

EXECUTIVE SUMMARY

Title: Proposed Standards for the Approval of Pilot Programs for the Licensing of Lateral Entry Teachers

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # (To become TCP-B-010)
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, State Board of Education Office)

Description:

Last December the State Board of Education adopted standards for the approval of pilot programs for the preparation of school administrators with the expectation that the pilot programs approved would offer a more nimble and proactive approach to the preparation of school-based leaders. Similar standards for approving pilot programs for the licensing of lateral entry teachers were presented for discussion in June. Based on the discussion, the proposed standards have been modified to include the NC Professional Teaching Standards Commission. It is expected that the pilot programs approved will be designed to meet unique and specific needs of lateral entry teachers and the school systems employing them.

Resources:

No additional resources are requested.

Input Process:

The proposal is based on discussion with staff and public school leaders

Stakeholders:

LEAs, IHEs, lateral entry teachers

Timeline For Action:

The proposed standards were presented for discussion in June and are presented for approval this month. It is anticipated that pilot programs would begin with the 2008-09 school year.

Recommendations:

It is recommended that the proposed standards for the approval of pilot programs for licensing lateral entry teachers be approved by the 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: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Quality Professionals

Category: Teacher Education

Policy ID Number: (to become TCP-B-010)

Policy Title: Policy Defining Innovative/Experimental Programs for Lateral Entry Teacher Licensure

Current Policy Date: 08/01/2007

Other Historical Information: Previous board date:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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

INNOVATIVE/EXPERIMENTAL PROGRAMS FOR LATERAL ENTRY TEACHER LICENSURE

- (a) An innovative/experimental program for lateral entry teacher licensure is an alternative to the regular approved program and involves public schools, the Department of Public Instruction, and the NC Professional Teaching Standards Commission in the planning and implementation of programs.
- (b) A school system, community college, or college/university shall receive approval by the SBE before it implements an alternative program. The Department of Public Instruction shall issue a license to all individuals who complete these approved programs who are recommended by the school system, community college, or college/university and who otherwise meet licensure requirements.
- (c) When the Department of Public Instruction receives a proposal to establish an alternative program, it will review the proposal in consultation with the NC Professional Teaching Standards Commission, including making on-site visits with agencies as required. The State Evaluation Committee on Teacher Education will review the proposal and information from the on-site visit and recommend to the SBE whether or not the proposed program should be approved.
- (d) The SBE may approve programs which meet the following standards:
 - (1) The program is planned, developed, implemented and evaluated by a school system,

- or by a community college/college/university in conjunction with a school system and has been reviewed by the State Evaluation Committee on Teacher Education. The proposed innovation is sound and has the potential for strengthening the preparation process for lateral entry teachers.
- (2) The program is appropriately organized and administered. There is a structure for the oversight and management of the program which ensures flexibility and accountability.
 - (3) The program has sufficient and appropriate human, fiscal, and physical resources.
 - (4) The program addresses the needs of the students.
 - (5) The program includes exit levels of competence, a procedure for recommending licensure, and a follow-up process.
 - (6) The program has clearly defined measurable expected outcomes/results.
- (e) The SBE will evaluate approved innovative/experimental programs annually based on a written report submitted by the school system or IHE and/or by an on-site State visitation team to assure that the program is preparing lateral entry teachers who can function effectively in the public schools of the State. Based on the annual report, the SBE may continue or terminate the innovative/experimental program.

EXECUTIVE SUMMARY

Title: Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-A-021
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, SBE Office)

Description:

In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Resources:

No additional resources are requested.

Input Process:

The requests for exception and supporting documentation are reviewed by the appeals panel. In addition, the individual and the LEA/IHE seeking the exception are provided the opportunity to meet with the panel.

Stakeholders:

LEAs, teachers who have not been able to satisfy licensure requirements, prospective teachers who have not been able to satisfy Praxis I testing requirements

Timeline For Action:

Panel recommendations will be presented in closed session.

Recommendations:

It is recommended that the actions related to each request be approved.

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: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

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

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-021

Policy Title: Procedure for Seeking Exception from Licensure Requirements

Current Policy Date: 04/06/2006

Other Historical Information:

Previous Board Dates: 05/05/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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

The State Board of Education will consider requests for exceptions from licensure requirements in State Board Policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements.

Exception from Required Course Work

A local board of education may apply to the State Board of Education for a one-year exception from licensure requirements for an individual who, due to extenuating circumstances, has not completed the course work required to maintain a license. The application must include:

1. A document, signed by the individual, which includes:
 - a. A description of the extenuating circumstances that the teacher claims prevented him or her from satisfying the requirements for licensure;
 - b. A request for an extension of his or her license for one additional year to complete the course work required to maintain a license; and
 - c. An acknowledgment that the teacher understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - a. The dates the principal supervised the teacher;
 - b. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - c. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - d. A copy of any of the individual's summative annual evaluations for the past three years.
3. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A list of the required course work that the applicant has completed;
 - c. A description of the efforts that the local school administrative unit has made to assist the teacher to complete the required course work;
 - d. A list of the required course work that the applicant must complete to qualify for a license;
 - e. A description of the efforts that the local school administrative unit will make to assist the teacher to complete the required course work during the next year of teaching; and
 - f. A statement that the superintendent believes that the applicant is likely to complete the required course work within the one-year extension.
4. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the teacher claims prevented him or her from completing the required course work for a license without undue hardship;

- b. A statement that the local board of education is satisfied that the teacher's description of the circumstances is true;
- c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the teacher could not have completed the required course work for a license without undue hardship;
- d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the requested one-year extension of the teacher's provisional license.

