.</p> <p><b>Due Date: Five days before the end of each semester.</b></p>	<p><b>This is part of your digital portfolio.</b></p>
<p>Reflection cements learning and stimulates thoughtful questions about your actions. School leaders reflect to learn from their experiences. Your video should be no longer than four minutes and include:</p> <ol style="list-style-type: none"> <li>1. Key learning from the past semester</li> <li>2. Areas of confusion, growth, or struggle</li> <li>3. Next steps in continued learning</li> </ol>	

### Assignment G: LEVERAGING HUMAN CAPITAL FOR SCHOOL IMPROVEMENT

**Products:**

- G.1 CLASSROOM WALKTHROUGHS**
- G.2 FORMAL OBSERVATIONS (NCEES)**
- G.3 USE OF QUESTIONING**
- G.4 TEACHING AS MODELING**

*Note: These assignments might be included in your Human Resources class.*

**NCSU PPP Focus:** Instructional Leadership for the Classroom

**Learning Objectives:** As a result of this assignment, principal residents will:

- Identify and model best practices in teaching and learning, rigorous instruction, and classroom management.
- Develop strategies and tools for documenting teacher practices as a basis for coaching and evaluation conferences.
- Complete clinical observation cycles to support teacher development.
- Synthesize data from various observation structures to identify opportunities to improve instruction throughout a school.

### NCSEE Standards

2: Instructional Leadership

4C. Human Resource Leadership: Teacher and Staff Evaluation

### NCSEE Competencies

Emotional Intelligence, Sensitivity

Assignments	Helpful Hints & Resources
<p><b>G.1 CLASSROOM WALKTHROUGHS: Conduct a series (as defined by your cohort director) of walk-throughs in your school. Write a reflection based on your findings.</b></p> <p><b>Due Date:</b></p>	<p>Dialogue with your Principal Mentor will determine the way your residency school utilizes classroom walk-throughs. Schools and school districts may have specific walkthrough tools and schedules that guide the process.</p> <p>Resources:  <a href="#">Using the Classroom Walk-Through as An Instructional Leadership Strategy</a>  <a href="#">Conducting Classroom Walkthroughs</a></p>
<p>Classroom visits are a critical component of a school executive's responsibility. They should be purposeful and focused on a particular time, topic, process. Your reflection should include the following points:</p> <p>Does your school have a walk-through protocol, focus, or tool to gather information?</p> <ul style="list-style-type: none"> <li>• How often are they completed? Are they completed with fidelity? Explain.</li> <li>• Is the collected information used to improve instruction? If so, how is it used? Be specific.</li> <li>• What are your thoughts on how this process might be improved?</li> </ul>	
<p><b>G.2 FORMAL OBSERVATIONS (NCEES): Using the North Carolina Teacher Evaluation Instrument, complete TWO clinical supervision cycles (observations) conducting a pre-conference, observation, and post-conference. Write a reflection of your experiences.</b></p>	<p>Work with your Principal Mentor and Cohort Director to determine a schedule for these classroom visits. Completion of official formal observations in the NCEES system (electronically or on paper) is dependent on district guidelines. The</p>

<p><b>Due Date:</b></p>	<p>schedule and number of classroom visits is determined by your Cohort Director based on district guidelines. Ideally, you should complete at least four per month. Follow <a href="#">APA formatting</a> when writing your reflection.</p>
<p>Conduct these two observations in areas outside your teaching area. Videotape the feedback conferences for your reference only. After the two cycles, write a reflection including:</p> <ul style="list-style-type: none"> <li>• Summary of each supervision cycle reflecting on the techniques used in the pre-conference, observation, and post-conference.</li> <li>• Analysis of the current state of your strengths and weaknesses as a teacher evaluator.</li> <li>• Description of your ability to display fairness and integrity, and how you maintained adherence to ethical practices when providing feedback to the teacher.</li> </ul>	
<p><b>G.3 USE OF QUESTIONING: Complete at least one formal observation in which you script all teacher questions. After the observation and post-conference, write a reflection on your experience.</b></p> <p><b>Due Date:</b></p>	<p>You may probe for teacher attention to levels of questions during the pre-conference. Teacher responses will indicate the extent to which teachers plan for alignment of instruction to the standards to be taught and rigor in their classroom.</p> <p>A follow-up to the initial observation of questions may be to investigate the equity and access of rigorous questions, along with instructional support to strengthen learner confidence in responding to challenging questions.</p> <p>Use <a href="#">APA formatting</a> for the reflection.</p> <p>Resources  <a href="#">Questioning Techniques and Teachers' Role in the Classroom</a>  <a href="#">Questioning Strategies</a>  <a href="#">Question Stems by Rigor/Relevance Quadrant</a></p>
<p>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. Include in your reflection:</p> <ul style="list-style-type: none"> <li>• The use of questions by the teacher. Note the time within the lesson and the alignment to the lesson objective.</li> </ul>	

- Any recommendations you provide to the teacher in the post-conference to improve instruction and rigor.
- Synthesis of your insights about the power of questions to improve rigor.

**G.4 TEACHING AS MODELING: Offer to teach at least one class for a teacher in your school. Write a brief reflection on how you used this to model instruction and the coaching conversation with the teacher that was used to help them to improve instruction.**

**Due Date:**

Modeling a lesson for a teacher(s) is an excellent method of improving instruction. Consider using the opportunity to teach a lesson for a staff member as a way to “Pay It Forward” as you complete your internship. You might have a lottery for all teachers with perfect attendance and provide a ‘time-off’ for the teacher selected.

## **Assignment H: UNDERSTANDING THE DEVELOPMENTAL LEVELS OF STUDENTS (PreK-12)**

### **Products:**

**H.1 DEVELOPMENTAL PROJECT - You will complete this assignment each semester of your MSA program.**

**NCSU PPP Focus:** This project addresses all elements through a synthesis of various sources of information. Key to the assignment is The Heart of Great Leaders as a Lead Learner.

**Learning Objectives:** As a result of this assignment, principal residents will:

- Outline the social, emotional, academic, and physical developmental stages of students at each level of schooling
- Explore effective teaching practices for serving the unique needs of K-12 students.
- Locate and evaluate district resources to support students in accordance with their developmental needs.
- Apply Design Thinking Principles to an education context.
- Design and conduct informational interviews to understand parent and community perceptions.
- Evaluate current education practice in the context of research.

### **NCSEE Standards**

The comprehensive nature of this project addresses all the NCSSE standards, with extensive attention to Standard 2: Instructional Leadership and Standard 6A. Parent and Community Involvement and Outreach.

### **NCSEE Competencies**

Communication, Dialogue/Inquiry, External Awareness, Judgment, Systems Thinking

Assignments	Helpful Hints & Resources
<b>H.1 DEVELOPMENTAL PROJECT: Each semester you will complete this project that includes group and individual tasks. It also includes opportunities to complete Assignment I: <a href="#">Day in the Life</a>.</b>	<p>The Developmental Projects helps you understand the developmental needs of students as they mature across the PreK-12 school continuum.</p> <p>You will complete this assignment for grades Prek-2, 3-5, 6-8 and 9-12.</p> <p><b>Include this assignment in your <a href="#">digital portfolio</a>.</b></p>

DEVELOPMENTAL PROJECT REQUIREMENTS	
Description	Deliverable
<b>Understand District Context</b> (Group Task) <ul style="list-style-type: none"> <li>Investigate and describe the school district context including demographic, economic, school report card data, etc.</li> </ul>	This can be in written or slides format.
<b>Explore Essential Curriculum</b> (Group Task) <ul style="list-style-type: none"> <li>Investigate and describe specific programs for this age group including: <ol style="list-style-type: none"> <li>Cognitive Development:</li> <li>Literacy Development</li> <li>Numeracy Development</li> <li>Science/ Social Studies</li> <li>Arts</li> <li>Social/Emotional</li> </ol> </li> </ul> <p>Respond to these questions for all Curriculum areas:</p> <ol style="list-style-type: none"> <li>What terms and definitions are unique to the developmental age group you are investigating?</li> <li>What is the district's curriculum choice for the grades you are investigating? What type of curriculum materials/supports are available? Do they align to the state? Are they appropriately paced? What are the curriculum's strengths and weaknesses for instruction? What kind of support is provided for teachers?</li> <li>What specific programs or strategies are used for this age group? How do they differentiate or provide accommodations for various learning differences? How are students' progress monitored?</li> </ol>	This can be in written or slides format.
<b>Data Collection</b> (Individual Tasks) <ul style="list-style-type: none"> <li>Observations and Interviews:</li> </ul>	This can be in written or slides format.

<ul style="list-style-type: none"> <li>○ Conduct a series (see below) of virtual observations and interviews to observe the developmental stages of this age group.</li> <li>• Evaluate your observations and interviews with what you know about this developmental age and their learning. <ul style="list-style-type: none"> <li>○ Create an observation document and conduct two virtual observations of students during a class period.</li> <li>○ Create an interview document and conduct two virtual interviews of students in this age group.</li> <li>○ Create an interview document and conduct two virtual interviews with teachers of students in this age group.</li> </ul> </li> </ul>	
<b>Family (Group Task)</b> <ul style="list-style-type: none"> <li>• Investigate how schools encourage or discourage parental involvement in the educational process</li> </ul> <ol style="list-style-type: none"> <li>How is information distributed to parents?</li> <li>What acronyms should be familiar to all stakeholders?</li> <li>How can or how should parents be involved in their child's elementary education?</li> </ol>	This can be in written or slides format.
<b>Community Connections (Group Task)</b> <ul style="list-style-type: none"> <li>• Investigate how schools connect to community resources to promote elementary education.</li> </ul> <ol style="list-style-type: none"> <li>What community agencies are involved in your district (and how) regarding the developmental age group you are investigating?</li> </ol>	This can be in written or slides format.
<b>Analysis (Group Task)</b> <ul style="list-style-type: none"> <li>• Prepare a thoughtful, well researched analysis of the strengths and weaknesses of the school district's service to students and families at the developmental level that is the focus of the project.</li> <li>• Include recommendations for improvement.</li> </ul>	This is best completed in a written format. Include all artifacts. Use <a href="#">APA formatting</a> .
<b>Video Reflection (Individual Task)</b> <ul style="list-style-type: none"> <li>• Prepare an individual video reflection (not more than 5 minutes) about the process and your learning.</li> </ul>	Drop into your individual folders

## Assignment I: DAY IN THE LIFE

### Products:

#### I.1 DAY IN THE LIFE STUDENT SHADOWING AND REFLECTION

## **NCSU PPP Focus:** Instructional Leadership for the Classroom

**Learning Objectives:** As a result of this assignment, principal residents will:

- Identify strengths and weaknesses of academic programs in accordance with developmental needs of students.
- Evaluate a school culture from the perspective of a student.

