

EXECUTIVE SUMMARY

Title: Standards for School Executive Preparation Programs

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-B-002
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Session Law 2007-517

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

Description:

Based on the new standards for teachers, school executives, and superintendents, colleges and universities with approved teacher and administrator preparation programs are re-visioning their programs. Revised programs will be submitted to the Board for approval not later than July 1, 2009. Standards for the new school executive preparation programs reflect statutory requirements and recommendations from the Ad Hoc Committee on School Leadership in the 21st Century.

Resources:

NA

Input Process:

The proposed standards reflect statutory requirements. An advisory group of representative stakeholders has been working on the re-visioning of programs and the program assessment instrument.

Stakeholders:

Colleges and Universities with School Executive Preparation Programs

Timeline For Action:

The proposal was presented for discussion last month and is presented for approval this month. Institutions will submit their redesigned programs to the Board for approval not later than July 1, 2009.

Recommendations:

It is recommended that the Board approve the proposed standards for School Executive preparation programs.

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: Twenty-First Century Professionals

Category: Teacher Education

Policy ID Number: TCP-B-002

Policy Title: Policy defining guidelines and competencies for approved teacher education programs

Current Policy Date: ~~06/07/2007~~04/03/2008

Other Historical Information: Previous Board dates: 04/05/1995, 09/07/1995, 07/11/1996, 08/07/1996, 07/09/1998, 11/05/1998, 02/04/1999, 04/01/1999, 03/07/2002, 10/03/2002, 11/07/2002, 06/05/2003, 06/03/04, 09/02/2004, 04/07/2005, 11/03/2005, 01/05/2006, 04/06/2006, 06/07/2007

Statutory Reference: Session Law 2007-517

Administrative Procedures Act (APA) Reference Number and Category:

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

Please refer to the insert **Standards and Indicators for Teacher Education Programs**. This Manual is available from the:

~~NC Department of Public Instruction
Division of Human Resource Management
Teacher Education Section
NC State Board of Education
633002 Mail Service Center
Raleigh, NC 27699-633002~~

Questions regarding the **Standards and Indicators for Teacher Education Programs** should be directed to:

(919) 807-~~3355~~608.

The Standards and Indicators can be accessed at the following website:

<http://www.ncpublicschools.org/humanrsrcs/downloads/specialtystandards.pdf>

Standards for Programs for the Preparation of School Administrators

To be approved by the State Board of Education, School Executive Preparation Programs must:

1. Be aligned with the Standards for the Evaluation of School Executives adopted by the State Board of Education and specifically address the use of the results of the NC Teacher Working Conditions Survey.
2. Provide evidence of a high level of institutional commitment, including dedicated resources, for administrator preparation program improvements and redesign.
3. Use cross-functional work teams to determine a common curriculum framework that (i) is designed to align with defined standards, (ii) includes rigorous core courses, and (iii) produces administrators who meet the defined standards. The cross-functional work teams shall include school-based personnel, faculty from schools of education and other disciplines from institutions of higher education, and representatives of State agencies;
4. Use cross-functional work teams to design and periodically update specific standards regarding placement, required activities, and evaluations of clinical experiences. These standards shall include appropriate training for the school leaders who agree to accept and supervise interns.
5. Develop written agreements between the institution of higher education and a local school administrative unit to govern their shared responsibility for (i) recruitment and preparation of school administrators, especially with regard to clinical experiences including the internship, and (ii) a new administrator's success once employed.
6. Require authentic partnerships between adjunct faculty and full-time faculty to fully address the need for both practical, field-based experience and academic, theory-based experience.
7. Require all candidates to complete a year-long internship.
8. Require the development of portfolios for emerging leaders that provide evidence that they are applying their training to actual school needs and challenges.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2007

SESSION LAW 2007-517

HOUSE BILL 536

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO ADOPT NEW STANDARDS FOR SCHOOL ADMINISTRATOR PREPARATION PROGRAMS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-284 is amended by adding a new subsection to read:

