

EXECUTIVE SUMMARY

Title: Revision of the Standards for Teacher Evaluation

Type of Executive Summary:

- Action
 Action on First Reading
 Discussion
 Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # QP-C-006
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Ms. Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission [NCPTSC]), Ms. Carolyn Williams (Chair, NCPTSC), and Dr. Jack Hoke (Member, NCPTSC)

Description:

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. In line with the State Board of Education’s new goals, the NC Professional Teaching Standards Commission was charged with reviewing and revising the standards for the evaluation of teachers to ensure their alignment with SBE goals. The proposed new standards have been widely vetted. Upon Board approval, work will begin on the development and validation of a new evaluation instrument for teachers.

Resources:

Federal funding is available to cover the cost of development and validation of the new instrument. A Request for Proposals will be issued following SBE approval of the new/revised standards. Cost will be considered in the selection of the contractor.

Input Process:

These standards were developed by the NC Professional Teaching Standards Commission. The draft standards have been widely vetted including distribution at the NCAE convention, the Closing the Gap conference, the Personnel Administrators of North Carolina (PANC) conference, and at the Superintendent’s Quarterly meeting. They have been posted on the DPI and the NCAE websites. They have been shared with teacher educators. In addition, six widely publicized regional focus groups have been conducted.

Stakeholders:

LEAs, Teachers, IHEs

Timeline For Action:

The proposed new/revised standards are presented for discussion this month and will be presented for approval next month. Upon SBE approval, a Request for Proposals will be issued for the development and validation of a new evaluation instrument

Recommendations:

It is recommended that the proposed new/revised standards for the evaluation of teachers be approved by the State Board.

 Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
 Specify: _____
 Audio Requirements (computer or other, except for PA system which is provided)
 Specify: _____
 Document Camera (for transparencies or paper documents – white paper preferred)

-

Motion By: _____
Vote: Yes _____ No _____
Approved _____ Disapproved _____

Seconded By: _____
Abstain _____
Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355



North Carolina
Professional Teaching Standards
Commission

STANDARDS FOR
TEACHING
IN NORTH CAROLINA

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STANDARDS FOR TEACHING IN NORTH CAROLINA

FUTURE-READY STUDENTS for the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

A New Vision of Teaching

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st century.

- ✓ Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- ✓ Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- ✓ Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy
- ✓ In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they know how to learn, innovate, collaborate, and communicate their ideas.
- ✓ Additionally, 21st century content (global awareness, civic literacy, financial literacy and health awareness) are included in the core content areas.
- ✓ Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- ✓ Teachers are reflective about their practice and include assessments that are authentic, structured, and demonstrate student understanding.
- ✓ Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

Intended Purposes of the Standards

The Standards for Teaching in North Carolina have been developed as a guide for teachers as they continually improve their effectiveness. These Standards will guide professional development as we move forward in the 21st century so that teachers can attain the skills and knowledge needed, focus teacher evaluations, and inform higher education programs as they develop the content and requirements of teacher education programs.

Organization of the Standards

Standard: The Standards is the broad category of the teacher's knowledge and skills;

Summary: The summary more fully describes the content of the Standard;

Practices: The practices define what one would see the teacher doing to demonstrate the Standard

Artifacts: (To be completed by the Commission) The artifacts are examples of what the teacher might include as evidence that he/she is meeting the Standards.

STANDARD I: TEACHERS ARE LEADERS.
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Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners.

- ✓ Take responsibility for all students
- ✓ Communicate vision to students
- ✓ Use data to organize, plan, and set goals
- ✓ Use a variety of assessment data throughout the year to evaluate progress
- ✓ Establish a safe and orderly environment
- ✓ Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school staff including administrators and licensed and non-licensed personnel to create a school-wide learning community. They take an active role in analyzing local, state, and national data. Teachers develop goals and strategies through a school improvement plan that enhances student learning and working conditions in the school. Choosing resources in a strategic manner, teachers take an active role in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- ✓ Work collaboratively with all staff to create a learning community
- ✓ Analyze data
- ✓ Develop goals and strategies through a school improvement plan
- ✓ Assist in determining school budget and professional development
- ✓ Participate in hiring process
- ✓ Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers advocate for improving the teaching profession. They contribute to the establishment of positive working conditions in their school, district, and across the state. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession which may include participation in their professional organizations.

- ✓ Advocate to improve the profession
- ✓ Contribute to the establishment of good working conditions
- ✓ Participate in decision-making structures
- ✓ Promote professional growth
- ✓ Participate in professional organizations

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in implementing initiatives to improve the education of students.

- ✓ Advocate for positive change in policies and practices affecting student learning
- ✓ Implement initiatives to improve education

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents/guardians, and the community. Teachers improve communication and collaboration between the home, school, and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers find solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their children.