### **NCSEE Standards**

Standard 2: Instructional Leadership

Standard 3B: Cultural Leadership: School Culture and Identity

Standard 5D: Managerial Leadership: School Expectations for Students and Staff

### **NCSEE Competencies**

Customer Focus, Emotional Intelligence, Judgment

#### **Assignments**

#### **Helpful Hints & Resources**

**I.1 DAY IN THE LIFE STUDENT SHADOWING AND REFLECTION:** Complete the Day in the Life assignment each semester. Use the guide provided in this section and the [Appendix](#) to complete the assignment for each of the four grade levels. Write a reflection identifying your questions, outlining the process you used to collect the data through shadowing, and summarize your findings. Include any shadowing documents in the Appendix.

This is an individual assignment to be completed in addition to Assignment H.1 Developmental Project. Use [APA formatting](#) for the reflection.

**Include this in your digital portfolio.**

**Due Date: Five days before the end of the semester**

#### **A Day in the Life Assignment**

What is it like to be a student in your school? School executives benefit from understanding school from a student's point of view. The "A Day in the Life" assignment is a journey that starts with seeing your residency school through your student's eyes, identifying meaningful opportunities to improve the school experience for your students, and then taking action to create change at your school site.

The goal is to immerse yourself in a student's experience as you follow your school's daily schedule. Spend the entire day, from bus stop to final bell, getting to know your student.

1. Choose your student

- Your learning experience will depend a lot on the student you shadow. Give some thoughts as to how the student you select can help you meet your learning goals.
  - Grade level: \_\_\_\_\_
  - Gender: \_\_\_\_\_
  - Socioeconomic status: \_\_\_\_\_
  - Academic performance: \_\_\_\_\_
  - Passions: \_\_\_\_\_
  - Personality: \_\_\_\_\_
  - Other attributes: \_\_\_\_\_
- Clear your schedule for the entire day.
- Notify your staff of your absence.

## 1. Shadow Your Student

- Immerse yourself in a student's experience by following them the entire day.
- Invest time in getting to know your student. Be student-centered.
- Try to do everything your student does without judgment. Be curious, ask open-ended questions to understand his or her needs, and continue to look with beginner's eyes.
- Today is an empathy exercise. It's about feeling what it is like to live as this student does each day. Use all your senses and note details that might otherwise get overlooked.
- Take notes, photos, or doodle about any details that spark questions or insights about your student's needs. Try to quickly capture moments in the voice of the student. Write down interesting quotes. Do not worry about interpreting them yet.
- Specific items to notice:
  - Actions that students take are informative because they highlight what they wish to accomplish. What specific actions and processes do they go through?
  - Environments show how students modify the spaces they occupy to facilitate their activities. What is the character of the study rooms, libraries, cafes, or other spaces where they spend time?
  - Interactions between students and something or someone else are telling. What is the nature of interactions that are routine versus special?
  - Objects can show unintended uses (thus changing their function and meaning). What are the objects and devices students have in their environments, and how do they relate to their activities?
  - Users are the people whose behaviors, preferences, and needs are being observed. Who is there? What are their roles and relationships? What are their values and prejudices?
- Question to Guide Your Observations



- How does it feel to be a student for a day?
- What is your student's favorite moment of the day, and what makes it special?
- What do you notice makes your student feel uncomfortable, anxious, or bored? Why?
- When is your student engaged in learning?
- When/where/how does your student's learning feel connected to the real world? And when does it not?
- Are learning opportunities the same for all students?
- What opportunities do you notice for your student to demonstrate critical thinking and problem solving, collaboration, and effective communication skills?
- You might find this chart helpful in capturing your observations

<b>OBSERVATION</b> Notice, feel, etc.	<b>INTERPRET</b> Why is this happening?	<b>OPPORTUNITY</b> What does this make you wonder?

1. Re-read your Shadow Journal and use this grid to organize your thoughts and reflections. What's going well at your institution, what could be better, and what questions or ideas does this spark? What did you feel good about? What would you like to change?
  - Write a reflection of your findings. Include:
    - Introduction to the student including why you choose this student
    - Findings
    - Recommendations for improvement
    - Conclusion

## Assignment J: PROBLEM OF PRACTICE

### Products

- J.1 PROBLEM OF PRACTICE PROPOSAL**
- J.2 LITERATURE REVIEW**
- J.3 LOGIC MODEL**
- J.4 IMPLEMENTATION AND EVALUATION**
- J.5 POSTER PRESENTATION**
- J.6 IGNITE PRESENTATION**

**NCSU PPP Focus:** Integrates Systems of Continuous Improvement

**Learning Objectives:** As a result of this assignment, principal residents will:

- Use data to isolate an area that needs improvement.
- Investigate research aligned to a specific area of improvement to inform opportunities for transformation and innovation.
- Develop problem statements, logic models, and evaluation structures, including quantitative and qualitative measures, to complete a continuous improvement cycle.
- Implement improvement strategies.
- Create informative written and oral presentations that tell a continuous improvement story.

### NCSEE Standards

- 1B. Strategic Leadership: Leading Change
2. Instructional Leadership
3. Cultural Leadership

### NCSEE Competencies

Change Management, Customer Focus, Environmental Awareness, Results Orientation, Systems Thinking

Assignments	Helpful Hints & Resources
<p><b>J.1 PROBLEM OF PRACTICE</b>  <b>PROPOSAL: Research your school's data (achievement, TWC, etc.) to determine an area of improvement. In conjunction with your Principal Mentor, Executive Coach, and Cohort Director, identify a single area of concentration. Complete the Problem of Practice Proposal.</b></p> <p><b>Due Date:</b></p>	<p>School executives review school data to determine where deficits in learning are occurring and to develop strategies to address these issues. School culture concerns are often contributors to these deficits. Typically, schools have multiple deficit areas that need to be addressed simultaneously. However, as a Principal Resident, you will identify one area and complete a Problem of Practice Assignment during your Residency year.</p> <p>The complete assignment can be found here and also in the <a href="#">Appendix</a>.</p> <p><a href="#">Problem of Practice Initial Proposal Document</a>  <b>Include this assignment in your <a href="#">digital portfolio</a>.</b></p>
<p><b>Identify the Most Pressing Challenges for Teachers at Your School</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	

assessments. Answer the following questions using data/evidence to support your responses.

- What are the most pressing challenges or needs of this school? How do you know?
- What student performance trends can you identify?
- What teacher working conditions trends can you identify?

**J.2 LITERATURE REVIEW: Review the literature on interventions and best practices for your PoP. Write a brief literature review (3-6 sources including *What Works Clearinghouse*).**

**Due Date:**

Developing the Literature Review provides structure for the solutions that you propose to address your problem. Research may suggest causal relationships that exist within your school's data along with research-based strategies that will expedite solutions. Use [APA formatting](#) for the literature review.

Resources

[Writing A Literature Review](#)

[What Works Clearinghouse](#)

**J.3 LOGIC MODEL: Identify strategies to resolve your Problem of Practice. Create a logic model that frames those strategies.**

**Due Date:**

Resources

[Creating a Theory of Action](#)

[What Are Logic Models and When Should You Use Them?](#)

[Brief Introduction to Program Logic Models](#)

Identify Strategies and Develop Logic Model

- Develop a full plan of action, including a logic model that describes the project.
- Logic models will vary from project-to-project, although they will all emphasize clarity.
- 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.
- Use the information from J.1 and other data to design a school improvement project with input from Principal Mentor, Executive Coach, and other school leaders.
- Your project description should include:
  - Identify the Problem and the potential positive impact that addressing the problem would have for the school.
  - Participants: Central Office Staff, School Staff, Students, Parents
  - What are the major activities?
- Identify your hypothesis and the intended outcomes?

<p><b>J.4 IMPLEMENTATION AND EVALUATION: Implement your strategies and evaluate their impact on your Problem of Practice.</b></p> <p><b>Due Date:</b></p>	<p>Throughout the school year, you will collect data on your Problem of Practice Project and will analyze the outcome of your project.</p>
<p>Implementation Strategies</p> <ul style="list-style-type: none"> <li>Principal Residents will implement the project with selected teachers.</li> <li>The project will most likely include meetings, coaching, modeling, co-teaching, professional development, PLCs, etc.</li> </ul> <p>Evaluation System</p> <ul style="list-style-type: none"> <li>Create a plan to evaluate the implementation and impact of your intervention using the following steps: <ul style="list-style-type: none"> <li>Ask important questions</li> <li>Identify appropriate data sources</li> <li>Collect and analyze data</li> <li>Summarize results</li> <li>Make recommendations about the intervention</li> </ul> </li> <li>Collect formative data to make "just-in-time" tweaks that are informed by discussions with peers, Executive Coaches, Principal Mentors, and NCSU MSA Faculty.</li> <li>Principal Residents should continually check the progress of their project and share their successes and/or roadblocks with the cadre of support NCSU provides.</li> </ul>	
<p><b>J.5 POSTER PRESENTATION: Create a poster presentation that outlines your Problem of Practice. It should be visually appealing, informative and use a combination of text, graphs, and other visuals to tell your story.</b></p> <p><b>Due Date:</b></p>	<p>It needs to be professionally printed, at least 24 inches x 36 inches on foam board. Include this assignment in your <a href="#">digital portfolio</a>.</p>
<p><b>J.6 IGNITE PRESENTATION: The presentation should include project description, evaluation questions, data sources, results, and recommendations.</b></p> <p><b>Due Date:</b></p>	<p>Your presentation is the culminating event during your residency. It demonstrates tangible evidence of your leadership skills and represents a specific area of impact you have had on your residency school. Cohorts will present their ignite presentations to faculty, cohort directors, and other cohort members.</p>

	Resources <a href="#">Creating an Awesome Ignite in Six Steps</a> <a href="#">The Fastest Way to Create an Ignite Presentation</a> <a href="#">Creating Ignite Presentations with Google Slides</a>
--	--

## Assignment K: DIGITAL PORTFOLIO

### Product:

### K.1 DIGITAL PORTFOLIO

**NCSU PPP Focus:** This project addresses all elements of the NCSU Principal Preparation Program.

**Learning Objectives:** As a result of this assignment, principal residents will:

- Analyze NCSSE standards and competencies to determine appropriate artifacts that demonstrate proficiency for each.
- Document professional development and learning that demonstrates proficiency in all NCSSE standards and competencies.
- Apply critical reflection to artifacts to highlight their value as related to NCSSE standards and competency.
- Build a professional brand through an organized, cohesive electronic portfolio.

