

# Principal Standards Update

Spring PANC

April 12<sup>th</sup>, 2022

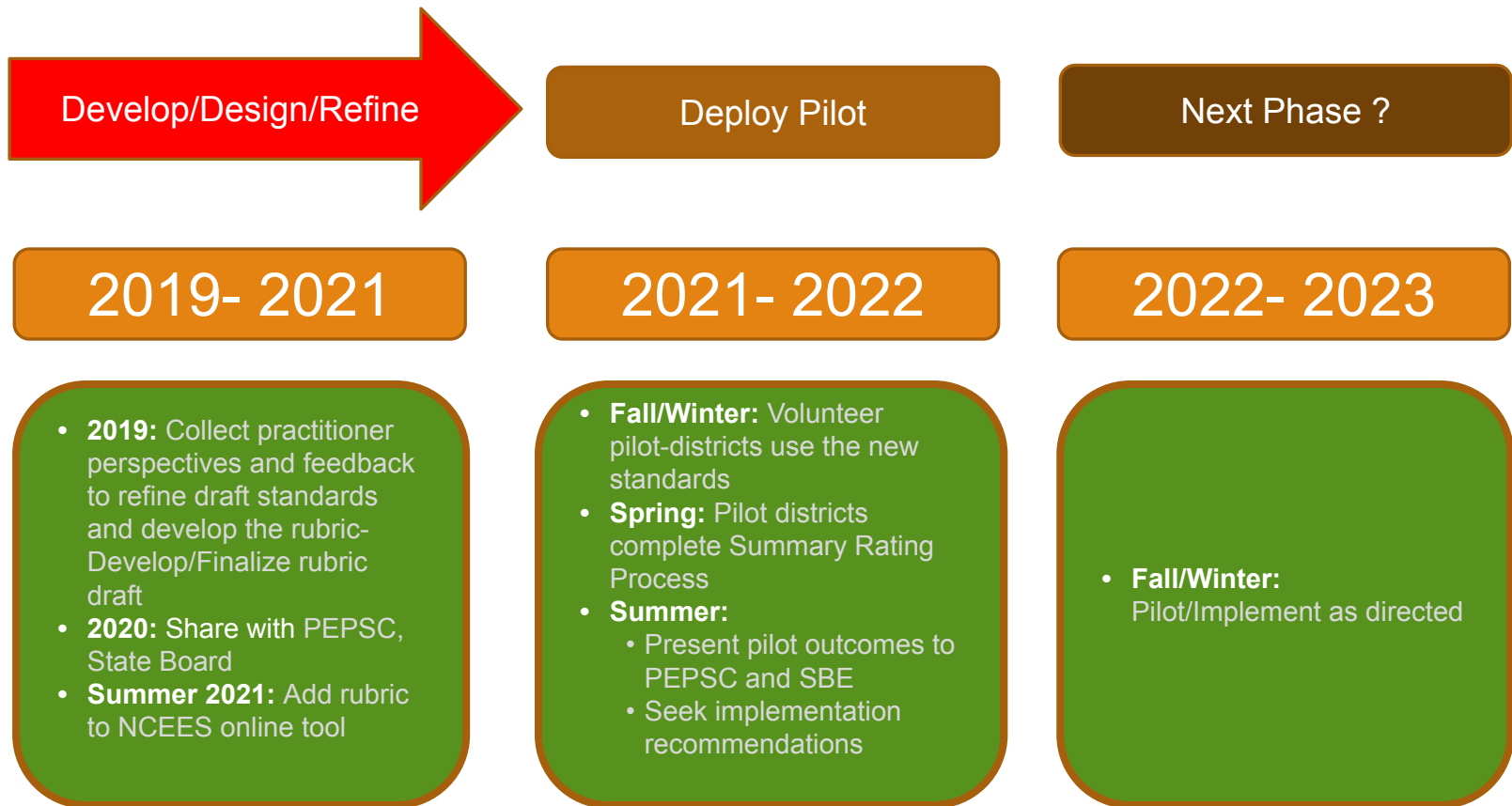
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Director, Educator Standards & Evaluation

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# Standards Development and Implementation Process

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# Roots of the Existing Standards

**A Practical Look at School Leadership**

Leadership Area	Leadership Activities
Instructional	Assessing quality of instruction, modeling teaching practice, supervising curriculum, and assuring quality of teaching resources.
Cultural	Guiding the symbolic resources of the school (e.g. its traditions, climate, and history).
Managerial	Overseeing the operations of the school (e.g. its budget, schedule, facilities, safety and security, and transportation).
Human Resource	Recruiting, hiring, firing, inducting, and mentoring teachers and administrators; developing leadership capacity and professional development opportunities.
Strategic	Promoting vision, mission, and goals – and developing a means to reach them.
External Development	Representing the school in the community, developing capital, public relations, recruiting students, buffering and mediating external interests, and advocating for the school's interests.
Micropolitical	Buffering and mediating internal interests, while maximizing resources (financial and human).

Principals must ensure that leadership happens in all seven of these critical areas, but they don't have to provide it by themselves. Principals can act as a one-man band, taking responsibility for everything. They can, like a leader of a jazz combo, share leadership with others in the school. Or they can act as orchestra conductors, providing distinct roles for other leaders.