- ✓ Improve communication and collaboration between the home, school, and community
- ✓ Promote trust and understanding and build partnerships with school community
- ✓ Seek solutions to overcome obstacles that prevent parental/community involvement

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on current research and relevant data to best meet the needs of students.

- ✓ Actively investigate and consider new ideas that improve teaching and learning
- ✓ Adapt practice based on research and data

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

- ✓ Demonstrate ethical principles
- ✓ Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD II: TEACHERS KNOW THE CONTENT THEY TEACH.**Teachers align their instruction with the required curriculum.**

The North Carolina Standard Course of Study is the foundation for instruction. In addition, teachers investigate the content standards developed by professional organizations in their specialty area. Teachers develop and apply strategies to make the curriculum rigorous and relevant for all students. Teachers know how to develop literacy skills including reading, writing, speaking, computing, and solving problems appropriate to their specialty areas.

The teaching of reading is critical in elementary school; therefore, it is vital that elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers are also teachers of reading and writing and incorporate literacy instruction within the content area/discipline.

- ✓ Teach the NC Standard Course of Study
- ✓ Develop and apply strategies to make the curriculum rigorous and relevant
- ✓ Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

All teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have a broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas/disciplines.

- ✓ Know subject beyond the content they teach
- ✓ Direct students' curiosity in subject

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the NC Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers understand and address the international relevance of the subjects they teach and promote global awareness.

- ✓ Know links between grade/subject and the Standard Course of Study
- ✓ Relate content to other disciplines
- ✓ Address international relevance and promote global awareness

Teachers make the content areas/disciplines they teach relevant to the daily lives of students.

Teachers incorporate 21st century life skills into their content area. These life skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility. Teachers help their students understand the interconnectedness between the core content and 21st century content that includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness.

- ✓ Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility.
- ✓ Demonstrate the interconnectedness between the core content and 21st century content that includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness.

<p>STANDARD III: TEACHERS KNOW HOW TO FACILITATE LEARNING FOR ALL STUDENTS</p>

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of all students.

Teachers know how students think and learn. Teachers also understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and design their instruction for all students. Teachers are cognizant of students' strengths and weaknesses. Teachers keep abreast of evolving research and understand the influences that affect student learning. They adapt resources to meet the needs of all students.

- ✓ Know how students think and learn
- ✓ Keep abreast of evolving research and understand the influences on student learning
- ✓ Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for all students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning. These plans reflect an understanding of how students learn. They engage students in the learning process. Teachers understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- ✓ Collaborate with other teachers
- ✓ Use data for short and long range planning
- ✓ Monitor and modifies plans to enhance student learning
- ✓ Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of all students in order to eliminate achievement gaps. To teach all students successfully, teachers must have command of a wide range of techniques including the use of information and communication technology, an understanding of learning styles, and strategies to differentiate instruction.

- ✓ Choose methods and materials to eliminate the achievement gap
- ✓ Employ a wide range of techniques using information and communication technology, an understanding of learning styles, and strategies to differentiate instruction
- ✓ Integrate and utilize technology

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- ✓ Know appropriate use
- ✓ Assist students in use of technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. Teachers help students exercise sound reasoning in understanding, make complex choices, understand the interconnections among systems, and frame, analyze and solve problems.

- ✓ Encourage students to ask questions, think creatively, innovate and test ideas, synthesize knowledge and draw conclusions
- ✓ Help students exercise sound reasoning in understanding, make complex choices, understand the connections among systems, and frame, analyze and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. They teach the importance of cooperation and collaboration in order for students to be successful in school and in life.

Teachers incorporate life skills into their teaching deliberately, strategically, and broadly. Teachers help students develop skills needed in the workplace including leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

- ✓ Organize learning teams in classroom
- ✓ Incorporate 21st century workplace skills that develop leadership, ethics, accountability, personal productivity, person responsibility, people skills, self direction, and social responsibility

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and interpreters and are able to communicate with students in a variety of ways. Teachers help students articulate thoughts and ideas clearly and effectively.

- ✓ Communicate clearly with students in a variety of ways
- ✓ Assist students in articulating thoughts and ideas in clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth and to eliminate achievement gaps. Teachers provide opportunities, methods, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of 21st Century knowledge, skills, performance, and dispositions.

- ✓ Use multiple indicators, both formative and summative to evaluate students and eliminate the achievement gap
- ✓ Provide opportunities for self-assessment
- ✓ Use 21st Century knowledge, skills, performance and dispositions

<p>STANDARD IV: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS.</p>
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Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- ✓ Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

- ✓ Demonstrate knowledge of diverse cultures
- ✓ Select materials and develop lessons that counteract stereotypes and incorporate contributions.

Teachers treat students as individuals.