### NCSEE Standards

Evidence of all standards must be included in this assignment.

### NCSEE Competencies

Evidence of all competencies must be included in this assignment.

Assignments	Helpful Hints & Resources
<b>K.1 DIGITAL PORTFOLIO: Develop a digital portfolio to demonstrate your work throughout your residency.</b>  <b>Due Date:</b>	This assignment is one of your culminating projects to demonstrate your proficiency as an administrator. You should collect, upload, and reflect on artifacts that you will include throughout your Residency. Complete the digital portfolio on a Google Platform. You will receive training on the digital portfolio at the beginning of the Principal Residency.  <a href="#">NC Standards for School Executives</a> <a href="#">NC Digital Competencies</a>

Your Digital Portfolio must include:

- Introductory page
  - Brief biography
  - Resume
  - Vision Statement
- NC Executive Standards and Elements
  - An artifact for every standard AND element in the NC Executive Standards and a brief narrative explaining what you learned.
- NC Executive Competencies
  - An artifact for every competency in the NC Executive Standards and a brief narrative explaining what you learned.
- NC Digital Competencies
- Developmental Projects
  - All developmental projects completed throughout your residency
  - Day in the Life Projects
- Principal Residency
  - Introduction to your Residency School
  - Asset Map
  - Data Information
- Problem of Practice
  - Introduction to your PoP
  - Ignite Presentation
  - Poster
- Reading List
  - All books you were assigned throughout the program. Include a statement about the book's relevance to your leadership development.
- Specialized Trainings
  - A list of all specialized training attended throughout the program. Include a statement about the training's relevance to your leadership development.

Note: You are encouraged to include pictures in your digital portfolio.

## **APPENDIX**

**Resource for Assignment F.1**  
**SMART GOAL TEMPLATE**

## SMART Goal Template

Directions: Make a copy of this template and complete it with one PERSONAL SMART goal and one PROFESSIONAL SMART goal. After completing it, save it in your Individual Folder labeled: Last Name\_First Name\_ SMART Goal. (Example: Williams\_James\_ SMART Goal).

Name: \_\_\_\_\_ Date \_\_\_\_\_

PERSONAL SMART Goal:

	<b>Actions for Success</b>	<b>Resources Needed</b>	<b>Collaborators</b>	<b>Progress Evidence</b>
PPP Connections:				
NCSSE Connections:				

PROFESSIONAL SMART Goal:

	<b>Actions for Success</b>	<b>Resources Needed</b>	<b>Collaborators</b>	<b>Progress Evidence</b>
PPP Connections:				
NCSSE Connections:				



**Resource for Assignment F.2**  
**INDIVIDUAL LEADERSHIP LEARNING PLAN**

Fellow: \_\_\_\_\_  
 Principal Mentor: N/A for spring 2022  
 Executive Coach: N/A for spring 2022

Self-assessment date: \_\_\_\_\_  
 Reviewed on: \_\_\_\_\_

Please mark your pre-assessment in **red**; end of semester 1 rating in **purple**; end of semester 2 rating in **blue**; and end of semester 3/program rating in **green**.

### Individual Leadership Learning Plan

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

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

<b>B. Leading Change:</b> The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.	Not Demonstrated  Developing  Proficient  Accomplished  Distinguished						
<b>C. School Improvement Plan:</b> The school improvement plan provides the structure for the vision. Values, goals, and changes necessary for improved achievement for all students.	Not Demonstrated  Developing  Proficient  Accomplished  Distinguished						
<b>D. Distributive leadership:</b> The school executive creates and utilizes processes to distribute leadership and decision making throughout the school.	Not Demonstrated  Developing  Proficient  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, value, belief, and statement.
- ☐ Evidence of shared decision-making and distributed leadership.
- ☐ 360 Degrees Feedback.
- Other: \_\_\_\_\_

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

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

<b>Standard 2: Instructional Leadership</b>	<b>Fellow Current Self- Rating</b>	<b>Experiences to Master the Standard</b>	<b>Competencies the Experience will Utilize</b>	<b>Artifacts and Documentation of Mastery</b>	<b>Mentor Approval (Initial Indicating Your Support)</b>	<b>Executive Coach Approval (Initial Indicating Your Support)</b>	<b>Specialized Trainings (How did they relate to each standard for you? What did you learn?)</b>
<b>A. Focus on Learning and Teaching, Curriculum, Instruction, and assessment:</b> The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.	Not Demonstrated  Developing  Proficient  Accomplished  Distinguished						
<b>B. Focus on Instructional Time:</b> The school executive creates processes and schedules which protect teachers from disruptions of instructional or preparation time.	Not Demonstrated  Developing  Proficient  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, value, belief, and statement.
- \_\_\_\_\_ Evidence of shared decision-making and distributed leadership.
- \_\_\_\_\_ 360 Degrees Feedback.

Other: \_\_\_\_\_

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

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

Standard 3: Cultural Leadership	Fellow Current Self- Rating	Experiences to Master the Standard	Competencies the Experience will Utilize	Artifacts and Documentation of Mastery	Mentor Approval (Initial Indicating Your Support)	Executive Coach Approval (Initial Indicating Your Support)	Specialized Trainings (How did they relate to each standard for you? What did you learn?)
<b>A. Focus on Collaborative Work Environment:</b> The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school's culture.	Not Demonstrated  Developing  Proficient  Accomplished  Distinguished						

<b>B. School Culture and Identity:</b> The school executive develops and uses shared vision, values, and goals to define the identity and culture of the school.	Not Demonstrated  Developing  Proficient  Accomplished  Distinguished						
<b>C. Acknowledges Failures; Celebrates Accomplishments and Rewards:</b> 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  Developing  Proficient  Accomplished  Distinguished						
<b>D. Efficacy and Empowerment:</b> The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance.	Not Demonstrated  Developing  Proficient  Accomplished  Distinguished						
<b>Requirements for Practicing Principals: Evidence or documentation to support rating:</b> <input type="checkbox"/> School Improvement Plan. <input type="checkbox"/> NC Teacher Working Conditions Survey. <input type="checkbox"/> Evidence of School Improvement Team. <input type="checkbox"/> Student achievement and testing data. <input type="checkbox"/> Statement of school vision, mission, values, beliefs, and goals. <input type="checkbox"/> Evidence of stakeholder involvement in development of vision, mission, value, belief, and statement. <input type="checkbox"/> Evidence of shared decision-making and distributed leadership. <input type="checkbox"/> 360 Degrees Feedback. Other: _____							
<b>Gap Analysis:</b> Describe your growth or lack of growth for each sub-standard over time.							

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

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

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

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

Other: \_\_\_\_\_

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

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

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

<b>B. Conflict Management and Resolution:</b> 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  Developing  Proficient  Accomplished  Distinguished						
<b>C. Systematic Communication:</b> 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  Developing  Proficient  Accomplished  Distinguished						
<b>D. School Expectation for Student and Staff:</b> The school executive develops and enforces expectations, structures, rules and procedures for students and staff.	Not Demonstrated  Developing  Proficient  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, value, belief, and statement.
- \_\_\_\_\_ Evidence of shared decision-making and distributed leadership.
- \_\_\_\_\_ 360 Degrees Feedback.
- Other: \_\_\_\_\_

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



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

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

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

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

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

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

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

Other: \_\_\_\_\_

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

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

**Competencies**

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

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

Competencies		Fellow Self Ranking	Experiences Planned Around This Competency
1	<b>Communication:</b> 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 21 <sup>st</sup> century objectives.	Not Demonstrated Developing Proficient Accomplished Distinguished	
2	<b>Change Management:</b> 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 Developing Proficient Accomplished Distinguished	

3	<b>Conflict Management:</b> Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.	Not Demonstrated Developing Proficient Accomplished Distinguished	
4	<b>Creative Thinking:</b> Engages in and fosters an environment for others to engage in innovative thinking.	Not Demonstrated Developing Proficient Accomplished Distinguished	
5	<b>Customer Focus:</b> Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.	Not Demonstrated Developing Proficient Accomplished Distinguished	
6	<b>Delegation:</b> 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 Developing Proficient Accomplished Distinguished	

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

11	<b>Judgment:</b> 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 Developing Proficient Accomplished Distinguished	
12	<b>Organizational Ability:</b> 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.	Not Demonstrated Developing Proficient Accomplished Distinguished	
13	<b>Personal Ethics and Values:</b> Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.	Not Demonstrated Developing Proficient Accomplished Distinguished	
14	<b>Personal Responsibility for Performance:</b> 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 Developing Proficient Accomplished Distinguished	

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

19	<b>Technology:</b> Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.	Not Demonstrated Developing Proficient Accomplished Distinguished	
20	<b>Time Management:</b> 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 Developing Proficient Accomplished Distinguished	
21	<b>Visionary:</b> Encourages Imagineering by creating an environment and structure to capture stakeholders' dreams of what the school could become for all the students.	Not Demonstrated Developing Proficient Accomplished Distinguished	



*Resource for Assignment F.3*

**WEEKLY REFLECTION**

<b>Weekly Reflection</b>	
<b>Name:</b>	<b>Week Ending:</b>
<b>Reflection:</b>	
<b>Lessons Learned:</b>	
<b>Cohort Director Comments:</b>	
<b>Executive Coach Comments:</b>	

**Resource for Assignment H.1**  
**DEVELOPMENTAL PROJECT**

Description	Deliverable
<b>Understand District Context: (Group Task)</b> <ul style="list-style-type: none"> <li>Investigate and describe the school district context including demographic, economic, school report card data, etc.</li> </ul>	This can be in written or slides format.
<b>Explore Essential Curriculum: (Group Task)</b> <ul style="list-style-type: none"> <li>Investigate and describe specific programs for this age group including:               <ol style="list-style-type: none"> <li>Cognitive Development:</li> <li>Literacy Development</li> <li>Numeracy Development</li> <li>Science/ Social Studies</li> <li>Arts</li> <li>Social/Emotional</li> </ol> </li> <li>Respond to these questions for all Curriculum areas:               <ol style="list-style-type: none"> <li>What terms and definitions are unique to the developmental age group you are investigating?</li> <li>What is the district's curriculum choice for the grades you are investigating? What type of curriculum materials/supports are available? Do they align to the state? Are they appropriately paced? What are the curriculum's strengths and weaknesses for instruction? What support is provided for teachers?</li> <li>What specific programs or strategies are used for this age group? How do they differentiate or provide accommodations for various learning differences? How are students' progress monitored?</li> </ol> </li> </ul>	This can be in written or slides format.
<b>Data Collection (Individual Task)</b> <ul style="list-style-type: none"> <li>Observations and Interviews:               <ul style="list-style-type: none"> <li>Conduct a series (see below) of virtual observations and interviews to observe the developmental stages of this age group.</li> </ul> </li> <li>How do your observations and interview align with what you know about this developmental age and their learning?               <ol style="list-style-type: none"> <li>Create an observation document and conduct two virtual observations of students during a class period.</li> <li>Create an interview document and conduct two virtual interviews of students in this age group.</li> </ol> </li> <li>Create an interview document and conduct two virtual interviews with teachers of students in this age group.</li> </ul>	This can be in written or slides format.
<b>Day in the Life (Individual Task)</b> <ul style="list-style-type: none"> <li>Virtually follow one student during their day (or as much of the day as possible).               <ol style="list-style-type: none"> <li>What is a typical day like for a student in this age group?</li> </ol> </li> </ul>	This can be in written or slides format.

