

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 was presented for discussion last month and is presented for approval this month. Since last month, the definitions of the ratings (Developing, Proficient, Accomplished, Distinguished, Not Evident/Not Demonstrated) have been clarified. The rating sheets and goal(s) setting form have also been included in the attached materials.

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 was presented for discussion last month and is presented for approval this 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 Evaluation Process

The following materials have been designed to guide the Principal Evaluation Process for North Carolina's Public School Principals. Included in this packet are the following:

- ◆ Introductory and Explanatory Materials
- ◆ North Carolina Standards for School Executives*
- ◆ Rubric for Evaluating Principals
- ◆ Summary Principal Evaluation Form
- ◆ North Carolina School Principal Goal-Setting Form

(Not included in packet for NC State Board of Education meeting)

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.ncteachingconditions.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. *Performance Rating Scale* – The following rating scale will be used for evaluating North Carolina school principals:
 - ◆ **Developing:** Principal did not meet standards for performance, but demonstrated adequate growth toward meeting standards during the period of performance.
 - ◆ **Proficient:** Principal demonstrated basic competence on standards of performance.
 - ◆ **Accomplished:** Principal exceeded basic competence on standards for performance most of the time.
 - ◆ **Distinguished:** Principal consistently and significantly exceeded basic competence on standards of performance.
 - ◆ **Not Evident/Not Demonstrated:** Superintendent was not able to make a judgment about level of performance because
 1. The principal did not perform at a level that would provide data to demonstrate competence or adequate progress toward achieving a “Proficient” rating, **or**
 2. The superintendent did not have an opportunity to make such observations.

Note: If the “Not Evident/Not Demonstrated” rating is used, the superintendent must comment about why it was used.

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.

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	
	<input type="checkbox"/> Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan	<input type="checkbox"/> Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives		
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	<p>... and</p> <input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction.	<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	<p>... and</p> <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the school building	
<input type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school	<input type="checkbox"/> Provides leadership development activities for staff members	<input type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles	<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	

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.				
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses established criteria for performance as the primary basis for reward and advancement 	<p>... and</p> <ul style="list-style-type: none"> <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 	<p>... and</p> <ul style="list-style-type: none"> <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.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<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	<p>... and</p> <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	<p>... and</p> <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	<p>... and</p> <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)
<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> <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> <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> <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.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<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> <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> <input type="checkbox"/> Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support.	<p>... and</p> <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 <input type="checkbox"/> Implements district and state evaluation policies in a fair and equitable manner	<p>... and</p> <input type="checkbox"/> Utilizes multiple assessments to evaluate teachers and other staff members <input type="checkbox"/> Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice	<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	

Suggested Artifacts for Standard 4:

School Improvement Plan
 NC Teacher Working Conditions Survey
 Number of National Board Certified Teachers
 Number of teachers pursuing advanced degrees
 Teacher retention data
 Teacher professional growth plans

Master school schedule documenting individual and collaborative planning for every teacher
 Student Achievement and testing data
 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.	... and <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	... and <input type="checkbox"/> Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff	... and <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
 Teacher Working Conditions Survey
 School financial information
 School safety and behavioral Expectations

Master school schedule documenting individual and collaborative planning for NC 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)
<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	... and <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	... and <input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to make significant decisions	... and <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.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<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>... and</p> <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>... and</p> <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>... and</p> <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
 Parent survey results
 PTSA/Booster club operation and participation
 Number and use of school volunteers

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

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	<p>... and</p> <input type="checkbox"/> Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs	<p>... and</p> <input type="checkbox"/> Builds systems and relationships that utilize the staff’s diversity, ideological differences and expertise to realize the school’s goals	<p>... and</p> <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

Principal Evaluation Form

Name: _____

ID# _____

School: _____

School Year: _____

Evaluator: _____

Title: _____

The *North Carolina School Executive: Principal Evaluation* is based, in part, on a formal discussion of performance and conferences conducted on the following dates:

Site Visit Dates	Conf. Dates	Principal's Signature	Evaluator's Signature

Summary Evaluation Conference Date: _____

In addition, observations and other relevant sources of performance may be considered in determining the final rating for the principal.