Teachers maintain high expectations including graduation from high school for children of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- ✓ Maintain high expectations for all students
- ✓ Appreciate differences and value contributions by building positive, appropriate relationships

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a child's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate multiple perspectives instruction.

- ✓ Understand how culture and background may influence student performance
- ✓ Examine different points of view
- ✓ Takes step to communicate even when language is a barrier

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that the needs of all learners are met.

- ✓ Collaborate with specialists
- ✓ Engage and ensure they meet the needs of all students through inclusion and other models of effective practice

STANDARD V: TEACHERS ARE REFLECTIVE ABOUT THEIR PRACTICE.**Teachers analyze student learning.**

Teachers think systematically and critically about student learning in their classrooms and schools: why it happens and what can be done to improve student achievement. Teachers collect

and analyze student performance data to improve school and classroom effectiveness. Teachers use technology to assist in their interpretation of the data.

- ✓ Think systematically about learning in their classroom, why it happens and what can be done to improve student achievement
- ✓ Collect and analyze student performance data to improve effectiveness
- ✓ Use technology to assist in their interpretation of data

Teachers collaborate with their colleagues.

Teachers value and learn from the expertise of other educators on the local, state, national and international levels. They offer and accept support, encouragement, and advice that promote a culture that embraces change and stimulates dynamic, continuous improvement. Teachers assume responsibility for the effectiveness of their colleagues and of the entire school. They collect the best ideas and practices and collaborate with their colleagues to construct rigorous and relevant lessons for students that reflect the interconnectivity of the world.

- ✓ Value and learn from other educators on the local, national and international levels
- ✓ Promote a culture that embraces change and promotes dynamic, continuous improvement
- ✓ Collaborate with colleagues to construct rigorous and relevant lessons that reflect the interconnectivity of the world

Teachers demonstrate lifelong learning for the 21st Century.

Teachers participate in continued professional growth in order to improve effectiveness. Teachers participate in professional learning communities that include study groups, collective inquiry, action research, virtual learning, and collaborative teams for continuous improvement.

Teachers learn about the interconnectedness of the world and educational practices in other countries through research, international experiences, travel, technology including virtual learning, and/or language study.

Teachers participate in high quality professional development that reflects 21st Century skills and knowledge, aligns with State Board of Education priorities, and meets the needs of their students and their own professional growth.

Teachers demonstrate the value of lifelong learning and the importance of continuing to learn and grow throughout their lives.

- ✓ Participate in continued professional growth to improve effectiveness
- ✓ Participate in professional learning communities
- ✓ Learn about the interconnectedness of the world and educational practices in other countries
- ✓ Participate in high quality professional development
- ✓ Demonstrate to students the value of lifelong learning

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Professionals

Category: Qualifications and Evaluation

Policy ID Number: ~~QTC~~P-C-006

Policy Title: Policy on Standards and Criteria for Evaluation of Professional School Employees

Current Policy Date: ~~12/07/2006~~ 06/07/07

Other Historical Information: Previous Board dates: 05/08/1998, 01/13/1999, 11/02/2006

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

Standards for Teacher Evaluation

~~I. Area One – Vision~~

~~— The teacher is an educational leader who facilitates the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students.~~

- ~~1.1 Participates in the development of a broad vision and goals for the school.~~
- ~~1.2 Develops strategies and priorities for implementing the school's vision via the School Improvement Plan.~~
- ~~1.3 Communicates the schools vision, goals, and priorities to appropriate constituencies.~~
- ~~1.4 Evaluates progress toward achieving the school's improvement goals and participates in developing appropriate modifications.~~

~~II. Area Two – High Student Performance~~

~~— The teacher is an educational leader who promotes the development of organizational, instructional, and assessment strategies to maximize educational achievement.~~

- ~~2.1 Understands central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and makes the subject matter meaningful to all students.~~
- ~~2.2 Understands how children learn and provides differentiated learning opportunities that support intellectual, social, and personal development of diverse learners.~~
- ~~2.3 Understands how students differ in their approaches to learning and creates instructional opportunities adapted to diverse learners.~~
- ~~2.4 Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.~~
- ~~2.5 Works to meet the growth standards established by the North Carolina ABCs of Public Education accountability model.~~

- ~~2.6 Recognizes, honors, and celebrates success.~~
- ~~2.7 Works to ensure that every student masters essential knowledge and skills as outlined in the NC Standard Course of Study and local curricula.~~
- ~~2.8 Works to prepare students for lifelong learning and career opportunities.~~

III. Area Three – Safe and Orderly Schools

~~— The teacher is an educational leader who works collaboratively to ensure a working and learning climate for all students that is safe, secure, and respectful of diversity.~~