Exception from Other Licensure Requirements

A local board of education may apply to the State Board of Education for an exception from licensure requirements for an individual who has not fulfilled licensure requirements, other than course work, due to extenuating circumstances. The application must include:

1. A document, signed by the individual, which includes:
 - a. A list of the licensure requirements from which he or she is requesting an exception;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from fulfilling the licensure requirements; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. If the individual is not currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - b. A copy of any teaching evaluations the individual received during the past three years.
3. If the individual is currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students;

- b. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - i. The dates the principal supervised the teacher;
 - ii. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - iii. A copy of any teaching evaluations the individual received during the past three years.

- 4. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A description of the deficiencies that prevent the individual from meeting licensure requirements;
 - c. A description of any efforts that the local school system has made to assist the individual to complete the licensure requirements; and
 - d. The reasons the superintendent believes that the individual should be granted a license despite the failure to meet the licensure requirements.

- 5. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the individual claims prevented him or her from completing the requirements for a license;
 - b. A statement that the local board of education is satisfied that the individual's description of the circumstances is true;
 - c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the individual could not have completed the requirements for a license without undue hardship;
 - d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the individual a license.

Decision of the State Board of Education

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Exception from Teacher Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education. The panels shall review those requests for exception from licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit which submitted the application for exception as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by State or federal law.

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

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Teacher Education

Policy ID Number: QP-B-009

Policy Title: Procedure for Seeking Exception from Teacher Education Program Praxis I Admission Requirements

Current Policy Date: June 1, 2006

Other Historical Information:

Previous Board Dates:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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

An institution of higher education (IHE) may apply to the State Board of Education for an exception from PRAXIS I for an individual who, due to extenuating circumstances, has not been able to pass PRAXIS I. The application must include:

1. A document, signed by the individual, which includes:
 - a. Copies of the official scores for all the PRAXIS I tests that the individual has taken;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from passing PRAXIS I; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. The dean of the school of education at the IHE shall submit:
 - a. Evidence that the individual has passed tests in reading, writing, and mathematics sufficient to demonstrate that the individual is qualified to successfully complete the teacher education program at the IHE and
 - b. A copy of the individual's official transcript at the IHE.

Decision of the State Board of Education

Requests for exceptions to teacher education program Praxis I admission requirements will be considered by the Advisory Board on Requests for Exception from Teacher Licensing Requirements. The panel may require the dean of the IHE that submitted the application for exception, as well as the individual seeking the exception, to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of the request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception.

EXECUTIVE SUMMARY

Title: Final Decisions in Contested Cases

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #150B-36
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. Thomas J. Ziko (Special Deputy Attorney General)

Description:

- a. Anderson v. NCDPI: Ms. Anderson filed a petition for a contested case to challenge the agency’s denial of a continuing license. The Administrative Law Judge ruled that the agency acted properly in making its decision, thus upholding the agency’s action.
- b. Compton v. National Board Certification Committee Public Schools of NC: Ms. Compton filed a petition for a contested case to challenge the Board’s failure to waive her repayment obligation for failing to complete the NBPTS certification process. The Administrative Law Judge ruled that the Board acted properly in making its decision, thus upholding the agency’s action.
- c. Sasser v. SBE: Ms. Sasser filed a petition for a contested case to challenge the Board’s failure to waive her repayment obligation for failing to complete the NBPTS certification process. The Administrative Law Judge ruled that the Board acted properly in making its decision, thus upholding the agency’s action.
- d. Stallings v. SBE: Ms. Stallings filed a petition for a contested case to challenge the Board’s failure to waive her repayment obligation for failing to complete the NBPTS certification process. The Administrative Law Judge ruled that the Board acted erroneously in making its decision, thus disapproving the agency’s action.

Resources:

NA

Input Process:

The administrative hearing process allows each party to present evidence to an impartial fact-finder.

Stakeholders:

SBE, DPI, LEAs, Teachers

Timeline For Action:

The recommended final decisions are presented for action on first reading.

Recommendations:

The State Board is requested to adopt the Final Decision presented by the Office of the Attorney General.

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: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

North Carolina Standards for Superintendents

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 21st Century 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. Like their executive colleagues in business, government, or health and human services, superintendents must create school districts as organizations that can learn and change quickly if they are to improve performance. School systems need chief executive officers, supported by local boards of education, who are adept at creating systems for change and at building powerful relationships with and across all staff that tap into the collective knowledge and insight they possess and stir their passions for their work for children. Out of these relationships the superintendent must create a common shared understanding for the purpose of the work of the schools and school district; the values that direct action, commitment, and ownership to a set of beliefs; and goals that focus everyone's decision making. The staff's common understanding of the district'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 improved 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 and others; which consists of honest, open communications focused on the use of data, teamwork, research-based best practices; and which uses modern tools to drive ethical, principled, and goal-oriented action. This culture of disciplined thought is rooted in the ability of the superintendent to build a trusting, transparent environment for all stakeholders.

Philosophical Foundation for the Superintendent Standards

The following points underlie this work:

- Today's schools must have proactive leaders who possess a great sense of urgency to ensure that every student graduates from high school prepared for life in the 21st Century.
- The primary goal of school district leadership is to transform schools so that large-scale, sustainable continuous improvement is built into their most basic modes of thinking and doing.
- The moral purpose of school district leadership is to create schools in which all students learn, where the gaps between high and low performance are greatly diminished, and where what students learn prepares them for success in their futures.
- Leadership is neither a position nor a person. It is a collection of practices that must be embedded in all job roles at all levels of schools and the school district.
- The work of school district leadership is with, for, and through people. Leadership is a social act, in which people are the medium of change.
- School district leadership does not require doing all tasks by oneself, but it does require creating systems and processes where all tasks can be accomplished at high levels of proficiency.

- School district leadership depends on the superintendent’s ability to select and develop a senior-level executive staff whose complementary strengths promote excellence in all seven standards for executive leadership described in this document.
- Leadership is extremely complex and systemic in nature. Isolating parts misses the power of holistic thinking. Leadership requires not only knowing what to do, but knowing why to do it, how to do it, and when to do it as well.
- Within a school district, there are nested leadership systems (e.g., local boards of education, central office, schools, classrooms, etc.). To be successful, the superintendent must ensure these systems are aligned and are mutually supportive of one another.
- Superintendents bring themselves to the practices of executive leadership. Matching the context of school district leadership with the leadership character of the superintendent is important to the mutual success of both.