<p><b>Families (Group Task)</b></p> <ul style="list-style-type: none"> <li>Investigate how schools encourage or discourage parental involvement in the educational process</li> </ul> <p>a. How is information distributed to parents?</p> <p>b. What acronyms should be familiar to all stakeholders?</p> <p>c. How can or how should parents be involved in their child's elementary education?</p>	<p>This can be in written or slides format.</p>
<p><b>Community Connections (Group Task)</b></p> <ul style="list-style-type: none"> <li>Investigate how schools connect to community resources to promote elementary education.</li> </ul> <p>a. What community agencies are involved in your district (and how) regarding the developmental age group you are investigating?</p>	<p>This can be in written or slides format.</p>
<p><b>Group Analysis</b></p> <ul style="list-style-type: none"> <li>Prepare a thoughtful, well researched analysis of the strengths and weaknesses of elementary education within this district.</li> <li>Include recommendations for improvement.</li> </ul>	<p>This is best completed in a written format. Please include all artifacts.</p>
<p><b>Individual Video Reflection</b></p> <ul style="list-style-type: none"> <li>Prepare an individual video reflection (not more than 5 minutes) about the process and your learning.</li> </ul>	<p>Drop into your individual folders</p>

## *Resource for Assignment I.1*

### **A DAY IN THE LIFE ASSIGNMENT**

The “A Day in the Life” assignment is a journey that starts with seeing your residency school through your student’s eyes, identifying meaningful opportunities to improve the school experience for your students, and then taking action to create change at your school site.

Shadowing students is a practice that helps you understand your school from a student’s point of view. The goal is not to observe classes, but to immerse yourself in a student’s experience. Plan to spend the entire day, from bus stop to final bell, getting to know your student.

#### 1. Choose your student

- Your learning experience will depend a lot on the student you shadow. Give some thoughts as to how the student you select can help you meet your learning goals.
  - Grade level: \_\_\_\_\_
  - Gender: \_\_\_\_\_
  - Socioeconomic status: \_\_\_\_\_
  - Academic performance: \_\_\_\_\_
  - Passions: \_\_\_\_\_
  - Personality: \_\_\_\_\_
  - Other attributes: \_\_\_\_\_
- Clear your schedule for the entire day
- Notify your staff of your absence

#### 1. Shadow Your Student

- The purpose of your Shadow Day is not to observe classes, but to immerse yourself in a student’s experience. Plan to spend as much of the entire day as possible getting to know your student.
- Be student-centered
- Try to do everything your student does without judgment. Be curious, ask open-ended questions to understand his or her needs, and continue to look with beginner's eyes.
- Today is an exercise in empathy. It's about feeling what it is like to live as this student does every day. Try to use all your senses and pay attention to details that might otherwise get overlooked.
- Be sure to take notes, photos, or doodle about any details that spark questions or insights about your student’s needs. Try to quickly capture moments in the voice of the student. Write down interesting quotes. Do not worry about interpreting them yet.
- Specific items to notice:
  - Actions that students take are informative because they highlight what they wish to accomplish. What specific actions and processes do they go through?
  - Environments show how students modify the spaces they occupy to facilitate their activities. What is the character of the study rooms, libraries, cafes, or other spaces where they spend time?
  - Interactions between students and something or someone else are telling. What is the nature of interactions that are routine versus special?

- Objects can show unintended uses (thus changing their function and meaning). What are the objects and devices students have in their environments, and how do they relate to their activities?
- Users are the people whose behaviors, preferences, and needs are being observed. Who is there? What are their roles and relationships? What are their values and prejudices?
- Question to Guide Your Observations
  - How does it feel to be a student for a day?
  - What is your student's favorite moment of the day, and what makes it special?
  - What do you notice makes your student feel uncomfortable, anxious, or bored? Why?
  - When is your student engaged in learning?
  - When/where/how does your student's learning feel connected to the real world? And when does it not?
  - Are learning opportunities the same for all students?
  - As you go through your day, what opportunities do you notice for the skills of critical thinking and problem solving, collaboration, and effective communication?
- You might find this chart helpful in capturing your observations

<b>OBSERVATION</b> Notice, feel, etc.	<b>INTERPRET</b> Why is this happening?	<b>OPPORTUNITY</b> What does this make you wonder?

1. Re-read your Shadow Journal and use this grid to organize your thoughts and reflections. What's going well at your institution, what could be better, and what questions or ideas does this spark? What did you feel good about? What would you like to change?
  - Write a reflection of your findings. Include:
    - Introduction to the student including why you choose this student
    - Findings
    - Recommendations for improvement
    - Conclusion

## **PROBLEM OF PRACTICE ASSIGNMENT**

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

During the first semester, the Problem of Practice Project focuses on developing qualitative and quantitative skills. The Principal Resident will take a “deeper dive” that focuses on one challenge identified within the school by designing a research plan, creating a logic model, and writing research questions (Assignments J.1 - J.3).

During the second semester, the 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 (Assignments. J.4 - J.6).

The sections for the Problem of Practice Project are:

### **I. Identify the Most Pressing Challenges for Teachers at your School**

- 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.
  - What are the most pressing challenges or needs of this school? How do you know?
  - What student performance trends can you identify?
  - 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, including achievement and culture data.
- Research and write a literature review using 3-6 sources, including [\*What Works Clearinghouse\*](#)

### **I. Design Your NELA Problem of Practice Project.**

- Use the information you have gathered and other data to design a school improvement project with input from the Principal Mentor, Executive Coach, and other school leaders. Principal Residents will also collaborate with teachers, staff, and stakeholders. The 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. Your Cohort Director must also approve your Problem of Practice at a designated date prior to the launch of your project.

### **I. Identify Strategies and Develop Logic Model**

- Develop a full plan of action, including a theory of action and a logic model that describes the project. Logic models will vary from project-to-project, although they will all emphasize clarity.

- 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.

### **I. Implement the NELA Problem of Practice Project.**

- Principal Residents will implement the project with selected teachers.
- The project will likely include meetings, coaching, modeling, co-teaching, professional development, PLCs, etc.
- Principal Residents should keep track of artifacts. Artifacts include agendas, minutes, data visualization, products, and pictures. They document the Problem of Practice experience and become part of the final poster and Ignite presentations.

### **I. Evaluate the Problem of Practice Project**

- Throughout the school year, collect data on the Problem of Practice Project. Analyze the data to determine the outcome of your project.
- Create a plan to evaluate the implementation and impact of your intervention using the following steps:
  - Ask important questions
  - Identify appropriate data sources
  - Collect and analyze data
  - Summarize results
  - Make recommendations about the intervention
- 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 NCSU provides.

### **I. Ignite and Poster Presentation**

- Principal Residents will compile and present the 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, logic models, implementation steps, 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 EVALUATION RUBRIC

## Preservice Candidates

### Standard 1: Strategic Leadership

School executives will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21<sup>st</sup> century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

<b>1a. School Vision, Mission and Strategic Goals:</b> The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.								
<b>Emerging Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Not Demonstrated (Comment Required)</b>
Understands the attributes, characteristics, and importance of school vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing school plans.		AND	Develops his/her own vision of the changing world in the 21 <sup>st</sup> century that schools are preparing children to enter.	AND	Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.  Maintains a focus on the vision and strategic goals throughout the school year.	AND	Designs and implements collaborative processes to collect and analyze data, from the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources, about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals.	
<b>1b. Leading Change:</b> The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.								
<b>Emerging Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Not Demonstrated (Comment Required)</b>
Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change.		AND	Identifies changes necessary for the improvement of student learning.	AND	Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.	AND	Adapts/varies leadership style according to the changing needs of the school and community.  Effectively communicates the impact of change.	



1c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.							
Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)
Understands statutory requirements regarding the School Improvement Plan.	AND	Works with others to facilitate the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives.  Uses the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources to develop a framework for the School Improvement Plan.	AND	Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.  Works with others to systematically collect, analyze, and use data regarding the school’s progress toward attaining strategic goals and objectives.	AND	Works with others to facilitate the successful implementation of the School Improvement Plan aligned to the mission and goals set by the State Board of Education and the local Board of Education.	
1d. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.							
Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)
Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school.	AND	Works with others to plan and provide leadership development activities for staff members.	AND	Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.  Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.	AND	Works with others to encourage staff members to accept leadership opportunities beyond the school.	