- ~~3.1 Engages every student in relevant learning experiences that promote high student performance.~~
- ~~3.2 Develops a climate of openness, fairness, mutual respect, support, and inquiry.~~
- ~~3.3 Establishes and maintains a safe and secure classroom environment.~~
- ~~3.4 Manages student misconduct promptly and resolves conflict and crises effectively.~~
- ~~3.5 Demonstrates respect for students, colleagues, administrators, and parents.~~
- ~~3.6 Models and reinforces self-discipline and responsibility.~~
- ~~3.7 Works effectively with school colleagues, parents, and the community to support students' learning and well-being.~~

IV. Area Four – Quality Teachers, Administrators, and Staff

~~— The teacher is an educational leader who seeks continuous personal and professional improvement in order to maintain high performance and self-renewal.~~

- ~~4.1 Evaluates continually the effects of his or her choices and actions, is a reflective practitioner, and actively seeks opportunities to grow professionally.~~
- ~~4.2 Supports the induction of new teachers and demonstrates pride in teaching as a profession.~~
- ~~4.3 Participates in professional development aligned with the school improvement plan and state priorities.~~
- ~~4.4 Participates in collaborative work groups to set challenging goals for the school and supports the learning of others.~~
- ~~4.5 Demonstrates high ethical and professional standards.~~

V. Area Five – Effective and Efficient Operation

~~— The teacher is an educational leader who uses excellent management and leadership skills to achieve effective and efficient organization and to maximize educational achievement.~~

- ~~5.1 Plans instruction based upon knowledge of subject matter, students, the community and curriculum goals outlined in the Standard Course of Study.~~
- ~~5.2 Participates in school-based planning and decision-making for effective and efficient operation of the school.~~
- ~~5.3 Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.~~
- ~~5.4 Uses available technology to enhance communication and learning.~~
- ~~5.5 Communicates effectively.~~
- ~~5.6 Seeks the resources necessary to achieve classroom and school goals.~~
- ~~5.7 Adheres to deadlines for submitting required information and reports.~~
- ~~5.85.1 Uses classroom procedures that support effective learning and high student achievement.~~

STANDARDS FOR TEACHING IN NORTH CAROLINA

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- ✓ Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility.
- ✓ Demonstrate the interconnectedness between the core content and 21st century content that includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness.

STANDARD III: TEACHERS KNOW HOW TO FACILITATE LEARNING FOR ALL STUDENTS

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of all students.

Teachers know how students think and learn. Teachers also understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and design their instruction for all students. Teachers are cognizant of students' strengths and weaknesses. Teachers keep abreast of evolving research and understand the influences that affect student learning. They adapt resources to meet the needs of all students.

- ✓ Know how students think and learn
- ✓ Keep abreast of evolving research and understand the influences on student learning
- ✓ Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for all students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning. These plans reflect an understanding of how students learn. They engage students in the learning process. Teachers understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- ✓ Collaborate with other teachers
- ✓ Use data for short and long range planning
- ✓ Monitor and modifies plans to enhance student learning
- ✓ Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of all students in order to eliminate achievement gaps. To teach all students successfully, teachers must have command of a wide range of techniques including the use of information and communication technology, an understanding of learning styles, and strategies to differentiate instruction.

- ✓ Choose methods and materials to eliminate the achievement gap
- ✓ Employ a wide range of techniques using information and communication technology, an understanding of learning styles, and strategies to differentiate instruction
- ✓ Integrate and utilize technology

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- ✓ Know appropriate use

- ✓ Assist students in use of technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. Teachers help students exercise sound reasoning in understanding, make complex choices, understand the interconnections among systems, and frame, analyze and solve problems.

- ✓ Encourage students to ask questions, think creatively, innovate and test ideas, synthesize knowledge and draw conclusions
- ✓ Help students exercise sound reasoning in understanding, make complex choices, understand the connections among systems, and frame, analyze and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. They teach the importance of cooperation and collaboration in order for students to be successful in school and in life.

Teachers incorporate life skills into their teaching deliberately, strategically, and broadly. Teachers help students develop skills needed in the workplace including leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

- ✓ Organize learning teams in classroom
- ✓ Incorporate 21st century workplace skills that develop leadership, ethics, accountability, personal productivity, person responsibility, people skills, self direction, and social responsibility

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and interpreters and are able to communicate with students in a variety of ways. Teachers help students articulate thoughts and ideas clearly and effectively.

- ✓ Communicate clearly with students in a variety of ways
- ✓ Assist students in articulating thoughts and ideas in clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth and to eliminate achievement gaps. Teachers provide opportunities, methods, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of 21st Century knowledge, skills, performance, and dispositions.

- ✓ Use multiple indicators, both formative and summative to evaluate students and eliminate the achievement gap
- ✓ Provide opportunities for self-assessment
- ✓ Use 21st Century knowledge, skills, performance and dispositions

STANDARD IV: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS.