Intended Purposes of the Standards

The North Carolina Standards for Superintendents have been developed as a guide for superintendents and other senior-level school district executives as they continually reflect on and improve their effectiveness in whatever executive roles they assume in their professional careers. Although there are many influences on a superintendent’s development, these standards can serve as a tool to aid in the improvement of school district leadership for 21st Century schools. Taken as a whole, these standards, practices, and competencies can be overwhelming. One might ask, “How can one person possess all of these?” The answer is: One person cannot. Therefore, it is critical that the superintendent build an executive team that has complementary knowledge, skills, and experiences. The more authentic diversity on the team, the more probable the team can deal with the complexities of leading educational systems in the challenges of the 21st century.

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

- Inform higher education programs in developing the content and requirements of degree programs leading to licensure as a school superintendent;
- Focus the goals and objectives of local boards of education as they support, monitor, and evaluate the performances of their senior executives;
- Guide the professional development and continuing professional improvement for superintendents and other senior-level executives;
- Serve as a tool in developing executive coaching and mentoring programs for senior-level 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. The lists of practices are not meant to be exhaustive.
- **Artifacts:** The artifacts are examples of 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 a framework for the North Carolina Superintendent Standards are aligned with the seven standards for school executives adopted by the NC State Board of Education in 2006. The school executive standards are adapted from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2004). Additionally, the seven standards for superintendents reflect the 2006 work of McREL (Mid-continent Research for Education and Learning), *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement*.

North Carolina's Standards for Superintendents are interrelated and connect in the practices of superintendents and other senior-level executives. They are not intended to isolate competencies or practices. Superintendents' abilities in meeting the demands in any given standard impact their abilities to perform effectively in other challenges articulated in other standards. For example, a superintendent's effectiveness in developing and evaluating staff directly impacts the organization's ability to reach its goals and also impacts the development of cultural norms in the district. While superintendents may not actually have to do all of the work contained in all seven standards, they are responsible for ensuring that all areas have effective leadership.

The seven standards and their practices are:

Standard 1: Strategic Leadership

Summary: Superintendents create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.

The superintendent practices effective strategic leadership when he or she

- Creates a working relationship with the local board of education that results in a shared vision for the district 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;
- Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission, and goals;
- Acts as a driving force behind major initiatives that help students acquire 21st Century skills;
- Creates processes that provide for the development, periodic review, and revision of the district's vision, mission, and strategic goals by all stakeholders;
- Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements;
- Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the State Board of Education and local priorities, using multiple sources of data (e.g.,

student performance data, data from the NC Teacher Working Conditions Survey), in concert with the local board of education;

- Determines financial priorities, in concert with the local board of education, based on the strategic plan;
- Facilitates the implementation of state education policy;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- Monitors progress in meeting district goals;
- Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the district.

Artifacts:

- District strategic plan
- School Improvement Plans are implemented, assessed and modified
- Effectively functioning, elected School Improvement Teams
- Superintendent's performance plan aligned with state and local strategic priorities and objectives
- Staff can articulate the district's direction and focus
- Student performance data

Standard 2: Instructional Leadership

Summary: Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

The superintendent practices effective instructional leadership when he or she

- Leads with a clear, high-profile focus on learning and teaching oriented towards high expectations and concrete goals;
- Challenges staff to reflect deeply on and define the knowledge, skills, and concepts essential for ensuring that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- Establishes effectively functioning professional learning communities¹;
- Ensures collaborative goal setting resulting in non-negotiable goals (i.e., goals that all staff members must act upon) for student achievement and classroom instruction;
- Ensures that there is an appropriate and logical alignment between the district's curriculum, 21st Century instruction and assessment, and the state accountability program;
- Establishes clear priorities among the district's instructional goals and objectives;
- Creates processes for using student test data and formative data from other sources for the improvement of instruction;
- Utilizes an instructional evaluation program that accurately monitors implementation of the district's instructional program;
- Creates processes for identifying, implementing, and monitoring use of 21st Century instructional tools and best practices for meeting diverse student needs;

¹ As used throughout this document, the term professional learning communities (PLCs) describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' 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 school executives concerning the effectiveness of their instructional leadership;
- Monitors student achievement through feedback from the instructional evaluation program;
- Ensures that instructional time is valued and protected;
- Provides professional development for school executives in the area of instructional leadership.

Artifacts:

- District strategic plans
- School Improvement Plans
- Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey)
- Student performance goals
- Student performance data
- Use of formative assessment to impact instruction
- District instructional evaluation program

Standard 3: Cultural Leadership

Summary: Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

The superintendent practices effective cultural leadership when he or she

- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with all stakeholders and then operates from those beliefs;
- Builds community understanding of what is required to ensure that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- Creates a school system (and not a “system of schools”) in which shared vision and equitable practices are the norm;
- Builds trust and promotes a sense of well-being between and among staff, students, parents, and the community at large;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the district;
- Visibly supports and actively engages in the positive, culturally-responsive traditions of the community;
- Creates opportunities for both staff involvement in the community and community involvement in the schools;
- Creates an environment in which diversity is valued and is promoted.

Artifacts:

- Climate Survey Data
- NC Teacher Working Conditions Survey results
- Teacher retention data
- Student performance data
- Awards structures developed by the district and schools

- Community support of the district

Standard 4: Human Resource Leadership

Summary: Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

The superintendent practices effective human resource leadership when he or she

- Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction;
- Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning;
- Participates in consistent, sustained, and open communication with school executives particularly about how policies and practices relate to the district mission and vision;
- Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill;
- Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes;
- Creates processes for educators to assume leadership and decision-making roles;
- Ensures processes for hiring, inducting and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel;
- Uses data, including the results of the Teacher Working Conditions Survey, to create and maintain a positive work environment;
- Ensures that all staff are evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths;
- Identifies strategic positions in the district and has a succession plan for each key position.