## Standard 2: Instructional Leadership

School executives set high standards for the professional practice of 21<sup>st</sup> century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

**2a. 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.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Comprehends literature, research, and theory associated with learning, teaching, curriculum, instruction, and assessment.</p> <p>Is knowledgeable of: the <i>North Carolina Standard Course of Study</i>, state and federal standards for accountability, and best instructional practices.</p>	<p>AND</p> <p>Draws from a variety of data, including student assessment data, to identify areas of strength and weakness in learning, teaching, curriculum, and instruction.</p>	<p>AND</p> <p>Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.</p> <p>Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons.</p> <p>Utilizes multiple sources of data, including the <i>Teacher Working Conditions Survey</i>, for the improvement of instruction.</p>	<p>AND</p> <p>Works with others to ensure that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning.</p> <p>Works with others to create a culture in which it is the responsibility of all staff to make sure that students are successful.</p> <p>Works with others to reflect on data including the <i>Teacher Working Conditions Survey</i>, IGPs, student achievement, and other appropriate sources to create staff development through professional learning communities.</p> <p>Works with others to ensure that students are provided opportunities to learn and utilize best practices in the integrated use of 21<sup>st</sup> century instructional tools, including technology, to solve problems.</p>	

**2b. Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the need for teachers to have daily planning and duty-free lunch periods.</p> <p>Is knowledgeable of legal requirements regarding teacher planning time and duty-free lunch periods.</p> <p>Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.</p>	AND	<p>Analyzes/evaluates a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher.</p>	AND	<p>Adheres to legal requirements for planning and instructional time.</p> <p>Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs.</p>	<p>AND</p> <p>Works with others to ensure that teachers have the legally required amount of daily planning and lunch periods.</p> <p>Works with others to routinely and conscientiously implement processes to protect instructional time.</p> <p>Works with others to develop schedules that provide teachers with collaborative time to promote student learning.</p>	

### Standard 3: Cultural Leadership

School executives will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to "re-culture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

**3a. Focus on Collaborative Work Environment:** The school executive understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)
Comprehends literature, research, and theory associated with organizational climate, particularly as it is manifested in schools.	AND	Identifies characteristics of a collaborative work environment within the school.  Analyzes data from the <i>Teacher Working Conditions Survey</i> and other data sources from parents, students, teachers, and stakeholders to diagnose and evaluate the teaching and learning environment within the school.	AND	Designs strategies for achieving a collaborative and positive work environment within the school.  Seeks input from the School Improvement Team and other stakeholders to make decisions.  Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment.	AND	Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school.  Works with others to monitor the implementation and response to school policies and provide feedback to the School Improvement Team for their consideration.  Works with others to initiate changes resulting from data gained from the <i>Teacher Working Conditions Survey</i> and other sources.	

**3b. School Culture and Identity:** The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands research and scholarship on school culture and its relationship with meaningful school vision, values, and goals.</p> <p>Understands the many aspects of diversity as they apply to schools and their missions.</p>	AND	<p>Articulates how a shared vision, mission, values, beliefs, and goals have defined the identity and culture of the school.</p> <p>Articulates the influences of school demographics, equity, and diversity in determining the schools' mission, vision, and goals.</p>	AND	<p>Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.</p> <p>Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.</p>	<p>AND</p> <p>Works with others to establish a culture of collaboration, distributed leadership, and continuous improvement in the school which guides the disciplined thought and action of all staff and students.</p> <p>Works with others to foster a commitment to diversity and equity in the instructional program.</p>	

**3c. 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.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Can identify a range of criteria by which school success may be judged and with techniques that have been shown to be effective in recognizing and acknowledging both successes and failures within a school.</p>	AND	<p>Works with others to recognize the importance of acknowledging failures and celebrating accomplishments of the school and staff.</p>	AND	<p>Works with others to use established criteria for performance as the primary basis for reward and recognition.</p>	<p>AND</p> <p>Works with others to recognize individual and collective contributions toward attainment of strategic goals.</p>	

<b>3d. Efficacy and Empowerment:</b> The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance.					
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	
Understands the importance of building a sense of efficacy and empowerment among staff.  Understands the importance of developing a sense of well-being among staff, students, and parents/guardians.	AND	Analyzes school contexts and cultures and identifies areas of both high and low levels of staff efficacy and empowerment.	AND	Identifies strategies for building a sense of efficacy and empowerment among staff.  Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.	AND
				Works with others to utilize a variety of activities, tools and protocols to develop efficacy and empowerment among staff.  Works with others to actively model and promote a sense of well-being among staff, students, and parents/guardians.	

## Standard 4: Human Resource Leadership

7

School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place which result in recruitment, induction, support, evaluation, development, and retention of high performing staff. The school executive must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

<b>4a. Professional Development/Learning Communities:</b> The school executive ensures that the school is a professional learning community.					
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	
Understands the importance of developing effective professional learning communities and results-oriented professional development.  Understands the importance of continued personal learning and professional development.	AND	Analyzes a school context/community, drawing from sources including the <i>North Carolina Teacher Working Conditions Survey</i> and student achievement data, to develop concrete suggestions or strategies for professional development that reflect characteristics of, and promote the use of, professional learning communities.	AND	Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.  Routinely participates in professional development focused on improving instructional programs and practices.	AND
				Works with others to facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.	

4b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.									
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
Understands theories and research on the recruitment, placement, and mentoring of school staff at all levels.  Comprehends state and federal laws or regulations related to the recruitment, placement, and mentoring of school staff.		AND	Using a variety of data at the school level: <ul style="list-style-type: none"><li>Identifies school needs in recruiting new teachers and staff.</li><li>Identifies school needs in hiring new teachers and staff</li><li>Identifies school needs in placing new teachers and staff.</li><li>Identifies school needs in mentoring new teachers and staff.</li></ul>	AND	Supports, mentors, and coaches staff members and emerging teacher leaders.	AND	Works with others to guide the learning community in establishing and implementing data-based goals for enhancing recruitment, employment, retention, mentoring, professional development, and support of all teachers and staff		
4c. 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.									
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
Understands multiple tools and approaches to the evaluation of school staff.		AND	Demonstrates ability to adhere to legal requirements for teacher and staff evaluation.	AND	Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.  Works with others to implement district and state evaluation policies in a fair and equitable manner.	AND	Works with others to utilize multiple assessments to evaluate teachers and other staff members.  Works with others to evaluate teachers and other staff in a fair and equitable manner and utilize the results of evaluations to improve instructional practice.		

## Standard 5: Managerial Leadership

School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21<sup>st</sup> century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

5a. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.															
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)							
Is knowledgeable of ethical budgeting and accounting procedures.  Understands the school-based budgeting process as it relates to district, state, and federal guidelines.		AND		Works with others to utilize input from staff to establish funding priorities and a balanced operational budget for school programs and activities.		AND		Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.  Works with others to use feedback and data to assess the success of funding and program decisions.		AND		Works with others to design transparent systems to equitably manage human and financial resources.			
5b. Conflict Management and Resolution: The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.															
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)							
Understands factors that affect conflict and conflict resolution, and is aware of multiple strategies that can be used to resolve or manage conflict in a school setting.		AND		Demonstrates awareness of potential problems and/or areas of conflict within the school that affect students' learning and achievement.		AND		Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.		AND		Works with others to provide opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues, particularly those that affect student achievement.  Works with others to discuss with staff and implement solutions to address potentially discordant issues.			



**5c. 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.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)
Understands the importance of open, effective communication in the operation of the school.	AND	<p>Works with others to routinely involve the school improvement team in school wide communications processes.</p> <p>Works with others to design a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.</p>	AND	<p>Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.</p> <p>Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</p>	AND	<p>Works with others to ensure that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</p>	

**5d. School Expectations for Students and Staff:** The school executive develops and enforces expectations, structures, rules, and procedures for students and staff.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)
<p>Understands the importance of clear expectations, structures, rules, and procedures for students and staff.</p> <p>Understands district and state policy and law related to student conduct, etc.</p>	AND	<p>Works with others to collaboratively develop clear expectations, structures, rules, and procedures for students and staff through the School Improvement Team.</p>	AND	<p>Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</p> <p>Works with others to effectively implement district rules and procedures.</p>	AND	<p>Works with others to systematically monitor issues around compliance with expectations, structures, and rules.</p> <p>Uses staff and student input to resolve issues related to expectations, structures, and rules.</p> <p>Works with others to regularly review the need for changes to expectations, structures, and rules.</p>	

## Standard 6: External Development Leadership

A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community, and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

<b>6a. Parent and Community Involvement and Outreach:</b> The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.						
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)
Understands theory and research on parental and community engagement in schools, and can apply this both to the analysis/examination of school settings and to development of concrete strategies for improving involvement.	AND	Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school.  Identifies the positive, culturally-responsive traditions of the school and community.	AND	Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.	AND	Works with others to implement processes that empower parents/guardians and all community stakeholders to make significant decisions.
<b>6b. Federal, State and District Mandates:</b> The school executive designs protocols and processes in order to comply with federal, state, and district mandates.						
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)
Is knowledgeable of applicable federal, state, and district mandates.  Understands district goals and initiatives directed at improving student achievement.	AND	Works with others to design protocols and processes to comply with federal, state, and district mandates.  Works with others to develop strategies for implementing district initiatives directed at improving student achievement.	AND	Works with others to ensure compliance with federal, state, and district mandates.  Continually assesses the progress of district initiatives and reports results to district-level decision-makers.  Works with others to implement district initiatives directed at improving student achievement.	AND	Explains federal, state, and district mandates for the school community so that such mandates are viewed as opportunities for improvement within the school.  Works with others to develop district goals and initiatives directed at improving student achievement.

## Standard 7: Micro-political Leadership

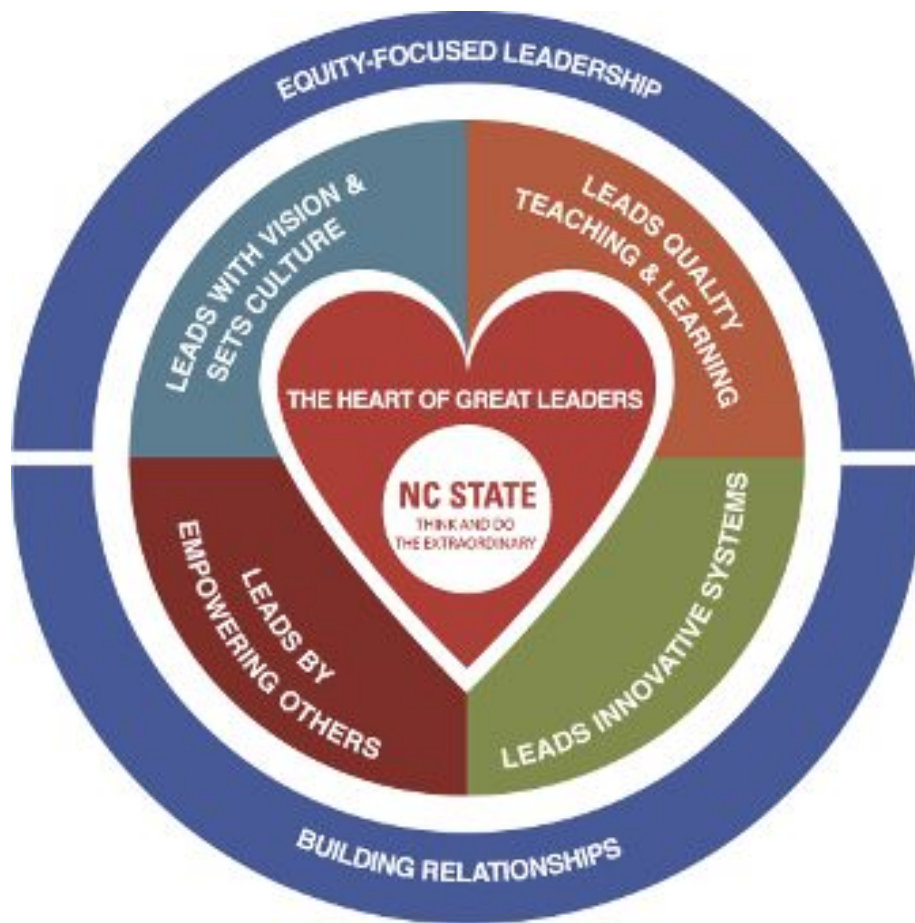
School executives will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school's vision for success. The executive will also creatively employ an awareness of staff's professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

**7a. School Executive Micro-political Leadership:** The school executive develops systems and relationships to leverage staff expertise and influence in order to affect the school's identity, culture, and performance.

Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)
<p>Understands theories of leadership and interpersonal relations that are relevant and can be applied by the effective school executive.</p> <p>Understands ethical leadership and the principles of fairness and equity as they apply to people, processes, and resources in schools.</p>	AND	<p>Develops strategies to maintain high visibility and easy accessibility throughout the school.</p> <p>Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs.</p>	AND	<p>Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.</p>	AND	<p>Works with others to employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.</p>	

# NC STATE Principal Residency Checklist

*Excellent Leaders. Effective Schools. Enriched Communities.©*



## KEY

- Items highlighted in **bold** are MSA student assignments.
- Items highlighted in **blue** have an Equity Focus.

**NC STATE**

College of Education

# *Table of Contents*

<u>Ongoing</u> .....	98
<u>July</u> .....	99
<u>August</u> .....	100, 101
<u>September</u> .....	102, 103
<u>October</u> .....	104, 105
<u>November</u> .....	106, 107
<u>December</u> .....	108, 109
<u>January</u> .....	110, 111
<u>February</u> .....	112, 113
<u>March</u> .....	114, 115
<u>April</u> .....	116, 117
<u>May</u> .....	118, 119
<u>June</u> .....	120
<u>Reference</u> .....	121, 122

# Ongoing

Tasks	Standards
<b>DAILY ACTIVITIES</b>	
<input type="checkbox"/> Complete Principal Residency Log	6I, H3E, T3A
<input type="checkbox"/> Maintain a log of disciplinary issues and resolutions (Discipline Log)	3D, E1F, 5E, V4D, T2F, T2H
<input type="checkbox"/> Maintain a log of parental contacts made (Parent Contact Log)	8C, H4D, H3F, H1H
<input type="checkbox"/> Maintain a log for meetings & other school activities. (Meeting & Activities Log)	9G, H3E, H1G,
<input type="checkbox"/> Empower students and teachers by teaching and modelling appropriate behaviors	E1G, V1, S3D
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H1G, H1H, H1E, 2A, H2A, H2D
<input type="checkbox"/> Advocate for the needs of students (especially students from disadvantaged backgrounds)	8I, V2C, H1F, H1B, T1D, T1F
<b>WEEKLY ACTIVITIES</b>	
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F VIG,
<input type="checkbox"/> Create Reflection Logs	H3B, 6I
<input type="checkbox"/> Supervise extracurricular activities	S3A, 5C

# July

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> <b>Integrating Yourself into the Culture Assignment</b> <ul style="list-style-type: none"> <li>- <b>A.1 Vision Statement</b></li> <li>- <b>A.2 Letter of Introduction</b></li> </ul>	<b>1D, S1A, 1F, T1A, H4A, 1F, V3B V3A, VC3, H4D, I2D</b>
<input type="checkbox"/> <b>Understanding your Community Assignment</b>	<b>S1A, S4C, S3A</b>
<input type="checkbox"/> <b>Understanding your School from a Data Perspective Assignment</b> <ul style="list-style-type: none"> <li>- <b>Develop a Data Notebook</b></li> </ul>	<b>T3E, T3F, I1E, H4E</b>
<input type="checkbox"/> Review school curriculum	<b>T1B, S2A, T1E, T1C, T1H</b>
<input type="checkbox"/> Assist with the development of school calendar, schedule and timetabling (do all students have equitable access to instructional and extracurricular activities?)	<b>9B, S2B, S5 (S5C/S5D)</b>
<input type="checkbox"/> Contribute to the development of the school's budget	<b>9D, S5A, I1I, I1G</b>
<input type="checkbox"/> Tour the building with maintenance and or head custodian to identify safety, cleanliness, and facility needs.	<b>I3C, I2C</b>

# August

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Create a Personal Leadership Development Plan (PLDP)	10G, T1L, 6I
<input type="checkbox"/> Develop SMART (SMARTER) Goals	S1A, E1E
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F, V1G
<input type="checkbox"/> Create Reflection Logs (Weekly)	H3B, 6I
<input type="checkbox"/> Complete Principal Residency Log (Daily)	6I, H3E, T3A
<input type="checkbox"/> Maintain a log of disciplinary issues and resolutions (Discipline Log)	3D, E1F, 5E, V4D, T2F, T2H
<input type="checkbox"/> Maintain a log of parental contacts made (Parent Contact Log)	8C, H4D, H3F, H1H
<input type="checkbox"/> Maintain a log for meetings & other school activities. (Meeting & Activities Log)	9G, H3E, H1G
<input type="checkbox"/> Collaborate with stakeholder to establish protocol for dealing with crises [fire drills, bomb threat, safeguarding issues, etc]	5A, I3A, S5B, S6B
<input type="checkbox"/> Participate actively on School Improvement Team (SIT) to develop and implement school improvement plan.	V2B, S1C, 10B
<input type="checkbox"/> Participate in planning the back to school orientation/activities for students	S5D, S6A, S3A, V1F



# August

<input type="checkbox"/> Participate in planning the back to school orientation/staff development for staff.	E1A, T2E, T1M, V2J, V1F
<input type="checkbox"/> Facilitate the mentoring of new teachers	S4A, S4B, 6B
<input type="checkbox"/> Develop collaborative relationships with team members	E1B, T2G T2C
<input type="checkbox"/> Market the school using the school's website, social media, etc	I1K, S3B, S6A
<input type="checkbox"/> Supervise extracurricular activities (weekly)	S3A, 5C, V4B
<input type="checkbox"/> Empower students and teachers by teaching and modeling appropriate behaviors	E1G, V1, S3D
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H2F, 2A

# September

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Understanding your School from an Operational Perspective Assignment	1E, I2B, H4C, I2A, I2E
<input type="checkbox"/> Understanding your School from a People Perspective	10 A
<input type="checkbox"/> Conduct observations, teacher evaluations (at least two) & complete self reflection	T1N, S4C, V2F, V1G
<input type="checkbox"/> Reading Assignments (Due as assigned)	Varies by class
<input type="checkbox"/> Assist in planning, organizing and conducting a program that specifically serves disadvantaged students [ESL, special and/or exceptional needs, etc] (ongoing)	H1F, V2C S1B, H1E, T1G, I3A
<input type="checkbox"/> Lead challenging/ difficult conversations with students, parents, and or teachers.	H2E, V4A, V3G, H2B
<input type="checkbox"/> Use data from Teacher Working Condition survey to create and maintain a positive work environment for staff.	S4C, 6H, 7A,, S1C, S3A
<input type="checkbox"/> Commit to ongoing and effective oral and written communications with the various stakeholders.	S5C, S8, V3A, S6A, S6B
<input type="checkbox"/> Lead restorative meeting to repair/ restore productive relationships between teachers and: other teachers, parents, and or students.	V4D, V3F, V4C, S3A, H2C

# September

ONGOING ACTIVITIES	
<input type="checkbox"/> Monitor and address attendance data for students and staff	9G, I2B, T3F
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F, V1G
<input type="checkbox"/> Create Reflection Logs (Weekly)	H3B, 6I
<input type="checkbox"/> Complete Principal Residency Log (Daily)	6I, H3E, T3A
<input type="checkbox"/> Maintain a log of disciplinary issues and resolutions (Discipline Log)	3D, E1F, 5E, V4D, T2F, T2H
<input type="checkbox"/> Maintain a log of parental contacts made (Parent Contact Log)	8C, H4D, H3F, H1H
<input type="checkbox"/> Maintain a log for meetings & other school activities. (Meeting & Activities Log)	9G, H3E, H1G
<input type="checkbox"/> Supervise extracurricular activities (weekly)	S3A, 5C, V4B
<input type="checkbox"/> Empower students and teachers by teaching and modeling appropriate behaviors (ongoing)	E1G, V1, S3D
<input type="checkbox"/> Market the school using the school's website, social media, etc	I1K, S6A
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H2F, 2A, H1G

# October

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> <b>Program Writing Assignment (Due as assigned)</b>	<b>V3C</b>
<input type="checkbox"/> <b>Leveraging Human Capital for School Improvement Assignment (Human Capital).</b>	<b>9A</b>
<input type="checkbox"/> Present a professional development session to the faculty or a PLC to improve curricula/instruction	T2A, S4A, S2A, E2C, E1C
<input type="checkbox"/> Establish norms that foster and value student voice.	H1E, S7, V3E
<input type="checkbox"/> Promote accountability among teachers and support staff for students' success.	2C, 7D, S2A, E1E, E1D, V1D
<input type="checkbox"/> Advocate for the needs of students (especially students from disadvantaged backgrounds)	8I, V2C
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> <b>Conduct observations, teacher evaluation (at least four) &amp; complete self reflection</b>	<b>T1N, S4C, V2F, V1G</b>
<input type="checkbox"/> <b>Monitor and address attendance data for students and staff</b>	<b>9G, I2B, T3F</b>
<input type="checkbox"/> <b>Develop focus for and conduct Learning Walks (at least twice per week)</b>	<b>T1N, S4C, V2F, V1G</b>
<input type="checkbox"/> <b>Create Reflection Logs (Weekly)</b>	<b>H3B, 6I</b>