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- ✓ Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

- ✓ Demonstrate knowledge of diverse cultures
- ✓ Select materials and develop lessons that counteract stereotypes and incorporate contributions.

Teachers treat students as individuals.

Teachers maintain high expectations including graduation from high school for children of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- ✓ Maintain high expectations for all students
- ✓ Appreciate differences and value contributions by building positive, appropriate relationships

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a child's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate multiple perspectives instruction.

- ✓ Understand how culture and background may influence student performance
- ✓ Examine different points of view
- ✓ Takes step to communicate even when language is a barrier

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that the needs of all learners are met.

- ✓ Collaborate with specialists
- ✓ Engage and ensure they meet the needs of all students through inclusion and other models of effective practice

STANDARD V: TEACHERS ARE REFLECTIVE ABOUT THEIR PRACTICE.

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why it happens and what can be done to improve student achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. Teachers use technology to assist in their interpretation of the data.

- ✓ Think systematically about learning in their classroom, why it happens and what can be done to improve student achievement
- ✓ Collect and analyze student performance data to improve effectiveness
- ✓ Use technology to assist in their interpretation of data

Teachers collaborate with their colleagues.

Teachers value and learn from the expertise of other educators on the local, state, national and international levels. They offer and accept support, encouragement, and advice that promote a culture that embraces change and stimulates dynamic, continuous improvement. Teachers assume responsibility for the effectiveness of their colleagues and of the entire school. They collect the best ideas and practices and collaborate with their colleagues to construct rigorous and relevant lessons for students that reflect the interconnectivity of the world.

- ✓ Value and learn from other educators on the local, national and international levels
- ✓ Promote a culture that embraces change and promotes dynamic, continuous improvement
- ✓ Collaborate with colleagues to construct rigorous and relevant lessons that reflect the interconnectivity of the world

Teachers demonstrate lifelong learning for the 21st Century.

Teachers participate in continued professional growth in order to improve effectiveness. Teachers participate in professional learning communities that include study groups, collective inquiry, action research, virtual learning, and collaborative teams for continuous improvement.

Teachers learn about the interconnectedness of the world and educational practices in other countries through research, international experiences, travel, technology including virtual learning, and/or language study.

Teachers participate in high quality professional development that reflects 21st Century skills and knowledge, aligns with State Board of Education priorities, and meets the needs of their students and their own professional growth.

Teachers demonstrate the value of lifelong learning and the importance of continuing to learn and grow throughout their lives.

- ✓ Participate in continued professional growth to improve effectiveness
- ✓ Participate in professional learning communities
- ✓ Learn about the interconnectedness of the world and educational practices in other countries
- ✓ Participate in high quality professional development
- ✓ Demonstrate to students the value of lifelong learning

Standards for Principal and Assistant Principal Evaluation

North Carolina Standards for School Executives

FUTURE-READY STUDENTS For the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

A New Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader -- an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundation for the School Executive Standards

The following points underlie this work:

- Today schools must have proactive school executives who possess a great sense of urgency.
- The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation.
- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours.
- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.
- The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader.

- Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen.
- Leadership is about the executive’s ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.
- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it.
- Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.
- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.
- Leaders bring their “person” to the practice of leadership. Matching the context of leadership to the “person” of the individual is important to the success of the leader.

Intended Purposes of the Standards

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive’s development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, “How can one person possess all of these?” The answer is they can not. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school executive degree programs;
- Focus the goals and objectives of districts as they support, monitor and evaluate their school executives;
- Guide professional development for school executives;
- Serve as a tool in developing coaching and mentoring programs for school executives.

Organization of the Standards

Each standard is formatted as follows:

- Standard: The standard is the broad category of the executive’s knowledge and skills;
- Summary: The summary more fully describes the content and rationale of each Standard;

- Practices: The practices are statements of what one would see an effective executive doing in each Standard;
- Artifacts: The artifacts are evidence of the quality of the executive’s work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.
- Competencies: Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principals* (2003). Unlike many current efforts that look at all of the things principals “might” or “should” do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the “hero leader.”

North Carolina’s Standards for School Executives are interrelated and connect in executives’ practice. They are not intended to isolate competencies or practices. Executives’ abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school’s ability to reach its goals and will also impact the norms of the culture of the school.

School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don’t have to provide it.

The seven standards and their practices are:

Standard 1: Strategic Leadership

Summary: School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st 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.