"(c2) The State Board of Education shall adopt new standards by July 1, 2008, for school administrator preparation programs. The new standards shall:

- (1) Be aligned with the revised standards for the evaluation of school executives and specifically address the use of the results of the Teacher Working Conditions Survey;
- (2) Require evidence of a high level of institutional commitment, including dedicated resources, for administrator preparation program improvements and redesign;
- (3) Require the use of cross-functional work teams to determine a common curriculum framework that (i) is designed to align with defined standards, (ii) includes rigorous core courses, and (iii) will produce administrators who meet the defined standards. The cross-functional work teams shall include school-based personnel, faculty from schools of education and other disciplines from institutions of higher education, and representatives of State agencies;
- (4) Require the use of cross-functional work teams to design and periodically update specific standards regarding placement, required activities, and evaluations of clinical experiences. These standards shall include appropriate training for the school leaders who agree to accept and supervise interns;
- (5) Require written agreements between the institution of higher education and a local school administrative unit to govern their shared responsibility for (i) recruitment and preparation of school administrators, especially with regard to clinical experiences including the internship, and (ii) a new administrator's success once employed;
- (6) Require authentic partnerships between adjunct faculty and full-time faculty to fully address the need for both practical, field-based experience and academic, theory-based experience. These partnerships may require a change in the institution of higher education's definition of scholarly activity and its reward system;
- (7) Require all candidates to complete a year-long internship; and
- (8) Require the development of portfolios for emerging leaders that provide evidence they are applying their training to actual school needs and challenges.

Institutions of higher education shall redesign their school administrator preparation programs to meet the new standards and report to the State Board of Education on the redesign by July 1, 2009."

SECTION 2. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 28th day of July, 2007.

s/ Beverly E. Perdue
President of the Senate

s/ Joe Hackney
Speaker of the House of Representatives

s/ Michael F. Easley
Governor

Approved 1:23 p.m. this 30th day of August, 2007

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: ~~06/07/2007~~ 04/03/2008

Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 06/07/2007

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON GENERAL LICENSURE REQUIREMENTS

[Note: Only the relevant section of the policy has been included here.]

1.10 Designation of Appropriate Licensure Prior to Establishment of Staffing New Programs/Positions in Public Schools

Appropriate licensure area(s) required for service must be established prior to presentation of new programs/positions to the SBE for approval. Formal documentation indicating agreement by the Licensure Section to the licensure area(s) appropriate for the proposed program/employment shall be presented.

Current license areas issued by the Department are:

Administrative

Superintendent
Principal
Curriculum Instructional Specialist
Instructional Technology Specialist-Computers
Media Supervisor
Career and Technical Education Director
Exceptional Children's Program Administrator

Student Services

Counselor
School Social Worker
School Psychologist
Instructional Technology Specialist- Telecommunications
Media Coordinator
Audiologist
Speech-Language Pathologist

Teaching Areas

Elementary

Birth-Kindergarten (B-K)
Preschool Add-on*
Elementary (K-6)
Elementary Second Language++

[Reading \(K-6\)](#)

[English as a Second Language \[ESL\] \(K-6\)](#)

[Special Education: General Curriculum \(K-6\)](#)

[Special Education: Adapted Curriculum \(K-6\)](#)

* Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.

Middle Grades

Middle Grades Language Arts
Middle Grades Mathematics
Middle Grades Science
Middle Grades Social Studies

Secondary (9-12)

English (9-12)
Mathematics (9-12)
Science (9-12)
Earth Science (9-12)
Biology (9-12)
Physics (9-12)
Chemistry (9-12)
Social Studies (9-12)
Political Science (9-12)
Geography (9-12)
History (9-12)
Economics (9-12)
Sociology (9-12)
Anthropology (9-12)
French (9-12)
Spanish (9-12)
German (9-12)
Japanese (9-12)
Russian (9-12)
Latin (9-12)
Bible (9-12)
Journalism ++ (9-12)
Psychology ++ (9-12)
Italian ++ (9-12)
Chinese ++ (9-12)