Artifacts:

- Student performance data
- District strategic plan
- NC Teacher Working Conditions Survey results
- Number of teachers with National Board Certification and graduate/advanced level licensure
- Teacher, school executive, and staff diversity, recruitment, and retention data
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Leadership development plan
- Copies of professional growth plans for school executives
- District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets and other resources, to meet the individual needs of each student
- District leadership succession plan

Standard 5: Managerial Leadership

Summary: Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

The superintendent practices effective managerial leadership when he or she

- Applies and assesses current technologies for management, business procedures, and scheduling;
- Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a value-added assessment process;
- Identifies and plans for facility needs;
- Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for effective and efficient operations;
- Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way;
- Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups;
- Assures scheduling processes and protocols that maximize staff input, address diverse student learning needs, and provide individual and on-going collaborative planning time for every teacher;
- Creates processes for the storage, security, privacy, and integrity of data;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the safety of students and staff;
- Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials.

Artifacts:

- District strategic plan
- External reviews and audits (e.g., budget, child nutrition, transportation)
- Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures)
- Communication of safety procedures and behavioral expectations throughout the school community
- NC Teacher Working Conditions Survey results
- District and school safety and crisis plans
- Community Emergency Response Plan

Standard 6: External Development Leadership

Summary: A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

The superintendent practices effective external development leadership when he or she:

- Develops collaborative partnerships with the greater community to support the 21st Century learning priorities of the school district and its schools;
- Implements processes that engage stakeholders in shaping and then supporting significant (non-negotiable) achievement and instructional goals for the district and its schools;
- Creates systems that engage the local board, county commissioners, and all community stakeholders in a shared responsibility for aligning their support for district goals for student and school success;
- Designs protocols and processes that ensure compliance with federal, state and district mandates;
- Develops and implements proactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees;
- Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses while in high school and that barriers to enrollment in the courses are eliminated;
- Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals;
- Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement.

Artifacts:

- District strategic plan
- Minutes from school board meetings
- Survey results from parents and other community leaders
- Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc.
- Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities
- Accounts of school and district accomplishments in various forms of public media
- Newsletters and other public engagement documents designed to strengthen connections to the community
- Membership and participation with community organizations
- Business partnerships and projects involving business partners
- Community college/university partnerships, collaborative projects, and professional development initiatives;
- Student enrollment data for community college and university courses

Standard 7: Micropolitical Leadership

Summary: The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

The superintendent practices effective micropolitical leadership when he or she:

- Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship;
- Defines and understands the internal and external political systems and their impact on the educational organization;
- Defines, understands, and communicates the impact of legal issues affecting public education;

- Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large, for effective and responsive decision-making;
- Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federal requirements;
- Applies laws, policies and procedures fairly, wisely, and considerately;
- Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities;
- Accesses local, state and national political systems to provide input on critical educational issues.

Artifacts:

- Parent, community and staff survey data
- Teacher, School Executive, and Staff retention data
- Ability to confront conflict and build consensus
- Shared decision-making
- Outreach efforts
- School Board policies
- Minutes and reports
- Superintendent's Performance Goals

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 recognizing 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 superintendent 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 also can effectively and efficiently execute them. Although the superintendent 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 superintendents to possess to ensure their success. For example, the competency “conflict management” is important in Micropolitical 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 superintendents.

- **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 district 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 stakeholders 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 district.
- **Dialogue/Inquiry** – Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges or bad relationships for the purpose of obtaining system goals.
- **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 district’s communities.
- **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 need to be successful in this economy.
- **Judgment** – Effectively reaches logical conclusions and makes 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. Knows what information to communicate and to whom. Relates 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 district.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the effectiveness and efficiency of the district.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or goals. 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.

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

Policy Identification

Priority: Quality Professionals

Category: Qualifications and Evaluation

Policy ID Number: TCP-C-006

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

Current Policy Date: [09/06/2007](#)

Deleted: 06/07/07

Other Historical Information: Previous Board dates: 05/08/1998, 01/13/1999, 11/02/2006, [06/07/2007](#)

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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

Standards for Teacher Evaluation

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

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 are 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 personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input 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 professional learning community
- Analyze data
- Develop goals and strategies through the 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 strive to improve 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.

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

Teachers advocate for schools and students.

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

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

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 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.

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 different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

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 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 their needs are met.

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

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 school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek 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 school and the home and community.
- Promote trust and understanding and build partnership with school community.
- Seek solutions to overcome obstacles that prevent parental/community involvement.

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH.

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the NC Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum which enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers 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.

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 North Carolina 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 promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the Standard Course of Study
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st Century content which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health 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.

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

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

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their 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 their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. 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
- Engage students in the learning process
- Monitor and modify 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 their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

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 use inquiry-based investigations, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning, understand connections, make complex choices, 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 and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They 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.

- Teach the importance of cooperation and collaboration
- Organize learning teams in classroom 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

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. 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 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 as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, 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 progress
- Provide opportunities for self-assessment
- Use 21st Century knowledge, skills, performance and dispositions

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE.
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Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

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 research and data to best meet the needs of their students.

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

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 Principalship* (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

5.1

North Carolina Standards for Superintendents

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.