The school executive practices effective strategic leadership when he or she

- Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;
- Is a driving force behind major initiatives that help students acquire 21st century skills;
- Creates with all stakeholders a vision for the school that captures peoples’ attention and imagination;
- Creates processes that provide for the periodic review and revision of the school’s vision, mission, and strategic goals by all school stakeholders;
- Creates processes to ensure the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;
- Adheres to statutory requirements regarding the School Improvement Plan;

- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;
- Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- Facilitates the implementation of state education policy inside the school's classrooms;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the school.

Artifacts:

- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning, elected School Improvement Team
- NC Teacher Working Conditions Survey
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on items of concern as evidenced in the NC TWC Survey
- The degree to which staff can articulate the school's direction and focus
- Student testing data

Standard 2: Instructional Leadership

Summary: School executives will set high standards for the professional practice of 21st 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.

The school executive practices effective instructional leadership when he or she

- Focuses his or her own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;
- Creates an environment of practiced distributive leadership and teacher empowerment;
- Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;
- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;
- Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;
- Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;
- Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
- Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;
- Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;

- Creates processes that protect teachers from issues and influences that would detract from their instructional time;
- Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students (ESOL, exceptional children, Level I and Level II children)
- Evidence of the team development and evaluation of classroom lessons

Standard 3: Cultural Leadership

Summary: School executives will understand and act on the understanding of the important role a school’s culture contributes 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 “reculture” 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 as 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.

The school executive practices effective cultural leadership when he or she

- Creates a collaborative work environment predicated on site-based management that supports the “team” as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a “can do” attitude when faced with challenges;
- Empowers staff to recommend creative 21st century concepts for school improvement.

Artifacts:

- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision-making throughout the year
- NC Teacher Working Conditions Survey

- School improvement plan
- Teacher retention data
- Student achievement data
- Awards structure developed by school

Standard 4: Human Resource Leadership

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

The school executive practices effective human resource leadership when he or she

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;
- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;
- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;
- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;
- Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;
- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;
- Is systematically and personally involved in the school’s professional activities.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains
- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher
- Number of National Board Certified teachers
- Teacher retention data
- Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas
- Records of school visits for the purpose of adult learning

- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee
- Copies of professional growth plans
- Student achievement data

Standard 5: Managerial Leadership

Summary: 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 decisions so as to meet the 21st 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.

The school executive practices effective managerial leadership when he or she

- Creates processes to provide for a balanced operational budget for school programs and activities;
- Creates processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students;
- Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way;
- Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;
- Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;
- Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Artifacts:

- NC Teacher Working Conditions Survey
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

Standard 6: External Development Leadership

Summary: 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, community and business representatives to participate as “stockholders” in the school such that continued investments of resources and good will are not left to chance.

The school executive practices effective external development leadership when he or she

- Implements processes that empower parents and other stakeholders to make significant decisions;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;

- Designs protocols and processes that ensures compliance with state and district mandates;
- Creates opportunities to advocate for the school in the community and with parents;
- Communicates the school’s accomplishments to the district office and public media in accordance with LEA policies;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

Artifacts:

- PTSA participation
- PTSA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school’s image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

Standard 7: Micropolitical Leadership

Summary: The school executive will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence 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 social cohesion and to facilitate distributed governance and shared decision-making.

The school executive practices effective micropolitical leadership when he or she:

- Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests;
- Is easily accessible to teachers and staff;
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day to day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school;
- Maintains open, vertical and horizontal communications throughout the school community.

Artifacts:

- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules

- Evidence of ability to confront ideological conflict and then reach consensus
- Evidence of shared decision-making
- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply “knowing” content; experiential knowledge is the knowledge one gains from understanding – it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put their accumulated knowledge into a series of steps that – if followed – will lead to practice.

There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership. The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them. Although the principal may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices.

The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all school executives to possess to ensure their success. For example, the competency – conflict management is important in Micro Political Leadership, Strategic Planning, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of school executives.

- **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.
- **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.
- **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.
- **Dialogue/Inquiry** – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.
- **Emotional Intelligence** – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.
- **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.
- **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.

- **Judgment** – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.
- **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
- **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
- **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements.
- **Responsiveness**--Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.
- **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
- **Sensitivity** – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.
- **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.
- **Visionary** – Encourages Imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

End Note

The foundation documents for the evaluation standards are relevant national reports, research in the field that focused on identifying the practices of leadership that impact student achievement, input from various stakeholders, along with the best thinking of a number of leaders in the field.