Special Subjects (K-12)

Art (K-12)
Music (K-12)
Dance (K-12)
Theater Arts (K-12)
Health Specialist (K-12)
Physical Education (K-12)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
American Sign Language (K-12)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Computer Education++ (K-12)
Junior ROTC

Career-Technical Education

Agricultural Education
Business and Information Technology Education
 Network Administration
Career Development Coordinator
Career and Technical Education Director
Family and Consumer Sciences
 Apparel Design
 Child Development, Family Studies
 Food and Nutrition, Culinary Arts
 Interior Design, Housing
Health Occupations
 Registered Nurse
 Allied Health/Medical Professional
 Biotechnology
Marketing Education
(Handicapped/Disadvantaged) Special Populations
Coordinator
Technology Education
 Principles of Technology++
 Scientific and Technical Visualization++
 Project Lead the Way (PLTW)++
Trade and Industrial Education
 Automotive Service
 Cabinetmaking/Furniture
 Carpentry
 Collision Repair
 Computer Engineering Technology
 Cosmetology
 Drafting
 Digital Media/Programming Broadcasting
 Electrical Trades
 Electronics
 Electro-Mechanical Maintenance
 Masonry
 Mechanical Systems (HVAC or Plumbing)
 Metals Manufacturing
 Network Engineering Technology
 Printing and Graphics
 Public Safety
 Textiles^
 Welding
 Work Development (formerly Industrial Cooperative
 Training)
 Specialized
VoCATS

++ endorsements

Exceptional Children

Cross Categorical (mildly/moderately disabled)
Severely/Profoundly Disabled
Mentally Disabled
Visually Impaired
Behaviorally/Emotionally Disabled
Learning Disabled
Academically Gifted
Hearing Impaired
Special Education: General Curriculum
Special Education: Adapted Curriculum

^ no longer issued

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;

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: Approval/Adoption of the School Executive: Principal Evaluation Instrument

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Session Law 2005-179 and Sections 7.28 and 7.29 of the 2005 Budget Bill

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, Office of the State Board of Education) and Dr. Jean Williams (Vice President of Research and Evaluation, McREL [Mid-continent Research for Education and Learning])

Description:

In December 2006 the State Board of Education adopted new standards for the evaluation of school executives: principals. Following adoption of the new standards, the Department of Public Instruction contracted with McREL to develop and validate a new evaluation instrument. A new instrument has been developed, piloted, and validated. The new instrument is presented for discussion this month and will be presented for approval next month.

Resources:

NA

Input Process:

An advisory committee has been working with McREL on the development and validation of the new instrument. The instrument was piloted in 19 school systems.

Stakeholders:

Principals, Superintendents, Teachers

Timeline For Action:

The new evaluation instrument is presented for discussion this month and will be presented for approval next month. Training on the new instrument will be conducted May-July. The new instrument will be implemented statewide in the 2008-09 school year.

Recommendations:

It is recommended that the Board approve the proposed new evaluation instrument for School Executives: Principals.

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 SCHOOL EXECUTIVE: PRINCIPAL PERFORMANCE EVALUATION

Introduction

The 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. This mission requires a new vision of school leadership and 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. 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 principals who are adept at creating systems for change and building relationships with and across staff. These systems not only tap into the collective knowledge and insight they possess but also into the powerful relationships that stir their passions for their work with children. Out of these relationships the executive must create among staff a 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. This 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 principal will only be realized in the creation of a culture in which leadership:

- is distributed among all members of the school community;
- consists of open, honest communication;
- is focused on the use of data, teamwork, researched-based practices; and,
- 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 stakeholders to build a trusting, transparent environment that reduces stakeholders’ sense of vulnerability as they address the challenges of transformational change.