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Deleted: 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.¶
<#>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.¶
<#>Communicates the system's vision, goals, and priorities to appropriate constituencies.¶
<#>Uses collaborative skills to lead diverse groups within the school community to realize the vision and accomplish goals.¶
<#>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.¶
<#>Provides programs and professional development to help schools meet the growth standards established by the North Carolina ABC accountability program.¶
<#>Evaluates the effectiveness of programs by monitoring student progress and makes modifications where necessary to ensure high student achievement.¶
<#>Ensures that teachers and administrators align curriculum and instruction with assessment results to maximize teaching and learning.¶
<#>Assures mastery of the essential knowledge and skills defined by the North Carolina Standard Course of Study.¶
<#>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.¶
<#>Develops and implements programs to provide a safe, orderly, and caring school environment for all students.¶
<#>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.¶
<#>Assures the allocation of support to resolve conflict and crises promptly and effectively.¶
<#>Models and supports self-discipline and responsibility.¶

... [1]

A 21st Century 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. Like their executive colleagues in business, government, or health and human services, superintendents must create school districts as organizations that can learn and change quickly if they are to improve performance. School systems need chief executive officers, supported by local boards of education, who are adept at creating systems for change and at building powerful relationships with and across all staff that tap into the collective knowledge and insight they possess and stir their passions for their work for children. Out of these relationships the superintendent must create a common shared understanding for the purpose of the work of the schools and school district, the values that direct action, commitment, and ownership to a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the district'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 improved 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 and others, which consists of honest, open communications focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical, principled, and goal-oriented action. This culture of disciplined thought is rooted in the ability of the superintendent to build a trusting, transparent environment for all stakeholders.

Philosophical Foundation for the Superintendent Standards

The following points underlie this work:

- Today's schools must have proactive leaders who possess a great sense of urgency to ensure that every student graduates from high school prepared for life in the 21st Century.
- The primary goal of school district leadership is to transform schools so that large-scale, sustainable continuous improvement is built into their most basic modes of thinking and doing.
- The moral purpose of school district leadership is to create schools in which all students learn, where the gaps between high and low performance are greatly diminished, and where what students learn prepares them for success in their futures.
- Leadership is neither a position nor a person. It is a collection of practices that must be embedded in all job roles at all levels of schools and the school district.
- The work of school district leadership is with, for, and through people. Leadership is a social act, in which people are the medium of change.
- School district leadership does not require doing all tasks by oneself, but it does require creating systems and processes where all tasks can be accomplished at high levels of proficiency.
- School district leadership depends on the superintendent's ability to select and develop a senior-level executive staff whose complementary strengths promote excellence in all seven standards for executive leadership described in this document.
- Leadership is extremely complex and systemic in nature. Isolating parts misses the power of holistic thinking. Leadership requires not only knowing what to do, but knowing why to do it, how to do it, and when to do it as well.
- Within a school district, there are nested leadership systems (e.g., local boards of education, central office, schools, classrooms, etc.). To be successful, the superintendent must ensure these systems are aligned and are mutually supportive of one another.
- Superintendents bring themselves to the practices of executive leadership. Matching the context of school district leadership with the leadership character of the superintendent is important to the mutual success of both.

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Intended Purposes of the Standards

The North Carolina Standards for Superintendents have been developed as a guide for superintendents and other senior-level school district executives as they continually reflect on and improve their effectiveness in whatever executive roles they assume in their professional careers. Although there are many influences on a superintendent's development, these standards can serve as a tool to aid in the improvement of school district leadership for 21st Century schools. Taken as a whole, these standards, practices, and competencies can be overwhelming. One might ask, "How can one person possess all of these?" The answer is: They cannot. Therefore, it is critical that the superintendent build an executive team that has complementary knowledge, skills, and experiences. The more authentic diversity on the team, the more probable the team can deal with the complexities of leading educational systems in the challenges of the 21st century.

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

- Inform higher education programs in developing the content and requirements of degree programs leading to licensure as a school superintendent;
- Focus the goals and objectives of local boards of education as they support, monitor, and evaluate the performances of their senior executives;
- Guide the professional development and continuing professional improvement for superintendents and other senior-level executives;
- Serve as a tool in developing executive coaching and mentoring programs for senior-level executives.

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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. The lists of practices are not meant to be exhaustive.
- Artifacts: The artifacts are examples of 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.

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The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as a framework for the North Carolina Superintendent Standards are aligned with the seven standards for school executives adopted by the NC State Board of Education in 2006. The school executive standards are adapted from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2004). Additionally, the seven standards for superintendents reflect the 2006 work of McREL (Mid-continent Research for Education and Learning), *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement*.

North Carolina's Standards for Superintendents are interrelated and connect in the practices of superintendents and other senior-level executives. They are not intended to isolate competencies or practices. Superintendents' abilities in meeting the demands in any given standard impact their abilities to perform effectively in other challenges articulated in other standards. For example, a superintendent's effectiveness in developing and evaluating staff directly impacts the organization's ability to reach its goals and also impacts the development of cultural norms in the district. While superintendents may not have to actually do all of the work contained in all seven standards, they are responsible for ensuring that all areas have effective leadership.

The seven standards and their practices are:

Standard 1: Strategic Leadership

Summary: Superintendents create conditions that result in strategically re-imaging the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry

that challenges the community to continually re-purpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.

The superintendent practices effective strategic leadership when he or she

- Creates a working relationship with the local board of education that results in a shared vision for the district 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;
- Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission, and goals;
- Is a driving force behind major initiatives that help students acquire 21st Century skills;
- Creates processes that provide for the development, periodic review, and revision of the district's vision, mission, and strategic goals by all stakeholders;
- Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements;
- Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the State Board of Education and local priorities, using multiple sources of data (e.g., student performance data, data from the NC Teacher Working Conditions Survey), in concert with the local board of education;
- Determines financial priorities, in concert with the local board of education, based on the strategic plan;
- Facilitates the implementation of state education policy;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- Monitors progress in meeting district goals;
- Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the district.