# October

<input type="checkbox"/> Complete Principal Residency Log (Daily)	6I, H3E, T3A
<input type="checkbox"/> Maintain a log of disciplinary issues and resolutions (Discipline Log)	3D, E1F, 5E, V4D, T2F, T2H
<input type="checkbox"/> Maintain a log of parental contacts made (Parent Contact Log)	8C, H4D, H3F, H1H
<input type="checkbox"/> Maintain a log for meetings & other school activities. (Meeting & Activities Log)	9G, H3E, H1G
<input type="checkbox"/> Reading Assignments (Due as assigned)	Varies by class
<input type="checkbox"/> Lead restorative meeting to repair/ restore productive relationships between teachers and: other teachers, parents, and or students.	V4D, V3F, V4C
<input type="checkbox"/> Empower students and teachers by teaching and modeling appropriate behaviors	E1G, V1, S3D
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H2F, 2A, H1G
<input type="checkbox"/> Market the school using the school's website, social media, etc	I1K, S6A
<input type="checkbox"/> Supervise extracurricular activities (weekly)	S3A, 5C, V4B

# November

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Participate in an IEP meeting to review procedures involved with screening, evaluating, and serving children with exceptionalities.	3C, 4C, T1G, V2C, H1E
<input type="checkbox"/> Develop the capacity, opportunities, and support for teacher leadership	E1A, 6G, S4A E2B, I2D, S1D, ESE
<input type="checkbox"/> Attend a school board meeting	I3B, 9J
<input type="checkbox"/> Establish or support systems which raise awareness and support for mental health issues [students, teachers, parents].	V2I, H3C, H1F
<input type="checkbox"/> Create/ implement processes that empower staff and parents to become involved in school activities and decision making processes.	S6A, S1D, E2A, H3A
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> Program Writing Assignment (Due as assigned)	V3C
<input type="checkbox"/> Monitor and address attendance data for students and staff	9G, I2B, T3F
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F, V1G
<input type="checkbox"/> Create Reflection Logs (Weekly)	H3B, 6I
<input type="checkbox"/> Maintain a log of disciplinary issues and resolutions (Discipline Log)	3D, E1F, 5E, V4D, T2F, T2H

# November

<input type="checkbox"/> <b>Maintain a log of parental contacts made (Parent Contact Log)</b>	<b>8C, H4D, H3F, H1H</b>
<input type="checkbox"/> <b>Complete Principal Residency Log (Daily)</b>	<b>6I, H3E, T3A</b>
<input type="checkbox"/> <b>Maintain a log for meetings &amp; other school activities. (Meeting &amp; Activities Log)</b>	<b>9G, H3E, H1G</b>
<input type="checkbox"/> <b>Reading Assignments (Due as assigned)</b>	<b>Varies by class</b>
<input type="checkbox"/> <b>Lead restorative meeting to repair/ restore productive relationships between teachers and: others teachers, parents, and or students.</b>	<b>V4D, V3F, V4C</b>
<input type="checkbox"/> <b>Empower students and teachers by teaching and modeling appropriate behaviors</b>	<b>E1G, V1, S3D</b>
<input type="checkbox"/> <b>Demonstrate ethical and professional conduct in relationships with others and decision-making.</b>	<b>H2F, 2A, H1G</b>
<input type="checkbox"/> <b>Market the school using the school's website, social media, etc</b>	<b>I1K, S6A</b>
<input type="checkbox"/> <b>Supervise extracurricular activities (weekly)</b>	<b>S3A, 5C, V4B</b>

# December

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Understanding the Developmental Levels of Students (PreK-12)	S3A, V1E
<input type="checkbox"/> Video Reflection (Due five days before the end of each semester)	H3B 6I,
<input type="checkbox"/> Day in the Life Assignment	3A, 10A, 2C
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> Program Writing Assignment (Due as assigned)	V3C
<input type="checkbox"/> Conduct observations, teacher evaluation (at least once) & complete self reflection	T1N, S4C, V2F, V1G
<input type="checkbox"/> Monitor and address attendance data for students and staff	9G, I2B, T3F
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F, V1G
<input type="checkbox"/> Create Reflection Logs (Weekly)	H3B, 6I
<input type="checkbox"/> Complete Principal Residency Log (Daily)	6I, H3E, T3A
<input type="checkbox"/> Maintain a log of parental contacts made (Parent Contact Log)	8C, H4D, H3F, H1H
<input type="checkbox"/> Reading Assignments (Due as assigned)	Varies by class



# December

<input type="checkbox"/> <b>Maintain a log for meetings &amp; other school activities. (Meeting &amp; Activities Log)</b>	<b>9G, H3E, H1G</b>
<input type="checkbox"/> <b>Maintain a log of disciplinary issues and resolutions (Discipline Log) (Consider how exclusionary practices lead to inequities in education)</b>	<b>3D, E1F, 5E, V4D, T2F, T2H</b>
<input type="checkbox"/> Lead restorative meeting to repair/ restore productive relationships between teachers and: other teachers, parents, and or students.	V4D, V3F, V4C
<input type="checkbox"/> Market the school using the school's website, social media, etc	I1K, S6A
<input type="checkbox"/> Supervise extracurricular activities (weekly)	S3A, 5C, V4B
<input type="checkbox"/> Empower students and teachers by teaching and modeling appropriate behaviors (ongoing)	E1G, V1, S3D
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H2F, 2A, H1G

# January

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Update Personal Leadership Development Plan (PLDP)	10G, T1L, 6I
<input type="checkbox"/> Update SMART (SMARTER) Goals	S1A, E1E
<input type="checkbox"/> Participate in a district level planning meeting; e.g. Title 1, math, exceptional children, school assignment, etc	I3B, 9J
<input type="checkbox"/> Develop and maintain productive relationship with Central Office	2A, 7E, 9J
<input type="checkbox"/> Plan activity to recognize/ celebrate students' achievement. (How are successes other than primarily traditional academics valued?)	V2H, V3D, S8, S3C
<input type="checkbox"/> Coordinate and lead staff meeting	S3B, S7
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> Program Writing Assignment (Due as assigned)	V3C
<input type="checkbox"/> Conduct observations, teacher evaluation (at least three) & complete self reflection	T1N, S4C, V2F, V1G
<input type="checkbox"/> Monitor and address attendance data for students and staff	9G, I2B, T3F
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F, V1G
<input type="checkbox"/> Create Reflection Logs (Weekly)	H3B, 6I
<input type="checkbox"/> Complete Principal Residency Log (Daily)	6I, H3E, T3A

# January

<input type="checkbox"/> <b>Maintain a log of disciplinary issues and resolutions (Discipline Log)</b>	<b>3D, E1F, 5E, V4D, T2F, T2H</b>
<input type="checkbox"/> <b>Maintain a log of parental contacts made (Parent Contact Log)</b>	<b>8C, H4D, H3F, H1H</b>
<input type="checkbox"/> <b>Maintain a log for meetings &amp; other school activities. (Meeting &amp; Activities Log)</b>	<b>9G, H3E, H1G</b>
<input type="checkbox"/> <b>Reading Assignments (Due as assigned)</b>	<b>Varies by class</b>
<input type="checkbox"/> <b>Lead restorative meeting to repair/ restore productive relationships between teachers and: other teachers, parents, and or students.</b>	<b>V4D, V3F, V4C</b>
<input type="checkbox"/> <b>Demonstrate ethical and professional conduct in relationships with others and decision-making.</b>	<b>H2F, 2A, H1G</b>
<input type="checkbox"/> <b>Market the school using the school's website, social media, etc</b>	<b>I1K, S6A</b>
<input type="checkbox"/> <b>Supervise extracurricular activities (weekly)</b>	<b>S3A, 5C, V4B</b>
<input type="checkbox"/> <b>Empower students and teachers by teaching and modeling appropriate behaviors</b>	<b>E1G, V1, S3D</b>

# February

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Develop and maintain relationships with feeder schools.	I3E, 9I
<input type="checkbox"/> Present a professional development session to the faculty or a PLC to improve staff data literacy.	E2C, E1C, S2A, S3A, 7F
<input type="checkbox"/> Participate in planning for end of year activities [prom, graduation, school awards, etc]	I1J, S3C, V2H
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> <b>Program Writing Assignment (Due as assigned)</b>	<b>V3C</b>
<input type="checkbox"/> <b>Conduct observations, teacher evaluation (at least *2) &amp; complete self reflection</b> - <b>Formal Evaluation of Teacher's use of Questioning.</b>	<b>T1N, S4C, V2F, V1G</b>
<input type="checkbox"/> <b>Conduct observations, teacher evaluation (at least two) &amp; complete self reflection (Consider how quality of teacher impacts instruction and who has access to the best teachers)</b>	<b>T1N, S4C, V2F, V1G</b>
<input type="checkbox"/> <b>Monitor and address attendance data for students and staff</b>	<b>9G, I2B, T3F</b>
<input type="checkbox"/> <b>Develop focus for and conduct Learning Walks (at least twice per week)</b>	<b>T1N, S4C, V2F, V1G</b>
<input type="checkbox"/> <b>Create Reflection Logs (Weekly)</b>	<b>H3B, 6I</b>
<input type="checkbox"/> <b>Complete Principal Residency Log (Daily)</b>	<b>6I, H3E, T3A</b>
<input type="checkbox"/> <b>Maintain a log of disciplinary issues and resolutions (Discipline Log)</b>	<b>3D, E1F, 5E, V4D, T2F, T2H</b>

# February

<input type="checkbox"/> <b>Maintain a log of parental contacts made (Parent Contact Log)</b>	<b>8C, H4D, H3F, H1H</b>
<input type="checkbox"/> <b>Maintain a log for meetings &amp; other school activities. (Meeting &amp; Activities Log)</b>	<b>9G, H3E, H1G</b>
<input type="checkbox"/> <b>Reading Assignments (Due as assigned)</b>	<b>Varies by class</b>
<input type="checkbox"/> <b>Lead restorative meeting to repair/ restore productive relationships between teachers and: others teachers, parents, and or students.</b>	<b>V4D, V3F, V4C</b>
<input type="checkbox"/> <b>Market the school using the school's website, social media, etc</b>	<b>I1K, S6A</b>
<input type="checkbox"/> <b>Supervise extracurricular activities (weekly)</b>	<b>S3A, 5C, V4B</b>
<input type="checkbox"/> <b>Empower students and teachers by teaching and modeling appropriate behaviors</b>	<b>E1G, V1, S3D</b>
<input type="checkbox"/> <b>Demonstrate ethical and professional conduct in relationships with others and decision-making.</b>	<b>H2F, 2A, H1G</b>