The Purposes of the Evaluation

The principal performance evaluation process will:

- Serve as a guide for principals as they reflect upon and improve their effectiveness as school leaders;
- Inform higher education programs in developing the content and requirements of degree programs that prepare future principals;
- Focus the goals and objectives of districts as they support, monitor and evaluate their principals;
- Guide professional development for principals;
- Serve as a tool in developing coaching and mentoring programs for principals.

Definitions

For purposes of this evaluation process, the following terms are defined below:

1. *School Executives* – Principals licensed to work in the state of North Carolina.
2. *Self-Evaluation* – Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others.
3. *North Carolina School Executive Evaluation Rubric* – A composite matrix of the standards, components and elements of the *North Carolina Standards for School Administrators*
 - i. *Performance Standard* – The distinct aspect of leadership or realm of activities which form the basis for the evaluation of a school executive.
 - ii. *Performance Elements* – The sub-categories of performance embedded within the performance standard.
 - iii. *Performance Descriptions* – The specific performance responsibilities embedded within the components of each performance standard.
4. *Performance Goals*- Goals for improvement in professional practice based on the self-evaluation or supervisor recommendation.
5. *Data* – Factual information used as the basis for reasoning, discussion or planning.
6. *Artifact* – A product resulting from a school leader’s work

Possible artifacts are as follows:

- *School Improvement Plan* – A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.
- *School Improvement Team* – A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants and parents of children enrolled in the school whose purpose is to develop a school improvement plan to strengthen student performance.
- *North Carolina Teacher Working Conditions Survey* – A statewide survey of teacher working conditions in five areas-time, empowerment, facilities and resources, leadership and professional development-conducted on a biennial basis www.northcarolinatwc.org.
- *Student Achievement Data* – Student achievement/testing data available from the North Carolina School Report Card. www.ncschoolreportcard.org.
- *Student Dropout Data* – Grade 9-12 students who drop out of high school. www.ncpublicschools.org/research/dropouts/reports/.
- *Teacher Retention Data* – The teacher turnover rate, including the distribution of inexperienced teachers.

- *National Board Certified Teachers* – Teachers who have earned the prestigious National Board certification.
 - *Professional Development* – Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
 - *PTSA* – The school’s parent, teacher, student association or similar organization.
7. *Evidence* – Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
 8. *Summary Evaluation Form* – A composite assessment of the school executive’s performance based on the evaluation rubric and supporting evidence.
 9. *Standards Performance Rating Scale* – A rating system on a continuum as follows:
 - Developing* – Demonstrates growth toward the performance standard.
 - Proficient* – Demonstrates competence in meeting performance expectations.
 - Accomplished* – Meets the standard for performance.
 - Distinguished* – Exceeds the standard for performance.
 - Not Evident/Not Observed* – Performance for a standard which has not been observed or for which no evidence of performance has been provided. Comments will be required to indicate performance expectations or satisfactory evidence.
 10. *Code of Ethics for North Carolina Educators* – The standards of professional conduct required of educators. www.ncpublicschools.org/teacher_education/ethics
 11. *Code of Professional Practice and Conduct for North Carolina Educators* – The uniform standards of professional conduct for licensed professional educators. www.ncpublicschools.org/teacher_education/conductcode

Evaluation Process

Principal Responsibilities:

- Know and understand the North Carolina School Executive Performance Standards.
- Understand the School Executive: Principal Evaluation Process.
- Prepare for the Pre-Evaluation Conference, including a self-evaluation, identification of performance goals, and identifying change initiatives underway at their school;
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.
- Participate in the Final Evaluation Conference.

Evaluator Responsibilities:

- Know and understand the North Carolina School Executive Performance Standards.

- Participate in training to understand and implement the Principal Evaluation Process.
- Supervise the Principal Evaluation Process and ensure that all steps in the process are conducted according to the agreed upon process.
- Identify the principal's strengths and areas for improvement and making recommendations for improvement.
- Ensure that the contents of the Principal Summary Evaluation Report contain accurate information and accurately reflect the principal's individual performance.