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Artifacts:

- District strategic plan
- School Improvement Plans are implemented, assessed and modified
- Effectively functioning, elected School Improvement Teams
- Superintendent's performance plan aligned with state and local strategic priorities and objectives
- Staff can articulate the district's direction and focus
- Student performance data

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Standard 2: Instructional Leadership

Summary: Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

The superintendent practices effective instructional leadership when he or she

- Leads with a clear, high profile focus on learning and teaching oriented towards high expectations and concrete goals;
- Challenges staff to reflect deeply on and define the knowledge, skills, and concepts essential for ensuring that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- Establishes effectively functioning professional learning communities¹;
- Ensures collaborative goal setting resulting in non-negotiable goals (i.e., goals that all staff members must act upon) for student achievement and classroom instruction;
- Ensures that there is an appropriate and logical alignment between the district’s curriculum, 21st Century instruction and assessment, and the state accountability program;
- Establishes clear priorities among the district’s instructional goals and objectives;
- Creates processes for using student test data and formative data from other sources for the improvement of instruction;
- Utilizes an instructional evaluation program that accurately monitors implementation of the district’s instructional program;
- Creates processes for identifying, implementing, and monitoring use of 21st Century instructional tools 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 school executives concerning the effectiveness of their instructional leadership;
- Monitors student achievement through feedback from the instructional evaluation program;
- Ensures that instructional time is valued and protected;
- Provides professional development for school executives in the area of instructional leadership.

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Artifacts:

- District strategic plans
- School Improvement Plans
- Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey)
- Student performance goals
- Student performance data
- Use of formative assessment to impact instruction
- District instructional evaluation program

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Standard 3: Cultural Leadership

Summary: Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “reculture” the district if needed to align with district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

The superintendent practices effective cultural leadership when he or she

¹ As used throughout this document, the term professional learning communities (PLCs) describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with all stakeholders and then operates from those beliefs;
- Builds community understanding of what is required to ensure that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- Creates a school system (and not a “system of schools”) in which shared vision and equitable practices are the norm;
- Builds trust and promotes a sense of well-being between and among staff, students, parents, and the community at large;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the district;
- Visibly supports and actively engages in the positive, culturally-responsive traditions of the community;
- Creates opportunities for both staff involvement in the community and community involvement in the schools;
- Creates an environment in which diversity is valued and is promoted.

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Artifacts:

- Climate Survey Data
- NC Teacher Working Conditions Survey results
- Teacher retention data
- Student performance data
- Awards structures developed by the district and schools
- Community support of the district

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Standard 4: Human Resource Leadership

Summary: Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

The superintendent practices effective human resource leadership when he or she

- Ensures that necessary resources, including time and personnel, are allocated to achieve the district’s goals for achievement and instruction;
- Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning;
- Participates in consistent, sustained, and open communication with school executives particularly about how policies and practices relate to the district mission and vision;
- Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill;
- Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes;
- Creates processes for educators to assume leadership and decision making roles;
- Ensures processes for hiring, inducting and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel;
- Uses data, including the results of the Teacher Working Conditions Survey, to create and maintain a positive work environment;
- Ensures that all staff are evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance;

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- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths;
- Identifies strategic positions in the district and has a succession plan for each key position.

Artifacts:

- Student performance data
- District strategic plan
- NC Teacher Working Conditions Survey results
- Number of teachers with National Board Certification and graduate/advanced level licensure
- Teacher, school executive, and staff diversity, recruitment, and retention data
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Leadership development plan
- Copies of professional growth plans for school executives
- District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets and other resources, to meet the individual needs of each student
- District leadership succession plan

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Standard 5: Managerial Leadership

Summary: Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

The superintendent practices effective managerial leadership when he or she

- Applies and assesses current technologies for management, business procedures, and scheduling;
- Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a value-added assessment process;
- Identifies and plans for facility needs;
- Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for effective and efficient operations;
- Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way;
- Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups;
- Assures scheduling processes and protocols that maximize staff input, address diverse student learning needs, and provide individual and on-going collaborative planning time for every teacher;
- Creates processes for the storage, security, privacy, and integrity of data;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the safety of students and staff;
- Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials.

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Artifacts:

- District strategic plan
- External reviews and audits (e.g., budget, child nutrition, transportation)
- Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures)
- Communication of safety procedures and behavioral expectations throughout the school community
- NC Teacher Working Conditions Survey results
- District and school safety and crisis plans
- Community Emergency Response Plan

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Standard 6: External Development Leadership

Summary: A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

The superintendent practices effective external development leadership when he or she:

- Develops collaborative partnerships with the greater community to support the 21st Century learning priorities of the school district and its schools;
- Implements processes that engage stakeholders in shaping and then supporting significant (non-negotiable) achievement and instructional goals for the district and its schools;
- Creates systems that engage the local board, county commissioners, and all community stakeholders in a shared responsibility for aligning their support for district goals for student and school success;
- Designs protocols and processes that ensure compliance with federal, state and district mandates;
- Develops and implements proactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees;
- Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses while in high school and that barriers to enrollment in the courses are eliminated;
- Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals;
- Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement.

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Artifacts:

- District strategic plan
- Minutes from school board meetings
- Survey results from parents and other community leaders
- Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc.
- Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities
- Accounts of school and district accomplishments in various forms of public media
- Newsletters and other public engagement documents designed to strengthen connections to the community
- Membership and participation with community organizations

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- [Business partnerships and projects involving business partners](#)
- [Community college/university partnerships, collaborative projects, and professional development initiatives;](#)
- [Student enrollment data for community college and university courses](#)

Standard 7: Micropolitical Leadership

Summary: [The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.](#)

[The superintendent practices effective micropolitical leadership when he or she:](#)

- [Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship;](#)
- [Defines and understands the internal and external political systems and their impact on the educational organization;](#)
- [Defines, understands, and communicates the impact of legal issues affecting public education;](#)
- [Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large, for effective and responsive decision-making;](#)
- [Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federal requirements;](#)
- [Applies laws, policies and procedures fairly, wisely, and considerately;](#)
- [Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities;](#)
- [Accesses local, state and national political systems to provide input on critical educational issues.](#)

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Artifacts:

- [Parent, community and staff survey data](#)
- [Teacher, School Executive, and Staff retention data](#)
- [Ability to confront conflict and build consensus](#)
- [Shared decision-making](#)
- [Outreach efforts](#)
- [School Board policies](#)
- [Minutes and reports](#)
- [Superintendent's Performance Goals](#)

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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 recognizing 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 superintendent 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 also can effectively and efficiently execute them. Although the superintendent 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 superintendents 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 superintendents.