1. The Maryland Instructional Leadership Framework (2005) included Maryland Instructional Leadership Development Program representing staff and stakeholder thinking based on research and literature; the Mid-continental Regional Education Laboratory Balanced Leadership (2003) meta-analysis of principal leadership practices and student achievement; the Southern Regional Education Board (2004) research-based curriculum for principal and school-based team development; the National Staff Development Council (2005) standards for staff development with innovation configuration maps; the National Association of Secondary School Principals Breaking Ranks II (2004) strategies for leading high school reform; the National Middle School Association (2003) effective principal behaviors; the National Association of Elementary School Principals (2002) principal instructional leadership standards; the Interstate School Leader Licensure Consortium (1996) standards for leader knowledge, skills, and dispositions; and the National Policy Board for Educational Administration Education Leadership Constituent Council (2002) standards for principal-preparation programs.
2. The Wallace Foundation (2004) review of the research and literature on how leadership influences student learning found that leadership is second only to teaching among school-related factors in its impact on student learning. Leaders achieve this impact by setting direction—charting a clear course that everyone understands, establishing high expectations and using data to track progress and performance—by developing people—providing teachers and others with the necessary support and training to succeed, and by making the organization work—ensuring that the entire range of conditions and incentives in districts and schools fully supports teaching and learning.
3. The Mid-continental Regional Education Laboratory meta-analysis of 70 research studies over the past 30 years found 21 discrete “responsibilities” that were positively and significantly related to principal behavior and student achievement. The average effect size was .25, indicating that improving principal leadership practices by one standard deviation results in improving student test scores by 10 percentile points. Additionally, researchers found that some of the 21 responsibilities or practices are associated with first-order change and others with second-order change, which is behaviors that maintain the status-quo while improving it incrementally and those that result in systemic change and a decided break with the past, respectively.
4. Charlotte Advocates for Education (2004) research studied the role of principal leadership in increasing teacher retention. At an estimated dollar cost of \$11,500 per teacher lost and immeasurable costs to school community and student learning, researchers found that principals who have been more successful in retaining teachers are entrepreneurial, visionary risk-taking problem solvers; understand the value of teachers and teacher development; and benefit from high-quality ongoing leadership development.
5. The Southern Regional Education Board (2001) research on improving low-performing schools included a survey of principals successful in raising achievement in the High Schools That Work network; and group interviews with a national leadership planning council, leadership program designers and developers, and business and political leaders. From the data, study authors distilled 13 actions and understandings that current and future school leaders can do to improve teaching and learning in low-performing schools.

Standards for Central Office Evaluation

I. Area One - Vision

The central office administrator is an educational leader who facilitates the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students throughout the school system.

- 1.1 Participates in the development of a broad vision of what the system should be and a plan for how to get there.
- 1.2 Works with stakeholders to establish goals and to set priorities for refining and implementing the system's and assigned program area's vision and to maximize achievement for all students.
- 1.3 Communicates the system's and assigned program area's vision, goals, and priorities to appropriate constituencies.
- 1.4 Evaluates progress toward achieving the system's and assigned program area's vision.

II. Area Two - High Student Performance

The central office administrator is an educational leader who promotes the development of organizational, instructional, and/or assessment strategies to enhance teaching and learning for all students throughout the system.

- 2.1 Assists schools in meeting their growth standards established by the ABC accountability program.
- 2.2 Assists in development and implementation of rigorous and relevant academic standards and assessment systems that ensure the mastery of essential knowledge and skills by every student and that are aligned to the NC Standard Course of Study.
- 2.3 Monitors and evaluates the effectiveness of school programs and assists schools in making modifications where needed.
- 2.4 Uses assessment results to monitor student progress and determine whether students have achieved high standards.
- 2.5 Develops programs to support continuous learning and career readiness of all students.
- 2.6 Helps teachers and administrators use assessment results to maximize teaching and learning.
- 2.7 Recognizes, honors, and celebrates success.

III. Area Three - Safe and Orderly Schools

The central office administrator is an educational leader who works with others to ensure a working and learning climate throughout the system that is safe, secure, and respectful of diversity.

- 3.1 Helps develop the shared understandings and values which lead to a climate of openness, fairness, mutual respect, support, and inquiry.
- 3.2 Promotes a safe, secure, and caring school environment, free of controlled and illegal substances and all harmful behaviors.
- 3.3 Manages and resolves conflict and crises promptly and effectively.
- 3.4 Models and supports self-discipline and responsibility.
- 3.5 Demonstrates and models respect for students, teachers, administrators, parents, and community members.

IV. Area Four - Quality Teachers, Administrators, and Staff

The central office administrator is an educational leader who fosters a culture of continuous improvement focused upon teaching and learning.

- 4.1 Supports the recruitment, induction, development, and retention of a diverse corps of quality teachers, administrators, and staff.
- 4.2 Maintains a climate that supports risk taking and innovation, while promoting high ethical and professional standards for all employees.
- 4.3 Recognizes, honors and celebrates success.
- 4.4 Models continuous learning and promotes the professional growth of self and others.
- 4.5 Draws upon relevant theory and research to develop and promote professional development opportunities, aligned to system improvement plans and the NC Standard Course of Study.
- 4.6 Provides for the professional development necessary to support collaboration, empowerment, and high performance of all employees.
- 4.7 Promotes a wellness program for the development of self and others.
- 4.8 Forms collaborative work groups to set challenging goals for school improvement and to develop strategies for achieving them.