Instructions for Principal Evaluation Process

The intended purpose of the principal evaluation process is to focus on formative professional development in a collegial, non-threatening way to assess the principal's performance in relation to the Standards for School Executives. The principal will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering input from the various stakeholders with an interest in the leadership in the school. The input and evidence gathered by the principal is **not** intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards. The following outlines the principal evaluation process.

Step 1: Orientation

At the beginning of the school year, the superintendent/designee conducts a group orientation with all of the district principals. At this orientation, each principal will be provided a complete set of materials outlining the evaluation process.

Step 2: Pre-Evaluation Planning

Principals will, individually and without input from anyone else, complete a self-assessment using NC School Executive: Principal Evaluation Rubric. This self-assessment will serve as the basis for the preliminary goals form, which should be completed prior to Step 3.

Step 3: Meeting with Superintendent/Designee

Principals will meet individually with the district superintendent or a designee who has been delegated this responsibility to discuss the results of self evaluation, preliminary performance goals and the evidence and data to be gathered for the evaluation process. The principal and superintendent will agree on the data, evidence, and artifacts necessary to complete the evaluation process and confirm the principal's level of performance.

Step 4: Data Collection

The principal will collect the data agreed upon in step 3. This data may include the artifacts listed for each standard on the rubric; feedback from parents, students, and the school community; document of professional development completed during the year; and other data to document achievement of performance goals. The district superintendent/designee will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community.

Step 5: Prepare a Consolidated Performance Assessment

The principal will synthesize the information obtained under Step 4 in order to prepare a consolidated assessment, or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the superintendent/designee well in advance of the performance discussion at which final performance levels will be discussed.

Step 6: Meeting Between Principal and Superintendent/Designee

The principal and superintendent/designee will meet at the school to discuss progress in completing the evaluation process. They will discuss the self-assessment, consolidated assessment, and superintendent's summary evaluation of the principal, which have been prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion, the principal will have them readily available to share at that time. At this meeting, the principal and superintendent/designee will agree upon performance goals and recommendations for the Professional Growth Plan

North Carolina School Executive: Principal Evaluation Process

Rubric for Evaluating Principals

The following rubric was developed to align and exemplify the seven standards for school executives approved by the North Carolina State Board of Education in December 2006. There are four levels of proficiency: *Developing, Proficient, Accomplished, and Distinguished*. These levels are cumulative across rows. This means an *accomplished* principal should exhibit the skills and knowledge described under the *developing* and *proficient* header as well as those under *accomplished*. Likewise, a *distinguished* principal exhibits all of the skills and knowledge described for that element. The *developing* principal exemplifies the principal who is new to the profession or a principal who is working on a specific skill. On occasion, a principal might not have an opportunity to display or show evidence of proficiency on a particular element. In that case, the column: *Not Evident/ Not Demonstrated* would be selected. If that column is chosen, then a comment must be made as to why it was selected.

Rubric for Evaluating North Carolina School Executives: Principals

Standard 1: Strategic Leadership

Principals 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.

a. School Vision, Mission and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Develops his/her own vision of the changing world in the 21 st century that schools are preparing children to enter	<p>... and</p> <input type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff	<p>... and</p> <input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples’ attention and imagination	<p>... and</p> <input type="checkbox"/> Ensures that the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school	
	<input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year	<input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals	<input type="checkbox"/> Initiates changes to vision and goals based on data to improve performance, school culture and school success	
b. Leading Change: The principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.				
<input type="checkbox"/> Identifies changes necessary for the improvement of student learning	<p>... and</p> <input type="checkbox"/> Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process	<p>... and</p> <input type="checkbox"/> Adapts/varies leadership style according to the changing needs of the school and community	<p>... and</p> <input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21 st century skills	
		<input type="checkbox"/> Is comfortable with major changes in implementing processes and accomplishing tasks	<input type="checkbox"/> Systematically challenges the status quo by leading change with potentially beneficial outcomes	
		<input type="checkbox"/> Routinely and systematically communicates the impacts of change processes to all stakeholders		