# March

Tasks	Standards
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> Program Writing Assignment (Due as assigned)	V3C
<input type="checkbox"/> Conduct observations, teacher evaluation (at least three) & complete self reflection	T1N, S4C, V2F, V1G
<input type="checkbox"/> Monitor and address attendance data for students and staff (Who is missing school and Why? Are efforts being made to alleviate attendance barriers?)	9G, I2B, H1A, T3F
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F, V1G
<input type="checkbox"/> Create Reflection Logs (Weekly)	H3B, 6I
<input type="checkbox"/> Complete Principal Residency Log (Daily)	6I, H3E, T3A
<input type="checkbox"/> Maintain a log of parental contacts made (Parent Contact Log)	8C, H4D, H3F, H1H
<input type="checkbox"/> Maintain a log of disciplinary issues and resolutions (Discipline Log)	3D, E1F, 5E, V4D, T2F, T2H
<input type="checkbox"/> Maintain a log for meetings & other school activities. (Meeting & Activities Log)	9G, H3E, H1G
<input type="checkbox"/> Reading Assignments (Due as assigned)	Varies by class
<input type="checkbox"/> Market the school using the school's website, social media, etc	I1K, S6A

# March

<input type="checkbox"/> Supervise extracurricular activities (weekly)	S3A, 5C, V4B
<input type="checkbox"/> Empower students and teachers by teaching and modeling appropriate behaviors (ongoing)	E1G, V1, S3D
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H2F, 2A, H1G
<input type="checkbox"/> Lead restorative meeting to repair/ restore productive relationships between teachers and: other teachers, parents, and or students.	V4D, V3F, V4C

# April

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Review testing compliance procedures, students' testing accommodations and participate in coordinating testing plans.	3D, S1B
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> Program Writing Assignment (Due as assigned)	V3C
<input type="checkbox"/> Conduct observations, teacher evaluation (at least twice) & complete self reflection	T1N, S4C, V2F, V1G
<input type="checkbox"/> Monitor and address attendance data for students and staff	9G, I2B, T3F
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F, V1G
<input type="checkbox"/> Create Reflection Logs (Weekly)	H3B, 6I
<input type="checkbox"/> Complete Principal Residency Log (Daily)	6I, H3E, T3A
<input type="checkbox"/> Maintain a log of parental contacts made (Parent Contact Log)	8C, H4D, H3F, H1H
<input type="checkbox"/> Maintain a log of disciplinary issues and resolutions (Discipline Log)	3D, E1F, 5E, V4D, T2F, T2H
<input type="checkbox"/> Maintain a log for meetings & other school activities. (Meeting & Activities Log)	9G, H3E, H1G
<input type="checkbox"/> Reading Assignments (Due as assigned)	Varies by class



# April

<input type="checkbox"/> Market the school using the school's website, social media, etc	I1K, S6A
<input type="checkbox"/> Lead restorative meeting to repair/ restore productive relationships between teachers and: other teachers, parents, and or students.	V4D, V3F, V4C
<input type="checkbox"/> Supervise extracurricular activities (weekly)	S3A, 5C, V4B
<input type="checkbox"/> Empower students and teachers by teaching and modeling appropriate behaviors (ongoing)	E1G, V1, S3D
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H2F, 2A, H1G

# May

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Complete Problem of Practice Project	I1C, I1D, I1E, I1F
<input type="checkbox"/> Day in the Life Assignment	3A, 10A, 2C
<input type="checkbox"/> Video Reflection (Due five days before the end of each semester)	H3B 6I,
<input type="checkbox"/> Teaching as Modelling	E1G, V1
<input type="checkbox"/> Understanding the Developmental Levels of Students (PreK-12)	S3A, V1E
<input type="checkbox"/> Participate in the recruitment and hiring of certified and non certified employees. (Are strategic questions asked regarding mind set and candidates demonstrated commitment to equity and social justice in education?)	6A, V2G, S4B, I2A, I1H
<input type="checkbox"/> Participate in the administration and supervision of testing.	I3D,
<input type="checkbox"/> Collaborate with other administrators to celebrate teacher appreciation week.	6H, S3C, H1C, H1D, H1I
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> Program Writing Assignment (Due as assigned)	vc3
<input type="checkbox"/> Conduct observations, teacher evaluation (weekly) & complete self reflection	T1N, S4C, V2F, V1G

# May

<input type="checkbox"/> Monitor and address attendance data for students and staff	9G, I2B, T3F
<input type="checkbox"/> Develop focus for and conduct Learning Walks (at least twice per week)	T1N, S4C, V2F, V1G
<input type="checkbox"/> Create Reflection Logs (Weekly)	H3B, 6I
<input type="checkbox"/> Complete Principal Residency Log (Daily)	6I, H3E, T3A
<input type="checkbox"/> Maintain a log of parental contacts made (Parent Contact Log)	8C, H4D, H3F, H1H
<input type="checkbox"/> Maintain a log of disciplinary issues and resolutions (Discipline Log)	3D, E1F, 5E, V4D, T2F, T2H
<input type="checkbox"/> Maintain a log for meetings & other school activities. (Meeting & Activities Log)	9G, H3E, H1G
<input type="checkbox"/> Reading Assignments (Due as assigned)	Varies by class
<input type="checkbox"/> Lead restorative meeting to repair/ restore productive relationships between teachers and: other teachers, parents, and or students.	V4D, V3F, V4C
<input type="checkbox"/> Market the school using the school's website, social media, etc	I1K, S6A
<input type="checkbox"/> Supervise extracurricular activities (weekly)	S3A, 5C, V4B
<input type="checkbox"/> Empower students and teachers by teaching and modeling appropriate behaviors (ongoing)	E1G, V1, S3D
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H2F, 2A, H1G

# June

Tasks	Standards
<b>NEW ACTIVITIES</b>	
<input type="checkbox"/> Order instructional materials, supplies and equipment for the new school year. (Consider representation throughout all curriculum and materials)	9C, T3C, T1O, T1I, T1K, T3G
<input type="checkbox"/> Facilitate the closing of the school building	I3C
<input type="checkbox"/> Finalize staff evaluation	T1N, S4C, V1G, T3B, T3D
<input type="checkbox"/> Finalize staffing plans for the new school year	6A, 6B, S5, S4B, V2G
<b>ONGOING ACTIVITIES</b>	
<input type="checkbox"/> Empower students and teachers by teaching and modelling appropriate behaviors (ongoing)	E1G, V1
<input type="checkbox"/> Demonstrate ethical and professional conduct in relationships with others and decision-making.	H2F, 2A, H1G

# Reference

## [NC State Program Standard \(Heart of a Leader\)](#)

### [Wallace Leader Standards](#)

#### Heart of a Great Leader (**H**)

- H1** Chief Caretaker and Advocate
- H2** Leads With Courage
- H3** Lead Learner
- H4** Entrepreneurial and Visionary

#### Leads with Vision and Sets Culture (**V**)

- V1** Fosters and Models High Expectations
- V2** Continually Evaluates and Shapes a Healthy School Culture
- V3** Communicates Effectively
- V4** Builds Trusting Relationships
- V5** Envisions the Future

#### Leads Quality Teaching and Learning (**T**)

- T1** Instructional Leader for the Classroom
- T2** Team Builder for Instructional Improvement for the School
- T3** Data Literacy

#### Leads by Empowering Others (**E**)

- E1** Empowers Through Capacity Building
- E2** Empowers Through Distributive Leadership

#### Leads Innovative Systems (**I**)

- I1** Models Systems Innovation
- I2** Integrates Systems of Continuous Improvement
- I3** Manages the Interface among Systems

# Reference

## [NC Standards for School Executives](#)

- S1**    **Standard 1** - Strategic Leadership
- S2**    **Standard 2** - Instructional Leadership
- S3**    **Standard 3** - Cultural Leadership
- S4**    **Standard 4** - Human Resource Leadership
- S5**    **Standard 5** - Managerial Leadership
- S6**    **Standard 6** - External Development Leadership
- S7**    **Standard 7** - Micropolitical Leadership
- S8**    **Standard 8** - Academic Achievement Leadership

## [Professional Standards for Educational Leaders \(National Standards\)](#)

- STANDARD 1** - Mission, Vision, and Core Values **(1A-G)**
- STANDARD 2** - Ethics and Professional Norms **(2A-F)**
- STANDARD 3** - Equity and Cultural Responsiveness **(3A-H)**
- STANDARD 4** - Curriculum, Instruction, and Assessment **(4A-G)**
- STANDARD 5** - Community of Care and Support for Students **(5A-F)**
- STANDARD 6** - Professional Capacity of School Personnel **(6A-I)**
- STANDARD 7** - Professional Community for Teachers and Staff **(7A-H)**
- STANDARD 8** - Meaningful Engagement of Families and Community **(8A-J)**
- STANDARD 9** - Operations and Management **(9A-L)**
- STANDARD 10** -School Improvement **(10A-J)**

## Learning Outcomes

### 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

## 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
<a href="#">Scriptally</a> implicit	Text questions with non-textual response; illustrated by reading beyond the lines

## 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.

<b>Explain</b>	Provide thorough and justifiable accounts of phenomena, facts, and data.
<b>Interpret</b>	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.
<b>Apply</b>	Effectively use and adapt what they know in diverse contexts.
<b>Have Perspective</b>	See and hear points of view through critical eyes and ears; see the big picture.
<b>Emphasize</b>	Find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior indirect experience.
<b>Have Self-Knowledge</b>	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.

## References

- Aschner, M. J. & Gallagher, J. J. (1965). *A system for classifying thought processes in the context of classroom verbal interaction*. Institute for Research on Exceptional Children, Urbana: University of Illinois, 1965.
- Barrett, T. C. (1972). *Taxonomy of reading comprehension. Reading 360 Monograph*. Lexington, MA: Ginn & Co.
- Bloom, B. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York: David McKay Company, Inc.
- Scales, A. M., & Shen, L. B. (2004). An investigation of questions in McGuffey's second readers (18).  
[http://www.readingonline.org/articles/art\\_index.asp?HREF=scales/index.htm](http://www.readingonline.org/articles/art_index.asp?HREF=scales/index.htm)
- Wiggins, G., McTighe, J., & Association for Supervision and Curriculum Development, A. V. (1998). *Understanding by Design*.