V. Area Five - Effective and Efficient Operation

The central office administrator is an educational leader who uses excellent management and leadership skills to achieve effective and efficient organizational operations.

- 5.1 Monitors the alignment of assigned program area to achieve high performance.
- 5.2 Involves stakeholders in planning and decision-making and supports decision-making authority and control at the most appropriate level closest to the classroom.
- 5.3 Seeks and supports internal and external partnerships aligned to local and state goals.
- 5.4 Develops and maintains information and accountability systems capable of reporting strategic and operational results.
- 5.5 Develops and maintains systems to acquire and align financial and personnel resources to maximize education achievement of all students.
- 5.6 Acknowledges and respects diverse perspectives.
- 5.7 Responds promptly to issues, works to achieve consensus, and communicates resolutions.
- 5.8 Communicates effectively with all stakeholders, including the news media and public, using technology as appropriate to enhance communication.

Standards for Superintendent Evaluation

I. Area One - Vision

The superintendent is an educational leader who facilitates the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students.

- 1.1 Involves all stakeholders in the development of a broad vision of what the school system should be and a plan for how to get there.
- 1.2 Communicates the system's vision, goals, and priorities to appropriate constituencies.
- 1.3 Uses collaborative skills to lead diverse groups within the school community to realize the vision and accomplish goals.
- 1.4 Demonstrates a willingness to take the risks necessary to build and implement the system's vision and achieve the system's goals.

II. Area Two - High Student Performance

The superintendent is an educational leader who promotes the development of organizational, instructional, and assessment strategies to maximize the educational achievement of all students.

- 2.1 Provides programs and professional development to help schools meet the growth standards established by the North Carolina ABC accountability program.
- 2.2 Evaluates the effectiveness of programs by monitoring student progress and makes modifications where necessary to ensure high student achievement.
- 2.3 Ensures that teachers and administrators align curriculum and instruction with assessment results to maximize teaching and learning.
- 2.4 Assures mastery of the essential knowledge and skills defined by the North Carolina Standard Course of Study.
- 2.5 Develops and implements programs which encourage students to take responsibility for their own learning goals.

III. Area Three - Safe and Orderly Schools

The superintendent is an educational leader who works with others to ensure a working and learning climate that is safe, secure, and respectful of diversity.

- 3.1 Develops and implements programs to provide a safe, orderly, and caring school environment for all students.
- 3.2 Designs and implements policies and programs to ensure the fair enforcement of student discipline and handling of misconduct in a prompt, consistent, and effective manner.
- 3.3 Assures the allocation of support to resolve conflict and crises promptly and effectively.
- 3.4 Models and supports self-discipline and responsibility.
- 3.5 Demonstrates respect for all students, teachers, administrators, parents, and community members.
- 3.6 Develops a facilities management plan which assures safe and adequate learning environments for all students.

IV. Area Four - Quality Teachers, Administrators, and Staff

The superintendent is an educational leader who fosters a culture of continuous improvement focused upon teaching, learning, and high student achievement.

- 4.1 Leads and manages programs supporting the recruitment, induction, development, and retention of a diverse corps of quality teachers, administrators, and staff.
- 4.2 Recognizes, honors, and celebrates success.
- 4.3 Motivates and models continuous learning and promotes the professional growth of self and others.
- 4.4 Aligns professional development plans with school improvement needs and state priorities, and assures their implementation within the district.
- 4.5 Draws upon relevant theory and research of best practices to develop and improve programs and practices.
- 4.6 Demonstrates integrity and behaves in an ethical manner.
- 4.7 Promotes high ethical and professional standards for all employees.

V. Area Five - Effective and Efficient Operation

The superintendent is an educational leader who uses excellent management and leadership skills to achieve effective and efficient organizational operations.

- 5.1 Practices team building and empowers personnel to optimize effective operations.
- 5.2 Involves stakeholders in setting school improvement goals and developing plans for achieving them, and supports decision-making authority at the most appropriate level closest to the classroom.
- 5.3 Acknowledges and respects diverse perspectives.
- 5.4 Communicates effectively, using technology as appropriate to enhance communication.
- 5.5 Listens actively.
- 5.6 Responds effectively and promptly to issues, and communicates resolutions in a timely manner.
- 5.7 Develops and maintains information, data collection, and accountability systems capable of assessing and reporting district progress toward strategic and operational goals.
- 5.8 Acquires and aligns the financial and personnel resources necessary to achieve system goals, and distributes them according to state and local priorities to maximize the educational achievement of all students.