- **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 district 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 stakeholders 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 district.
- **Dialogue/Inquiry** – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships for the purpose of obtaining system goals.
- **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 district’s communities.
- **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 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.

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- **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 district.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the effectiveness and efficiency of the district.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or goals. 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.

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.

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.

Communicates the system's vision, goals, and priorities to appropriate constituencies.

Uses collaborative skills to lead diverse groups within the school community to realize the vision and accomplish goals.

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.

Provides programs and professional development to help schools meet the growth standards established by the North Carolina ABC accountability program.

Evaluates the effectiveness of programs by monitoring student progress and makes modifications where necessary to ensure high student achievement.

Ensures that teachers and administrators align curriculum and instruction with assessment results to maximize teaching and learning.

Assures mastery of the essential knowledge and skills defined by the North Carolina Standard Course of Study.

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.

Develops and implements programs to provide a safe, orderly, and caring school environment for all students.

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.

Assures the allocation of support to resolve conflict and crises promptly and effectively.

Models and supports self-discipline and responsibility.

Demonstrates respect for all students, teachers, administrators, parents, and community members.

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

Practices team building and empowers personnel to optimize effective operations.
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.
Acknowledges and respects diverse perspectives.
Communicates effectively, using technology as appropriate to enhance communication.
Listens actively.
Responds effectively and promptly to issues, and communicates resolutions in a timely manner.
Develops and maintains information, data collection, and accountability systems capable of assessing and reporting district progress toward strategic and operational goals.
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.

EXECUTIVE SUMMARY

Title: **Job Descriptions and Salary Upgrades for Occupational Therapist Assistant and Physical Therapist Assistant**

Type of Executive Summary:

Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy #QP-C-009
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Mr. J.B. Buxton (Deputy Superintendent) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

Occupational therapist assistants (OTAs) and physical therapist assistants (PTAs) perform vital roles in the education of children in North Carolina Public Schools. These paraprofessionals serve students who have, or are suspected of having, disabilities in a variety of areas and also serve these students' therapists, teachers, schools and families to promote improved educational outcomes. The job descriptions for these positions have been updated with input from a variety of stakeholders to be reflective of the current nature of work and the requisite knowledge, skills, training and licensure necessary for these positions in North Carolina Public Schools. In addition, it is requested that these positions be upgraded from salary grade 64 to 67 to be congruent with similar positions in other areas of State government. In other State agencies, there are two levels of related service assistant positions, Level I and Level II. The previous and proposed job descriptions for school OTAs and PTAs are in line with their respective OTA and PTA Level II positions. Attached current position vacancy announcement illustrates this. The current salary grade disparity makes it difficult for LEAs to compete with other State agencies for OTAs and PTAs.

Resources:

No additional resources are requested.

Input Process:

The job descriptions were written by NCDPI staff within the Exceptional Children Division, with input from university program faculty, related service personnel in local educational agencies (LEAs) and professional organization representatives.

Stakeholders:

LEAs, university and community college programs, current and prospective related service personnel in North Carolina Public Schools, children with disabilities and their families, schools and teachers.

Timeline For Action:

This item is presented for discussion at the August State Board of Education meeting and will be presented for action at the September State Board of Education meeting.

Recommendations:

It is recommended that the State Board of Education adopt the job descriptions and salary upgrades as listed.

 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: _____ Seconded By: _____

Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Tish Bynum

POSITION: Occupational Therapist Assistant

SALARY GRADE: 64 67

NATURE OF WORK

~~An employee in this class administers occupational therapy to students to assist a therapist in providing living skills. The work is guided by individual plans with the assistant planning exact sequences of various activities. The employee is expected to initiate minor changes in the plan and make adaptations of equipment and therapeutic environment. Errors in treatment could cause serious harm to students and potential liability for the school system. The employee receives limited supervision.~~

An employee in this class assists in the process of screening and evaluation, and the development and implementation of intervention services under the supervision of a licensed occupational therapist. The occupational therapy assistant works with students identified with or suspected of having disabilities that interfere with their ability to perform daily life activities and participate in necessary and desired occupations. The assistant is expected to implement individually designed interventions based on occupational performance deficits in the areas of personal care, student role/interaction skills, process skills, play, community integration/work, and graphic communication. The interventions are planned with the supervising occupational therapist. The occupational therapy assistant is expected to review outcomes and modify intervention programs in coordination with the supervising occupational therapist. Errors in service could result in serious harm to students and potential liability for the school system, the supervising occupational therapist, and the assistant. The supervising occupational therapist defines the level of supervision required in the work environment based on recommendations by The North Carolina Board of Occupational Therapy.

ILLUSTRATIVE EXAMPLES OF WORK

- ~~• Evaluates students to determine the extent of their limitations.~~
- ~~• Administers a variety of activities to accomplish the planned improvement in functioning.~~
- ~~• Analyzes and measures students' behavior.~~
- ~~• Prepares records and reports of students' progress.~~
- ~~• Designs and adapts equipment to meet the needs of individual students.~~
- ~~• Instructs students and families in care and use of adaptive equipment.~~
- ~~• Requisitions equipment and materials.~~
- ~~• Consults with therapist and school staff to schedule students for treatments.~~
- May contribute to the occupational therapist's evaluation of student's abilities through a variety of functional, behavioral, and standardized assessments, data collection, checklists, and interviews with family, student and educational personnel, and observations once competency has been demonstrated.
- May contribute to the occupational therapist's development of individualized intervention plans.
- Based on the intervention plan, selects and implements therapeutic interventions to enhance student performance in areas of occupation, safety, and social participation within the school environment.
- Based on the intervention plan modifies environment including equipment, materials, devices, and adapts processes including the application of ergonomic principles.
- Explains intervention techniques to student, parents, and educational personnel.
- Continuously monitors through observation and consultation student progress and the effect of intervention and need for continuation, modification, or termination. Communicates this information to the occupational therapist.
- Documents occupational therapy intervention services and maintains administrative records in accordance with state guidelines, school policy, and reimbursement standards.
- Participates in multi-disciplinary team meetings to communicate student progress.