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. Pursuant to North Carolina Board of Education Policy, each LEA shall provide for the evaluation of all professional employees pursuant to G.S. 115C-333.

The following rating scale will be used for evaluating North Carolina school principals:

- ◆ **Developing:** Principal did not meet standards for performance, but demonstrated adequate growth toward meeting standards during the period of performance.
- ◆ **Proficient:** Principal demonstrated basic competence on standards of performance.
- ◆ **Accomplished:** Principal exceeded basic competence on standards for performance most of the time.
- ◆ **Distinguished:** Principal consistently and significantly exceeded basic competence on standards of performance.
- ◆ **Not Evident/Not Demonstrated:** Superintendent was not able to make a judgment about level of performance because
 - The principal did not perform at a level that would provide data to demonstrate competence or adequate progress toward achieving a “Proficient” rating, **or**
 - The superintendent did not have an opportunity to make such observations.

Note: If the “Not Evident/Not Demonstrated” rating is used, the superintendent must comment about why it was used.

Principal Summary Rating Form

	Developing	Proficient	Accomplished	Distinguished	Not observed/Demonstrated
Standard 1: Strategic Leadership					
A. School Vision, Mission and Strategic Goals					
B. Leading Change					
C. School Improvement Plan					
D. Distributive Leadership					
Overall Rating for Standard 1					
Standard 2: Instructional Leadership					
A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment					
B. Focus on Instructional Time					
Overall Rating for Standard 2					
Standard 3: Cultural Leadership					
A. Focus on Collaborative Work Environment					
B. School Culture and Identity					
C. Acknowledges Failures; Celebrates Accomplishments and Rewards					
D. Efficacy and Empowerment					
Overall Rating for Standard 3					
Standard 4: Human Resource Leadership					
A. Professional Development/Learning Communities					
B. Recruiting, Hiring, Placing and Mentoring of Staff					
C. Teacher and Staff Evaluation					
Overall Rating for Standard 4					
Standard 5: Managerial Leadership					
A. School Resources and Budget					
B. Conflict Management and Resolution					
C. Systematic Communication					
D. School Expectations for Students and Staff					
Overall Rating for Standard 5					
Standard 6: External Development Leadership					
A. Parent and Community Involvement and Outreach					
B. Federal, State and District Mandates					
Overall Rating for Standard 6					
Standard 7: Micro-Political Leadership					
A. School Executive Micro-Political Leadership					
Overall Rating for Standard 7					
Overall Rating for this School Executive					

Summary School Principal Evaluation Form

Name: _____ ID# _____

School: _____ School Year: _____

Evaluator: _____ Title: _____

TARGETED AREAS FOR GROWTH AND IMPROVEMENT

The evaluator's recommendations should be incorporated into the teacher's goals setting process for continued improvement the following school year.

1. Recommendation(s) for maintaining or improving teacher turnover rate for the school.

- 2.

- 3.

- 4.

- 5.

Comments:

Principal Signature

Date

Evaluator Signature

Date

Comments Attached: Yes No

Supervisor of Evaluator Signature

Date

Note: The Principal's signature on this form represents neither acceptance nor approval of the report. It does however indicate that the School Executive has reviewed the report with the evaluator and may reply in writing. The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina Board of Education Policy for School Executive Performance Evaluation.

North Carolina School Principal: Summary Goal Form

Name: _____ ID# _____

School: _____ School Year: _____

INSTRUCTIONS: This goal-setting form is to be completed by the principal following the self-assessment process. The goals, as well as activities, outcomes and time line, will be reviewed by the principal's supervisor prior to the beginning work on the goals. The supervisor may suggest additional goals as appropriate. It is not necessary for the principal to have a goal for each standard.