c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands statutory requirements regarding the School Improvement Plan	<p>... and</p> <input type="checkbox"/> Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives	<p>... and</p> <input type="checkbox"/> Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the State Board of Education, the local Board of Education	<p>... and</p> <input type="checkbox"/> Incorporates principles of continuous improvement and creative 21st century concepts for improvement into the School Improvement Plan	

d. Distributive Leadership: The principal creates and utilizes processes to distribute leadership and decision-making throughout the school.

<input type="checkbox"/> Seeks input from a variety of stakeholder groups, including teachers and parents/guardians <input type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school	<p>... and</p> <input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction. <input type="checkbox"/> Provides leadership development activities for staff members	<p>... and</p> <input type="checkbox"/> Ensures that parents/guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision making process <input type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles	<p>... and</p> <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the school building <input type="checkbox"/> Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers	
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Suggested Artifacts for Standard 1:

School Improvement Plan
 NC Teacher Working Conditions Survey
 Evidence of School Improvement Team
 Student achievement and testing data

Statement of school vision, mission, values, beliefs and goals
 Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements
 Evidence of shared decision-making and distributed leadership

Standard 2: Instructional Leadership

Principals 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.

a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes student assessment data in adherence with instructional and legal requirements <input type="checkbox"/> Provides students access to a variety of 21st century instructional tools, including technology 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning <input type="checkbox"/> Organizes targeted opportunities for teachers to learn how to teach their subjects well <input type="checkbox"/> Ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning <input type="checkbox"/> Creates a culture that it is the responsibility of all staff to make sure that all students are successful 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the schools professional learning community <input type="checkbox"/> Encourages and challenges staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to the complete educational development of students 	
b. Focus on Instructional Time: The principal creates processes and schedules which protect teachers from disruption of instructional or preparation time.				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the need for teachers to have daily planning time and duty-free lunch periods <input type="checkbox"/> Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to legal requirements for planning and instructional time <input type="checkbox"/> Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher <input type="checkbox"/> Designs scheduling processes and protocols that maximize staff input and address diverse student learning needs 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that teachers have the legally required amount of daily planning and lunch periods <input type="checkbox"/> Routinely and conscientiously implements processes to protect instructional time from interruptions 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structures the school schedule to enable all teachers to have individual and team collaborative planning time <input type="checkbox"/> Systematically monitors the effect of the master schedule on collaborative planning and student achievement <input type="checkbox"/> Ensures that district leadership is informed of the amounts and scheduling of individual and team planning time 	

Suggested Artifacts for Standard 2:

School Improvement Plan
 NC Teacher Working Conditions Survey
 Student achievement and testing data
 Student drop-out 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
 Evidence of team development and evaluation of classroom lessons
 Use of research-based practices and strategies in classrooms
 Master school schedule documenting individual and collaborative planning for every teacher

Standard 3: Cultural Leadership

Principals will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. Principals 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 principal must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands characteristics of a collaborative work environment within the school <input type="checkbox"/> Understands the importance of data gained from the Teacher Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs elements of a collaborative and positive work environment within the school <input type="checkbox"/> Participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies <input type="checkbox"/> Utilizes data gained from the Teacher Working Conditions Survey and other sources to understand perceptions of the work environment 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school <input type="checkbox"/> Monitors the implementation and response to school policies and provides feedback to the School Improvement Team for their consideration <input type="checkbox"/> Initiates changes resulting from data gained from the Teacher Working Conditions Survey and other sources 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a collaborative work environment which promotes cohesion and cooperation among staff <input type="checkbox"/> Facilitates the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills 	
b. School Culture and Identity: The principal develops and uses shared vision, values and goals to define the identity and culture of the school.				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a culture of collaboration, distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the school’s identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the school 	