- Maintains inventory of therapeutic equipment and projects needs for budget planning.
- Maintains, organizes, and prioritizes workload and treatment environments including inventories.
- Uses professional literature to make informed practice decisions.
- Uses good time management skills.

KNOWLEDGE, SKILLS AND ABILITIES

- ~~Working knowledge of the theory and methods of occupational therapy and their application.~~
- ~~Skill in modifying and constructing adaptive equipment and devices.~~
- ~~Skill in applying and using therapeutic equipment.~~
- ~~Ability to communicate with students, parents and teachers.~~
- ~~Ability to prepare and maintain accurate records.~~
- Knowledge of basic features of main occupational therapy theories, models of practice, principles, and evidence-based practice.
- General knowledge of human development throughout the life span.
- Ability to articulate the role of the occupational therapy assistant and the occupational therapist in the evaluation, intervention planning, intervention process.
- Ability to articulate difference between occupation and activity.
- Ability to analyze tasks relative to areas of occupation, performance skills, activity demands, context (s), and student factors to implement the intervention plan.
- Ability to recognize occupational performance deficits in the areas of personal care, student role/interactive skills, process skills, play, community integration/work, and graphic communication.
- Ability to articulate the influence of socio-cultural, socioeconomic, and diversity factors on student occupational performance.
- General knowledge of the federal, state, local legislation, regulations, policies and procedures that mandate and affect school-based occupational therapy services.
- Skill in gathering screening and evaluation data, completing checklists, histories, and interviews.
- Ability to select, adapt, and sequence relevant occupations and purposeful activities that support intervention goals.
- Ability to provide occupationally based interventions to achieve student participation in school environment.
- Skill in effective oral and written communication.
- Ability to maintain safe environments, equipment, and materials.
- Ability to prepare and maintain accurate records and progress notes.

SUGGESTED TRAINING AND EXPERIENCE

~~Completion of an accredited educational curriculum for occupational therapist assistants and two years of experience or an equivalent combination of education and experience. Successful completion and graduation from an accredited associate's degree Occupational Therapy Assistant program recognized by NBCOT and completion of all fieldwork requirements.~~

Two years of experience as an occupational therapy assistant, preferably in pediatrics.

SPECIAL REQUIREMENTS

~~License as an occupational therapist assistant in North Carolina.~~

Initial certification as an occupational therapist assistant by the National Board for Certification of Occupational Therapy (NBCOT)

Current license as an occupational therapist assistant by the North Carolina Board of Occupational Therapy

POSITION: Physical Therapist Assistant

SALARY GRADE: ~~64~~ 67

NATURE OF WORK

~~An employee in this class administers physical therapy treatments to students to assist the therapist in relieving disabilities and improve the students' functional activities. The work is guided by individual prescription with the employee planning exact sequences of various activities. The employee is expected to make minor adjustments as needed with medical problems referred to the therapist for solution. Errors in treatment could cause serious harm to students and potential liability for the school system. The employee receives limited supervision.~~ The school physical therapy assistant, as a member of the educational team, supports the education of students suspected of and/or diagnosed with a disability in their least restrictive environment. The school physical therapy assistant administers physical therapy interventions guided by an Individualized Education Program (IEP) delegated by a physical therapist in order to improve the students' functional independence at school. The school physical therapy assistant may make minor adjustments in intervention delivery as needed that are consistent with the established IEP. Medical problems or modification to intervention will be referred to the school physical therapist for solution. The school physical therapy assistant receives supervision at least every 30 days by the physical therapist.

ILLUSTRATIVE EXAMPLES OF WORK

- Adheres to professional, ethical and legal standards of practice.
- Participates with physical therapist in developing individual treatment programs.
- Implements the physical therapy program within the Local Educational Agency (LEA), including philosophy, vision, departmental procedures and goals.
- ~~• Tests and evaluates each students strengths, weaknesses and ability to function.~~
- Administers a variety of exercises and interventions treatments as prescribed.
- ~~Evaluates students progress.~~ Observes and records the effectiveness of intervention, and documents students' progress.
- ~~• Prepares records and reports of student's response to treatment.~~
- Proposes modification of specific treatment procedures to physical therapist.
- Confers with physical therapist, school staff, parents and community and school staff to evaluate student information implement student program.
- Coordinates treatment schedule with therapists and school staff.
- Explains treatment techniques to students, parents and school staff.
- Processes orders for equipment and supplies.

KNOWLEDGE, SKILLS AND ABILITIES

- ~~Working k~~Knowledge of physical therapy principles, theory, methods and their application in an educational environment.
- Skill in providing a variety of ~~treatments~~ interventions.
- ~~Ability to communicate effectively, orally and in writing~~ Skill in effective oral and written communication.
- Ability to prepare and maintain accurate records.
- Knowledge of areas of practice specific to pediatrics, including child development and precautions when working with specific diagnoses.

SUGGESTED TRAINING AND EXPERIENCE

Two years of experience as a physical therapist assistant or an equivalent combination of education and experiences (pediatric experience, especially in an educational setting, is preferred). Completion of an approved two year program for physical therapist assistants and two years of experience as a physical therapist assistant or an equivalent combination of education and experiences.

SPECIAL REQUIREMENT

~~License as a physical therapist assistant in North Carolina.~~

- Graduation from an accredited program for physical therapist assistants
- Current licensure as a physical therapist assistant by the North Carolina Board of Physical Therapy Examiners