Standard	Goal:	Key Activities/Strategies (What you need to accomplish the Goal:	Outcomes (Measurement):	Time Line For Measuring Goal Outcome
1. Strategic Leadership				
2. Instructional Leadership				
3. Cultural Leadership				
4. Human Resource Leadership				
5. Managerial Leadership				
6. External Development Leadership				
7. Micro-Political Leadership				

Comments:

Principal Signature: _____ Date _____

Supervisor Signature _____ Date _____

Mid Year Evaluation Goal Progress:

The supervisor determines whether the School Executive is making acceptable progress toward goal(s) attainment within each standard. Mark this category as (P) - **progressing** or (NP) - **not progressing**.

Goal	P	NP	NA*
Standard 1: Strategic Leadership			
Standard 2: Instructional Leadership			
Standard 3: Cultural Leadership			
Standard 4: Human Resource Leadership			
Standard 5: Managerial Leadership			
Standard 6: External Development Leadership			
Standard 7: Micro-political Leadership			

*NA: No goal established for this standard.

Plan for Improvement in the goal attainment:

Goal:

Revised Action Plan/Comment:

Goal:

Revised Action Plan/Comment:

Goal:

Revised Action Plan/Comment:

Principal Signature: _____ Date _____

Supervisor Signature _____ Date _____

EXECUTIVE SUMMARY

Title: School Executive: Principal Evaluation Policies

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-C-003, TCP-C -005, and TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA #16 NCAC 6C.0501
- 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)

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 approval this month. Related policies that would require school executives be evaluated annually using the new instrument, completion of state-approved training on the new instrument, and reporting of summative ratings on the new instrument are presented for discussion this month.

Resources:

NA

Input Process:

The proposed policies reflect discussion at the April meeting of the TCP (Twenty-First Century Professionals) meeting and recommendations from McREL.

Stakeholders:

Principals, Superintendents, Teachers

Timeline For Action:

The proposed policies are presented for discussion this month and will be presented for approval next month. Approval will initiate rule-making.

Recommendations:

It is recommended that the Board approve the proposed policies related to the evaluation of 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 STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Qualifications and Evaluation

Policy ID Number: TCP-C-005

Policy Title: Policy establishing the Principal's Performance Appraisal Instrument Adopting the North Carolina School Executive Evaluation Rubric and Process for School Administrator Evaluation

Current Policy Date: 07/17/1987 06/05/2008

Other Historical Information: Previous Board dates: 07/17/1987

Statutory Reference: GS 115C-288, 391, 244, 245, 248

Administrative Procedures Act (APA) Reference Number and Category:

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

~~Based on the field test and appropriate revision, the principal's performance appraisal instrument was adopted for mandatory statewide implementation effective July 1988.~~

Effective with the 2008-09 school year, school executives: principals are to be evaluated annually using the *North Carolina School Executive Evaluation Rubric*. As part of the annual evaluation, a mid-year review is to be conducted.

Purpose

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.

Process

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.

Training

All school executives and the individuals responsible for their evaluations must complete approved state training on the rubric and evaluation process.

Reporting

Annually LEAs are to provide the Department of Public Instruction with the summative ratings

of school executives on the *North Carolina School Executive Evaluation Rubric*. The Department of Public Instruction is to report annually to the State Board of Education on the implementation of the new evaluation instrument.

EXECUTIVE SUMMARY

Title: State Evaluation Committee Program Approval Recommendations

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #QP-B-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

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

Description:

The State Evaluation Committee (SEC) on Teacher Education is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Program approval recommendations for Appalachian State University, Brevard College, Catawba College, Chowan University, Mars Hill College, Meredith College, Montreat College, North Carolina Wesleyan College, UNC-Pembroke, and Western Carolina University are attached. In addition, a recommendation for an alternative school executive licensure program is attached.

Resources:

Approval does not involve resources.

Input Process:

Members of the State Evaluation Committee considered reports by the institution, reports by on-site reviewers, and discussions with institutional representatives at the SEC meeting. The Committee also talked with representatives of the LEAs submitting alternative licensure program proposals.

Stakeholders:

Teacher Education Programs, LEAs

Timeline For Action:

The recommendations are presented for discussion this month and will be presented for approval next month.

Recommendations:

It is recommended that the program approval recommendations from the State Evaluation Committee on Teacher Education be approved as presented.

-
- 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)