c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff	... and <input type="checkbox"/> Uses established criteria for performance as the primary basis for reward and advancement	... and <input type="checkbox"/> Systematically recognizes individuals for reward and advancement based on established criteria <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals	... and <input type="checkbox"/> Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school <input type="checkbox"/> Utilizes recognition of failure as an opportunity to improve	
d. Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.				
<input type="checkbox"/> Understands the importance of building a sense of efficacy and empowerment among staff <input type="checkbox"/> Understands the importance of developing a sense of well-being among staff, students and parents/guardians	... and <input type="checkbox"/> Identifies strategies for building a sense of efficacy and empowerment among staff <input type="checkbox"/> Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	... and <input type="checkbox"/> Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff <input type="checkbox"/> Actively models and promotes a sense of well-being among staff, students and parents/guardians	... and <input type="checkbox"/> Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes <input type="checkbox"/> Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	

Suggested Artifacts for Standard 3:

School Improvement Plan
 School Improvement Team
 NC Teacher Working Conditions Survey
 Evidence of shared decision-making and distributed leadership

Documented use of School Improvement Team in decision-making
 Student achievement and testing data
 Existence and work of professional learning communities
 Teacher retention data Recognition criteria and structure utilized;

Standard 4: Human Resource Leadership

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

a. Professional Development/Learning Communities: The principal ensures that the school is a professional learning community.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of developing effective professional learning communities and results-oriented professional development <input type="checkbox"/> Understands the importance of continued personal learning and professional development 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development <input type="checkbox"/> Routinely participates in professional development focused on improving instructional programs and practices 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members 	
b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the school's need to recruit, hire, appropriately place, and mentor new staff members 	<p>... and</p> <p>At the school level, creates and implements processes for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recruiting new teachers and staff <input type="checkbox"/> hiring new teachers and staff <input type="checkbox"/> placing new teachers and staff <input type="checkbox"/> mentoring new teachers and staff 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population <input type="checkbox"/> Ensures that professional development is available for staff members with potential to serve as mentors and coaches 	

c. Teacher and Staff Evaluation: The principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

<input type="checkbox"/> Adheres to legal requirements for teacher and staff evaluation	<p>... and</p> <input type="checkbox"/> Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice	<p>... and</p> <input type="checkbox"/> Utilizes multiple assessments to evaluate teachers and other staff members	<p>... and</p> <input type="checkbox"/> Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school	
	<input type="checkbox"/> Implements district and state evaluation policies in a fair and equitable manner	<input type="checkbox"/> Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice		

Suggested Artifacts for Standard 4:

School Improvement Plan
 NC Teacher Working Conditions Survey
 Student Achievement and testing data
 Teacher retention data
 National Board certification
 Teacher professional growth plans

Master school schedule documenting individual and collaborative planning for every teacher
 Number of National Board Certified Teachers;
 Number of teachers pursuing advanced degrees
 Record of professional development provided staff
 Impact of professional development on student learning
 Mentor records and beginning teacher feedback

Standard 5: Managerial Leadership

Principals 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 principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 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.

a. School Resources and Budget: The principal establishes budget processes and systems which are focused on, and result in, improved student achievement.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable of school budget and accounting procedures <input type="checkbox"/> Utilizes input from staff to establish funding priorities and a balanced operational budget for school programs and activities 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates the input of the School Improvement Team in budget and resource decisions <input type="checkbox"/> Uses feedback and data to assess the success of funding and program decisions 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs transparent systems to equitably manage human and financial resources 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs 	
b. Conflict Management and Resolution: The principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.				
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the school 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates processes to resolve problems and/or areas of conflict within the school 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resolves school-based problems/conflicts in a fair, democratic way <input type="checkbox"/> Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues <input type="checkbox"/> Discusses with staff and implements solutions to address potentially discordant issues 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the school result 	
c. Systematic Communication: The principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of open, effective communication in the operation of the school 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community <input type="checkbox"/> Routinely involves the school improvement team in school wide communications processes 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community <input type="checkbox"/> Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals 	

d. School Expectations for Students and Staff: The principal develops and enforces expectations, structures, rules and procedures for students and staff.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the importance of clear expectations, structures, rules and procedures for students and staff <input type="checkbox"/> Understands district and state policy and law related to student conduct, etc.	<p>... and</p> <input type="checkbox"/> Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team <input type="checkbox"/> Effectively implements district rules and procedures	<p>... and</p> <input type="checkbox"/> Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff	<p>... and</p> <input type="checkbox"/> Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues <input type="checkbox"/> Regularly reviews the need for changes to expectations, structures, rules and expectations	

Suggested Artifacts for Standard 5:

School Improvement Plan
 NC Teacher Working Conditions Survey
 School financial information
 School safety and behavioral Expectations

Master school schedule documenting individual and collaborative planning for every teacher
 Evidence of formal and informal systems of communication;
 Dissemination of clear norms and ground rules
 Evidence of ability to confront ideological conflict and then reach consensus

Standard 6: External Development Leadership

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

a. Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support and ownership for the school.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school <input type="checkbox"/> Identifies the positive, culturally-responsive traditions of the school and community 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to make significant decisions 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school’s learning agenda 	
b. Federal, State and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.				
<ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable of applicable federal, state and district mandates <input type="checkbox"/> Is aware of district goals and initiatives directed at improving student achievement. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs protocols and processes to comply with federal, state and district mandates <input type="checkbox"/> Implements district initiatives directed at improving student achievement 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures compliance with federal, state and district mandates <input type="checkbox"/> Continually assesses the progress of district initiatives and reports results to district-level decision-makers. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school <input type="checkbox"/> Actively participates in the development of district goals and initiatives directed at improving student achievement 	

Suggested Artifacts for Standard 6:

Parent involvement in School Improvement Team
 NC Teacher Working Conditions Survey
 PTSA/Booster club operation and participation
 Parent survey results

Evidence of business partners and projects involving business partners
 Plan for shaping the school’s image throughout the community
 Evidence of community support
 Number and use of school volunteers

Standard 7: Micro-political Leadership

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

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

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Maintains high visibility and is easily accessible throughout the school	... and <input type="checkbox"/> Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs	... and <input type="checkbox"/> Builds systems and relationships that utilize the staff's diversity, ideological differences and expertise to realize the school's goals	... and <input type="checkbox"/> Creatively employs an awareness of staff's professional needs, issues and interests to build cohesion and to facilitate distributed governance and shared decision-making	

Suggested Artifacts for Standard 7:

NC Teacher Working Conditions Survey
Teacher retention data

Evidence of visibility and accessibility
Evidence of shared decision-making and distributed leadership

EXECUTIVE SUMMARY

Title: Licensure Update

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

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

Presenter(s): Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Mrs. Susan Ruiz (Director, Licensure).

Description:

Our goal is to carry the Licensure Section of DPI into the 21st century through better and more efficient utilization of people, processes and technology. Following an assessment period of the current status of the Licensure Section and study of suggestions from the State Board of Education, a new reorganization plan is to be implemented which will greatly streamline communication between stakeholders and Licensure staff. Licenses will be processed more quickly, and unnecessary, procedural steps will be eliminated. Existing resources will be reallocated to create a customer-oriented specialist team, while maintaining the essential subject matter expertise to fulfill and resolve complex issues. Internal processes leading to "self service" will be automated, and a "one-call, one answer" system will be put in place.

Resources:

NA

Input Process:

The process has been developed by staff based on conversations with representative stakeholders.

Stakeholders:

LEAs, Teachers

Timeline For Action:

Our target date is mid April, in time for the coming school year.

Recommendations:

NA

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: Doris McCain (807-3700)