School autonomy—over budgets, staffing, and curriculum— affects how principals handle key leadership functions. In schools with greater autonomy, principals seem more likely to spread leadership around the school, involving teachers and others in leadership tasks. In schools with less freedom of action, principals become more managers. They can easily feel responsible for everything while lacking the authority to decide anything.

Most principals think they learned the skills they need for the job. Principals felt short-changed by traditional programs that emphasized instructional and managerial programs that emphasized cultural, strategic, and micro-political leadership. Principals learned leadership and development leadership skills from a variety of sources. "There was no one job."

**Policy Implications**  
One-size-fits-all leadership training "needs to be carefully crafted to meet the needs of many schools and help principals become more effective than an in-service program. Given the face of the future, principals need to be prepared to lead in a variety of ways."

center on reinventing public education



- I. Strategic Leadership
- II. Instructional Leadership
- III. Cultural Leadership
- IV. Human Resource Leadership
- V. Managerial Leadership
- VI. External Development Leadership
- VII. Micro-Political Leadership

**LEADING SENSE OF LEADING SCHOOLS**  
the Principals

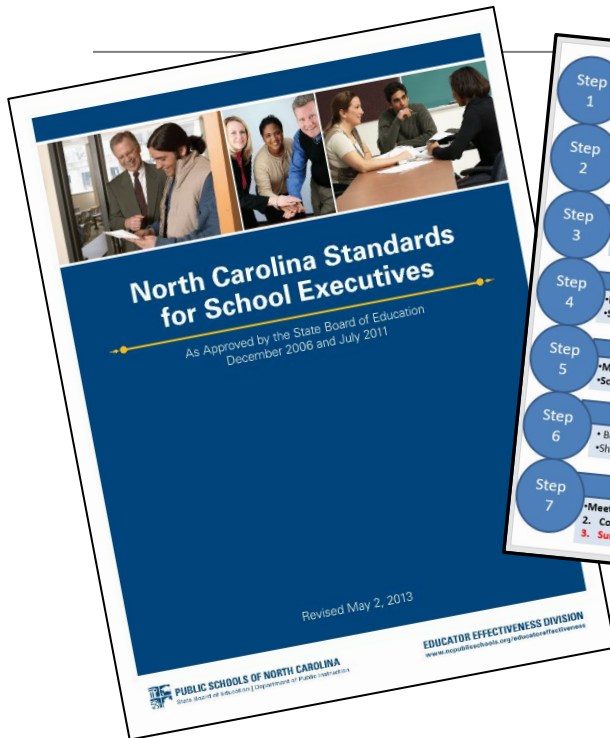
center on reinventing public education

Bradley Fortin  
Paul Schneider  
Michael DeArmond  
Lauren Gundlach

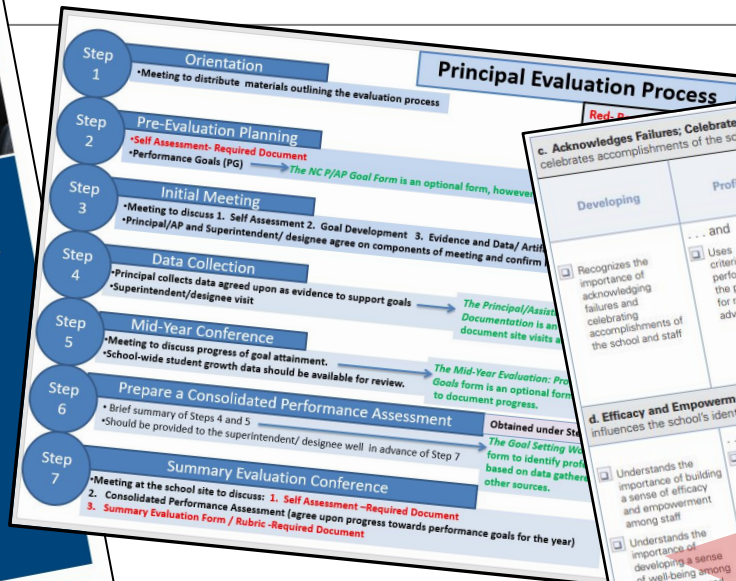
 **PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction

**EDUCATOR EFFECTIVENESS DIVISION**  
[www.ncpublicschools.org/educatoreffectiveness](http://www.ncpublicschools.org/educatoreffectiveness)

# Key Components of the System



**Content**  
(What to Look For)



**Context**  
(When and Where to Look)

The table is a performance rubric for principal evaluation, showing levels of performance from Developing to Not Demonstrated. It includes two sections: 'c. Acknowledges Failures; Celebrates Accomplishments and Rewards' and 'd. Efficacy and Empowerment'. A large red 'X' is drawn over the table.

	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>c. Acknowledges Failures; Celebrates Accomplishments and Rewards:</b> 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"> <li>Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff</li> </ul>	<ul style="list-style-type: none"> <li>Uses established criteria for performance as the primary basis for reward and advancement</li> </ul>	<ul style="list-style-type: none"> <li>Systematically recognizes individuals for reward and advancement based on established criteria</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school</li> </ul>	
<b>d. Efficacy and Empowerment:</b> The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.	<ul style="list-style-type: none"> <li>Understands the importance of building a sense of efficacy and empowerment among staff</li> <li>Understands the importance of developing a sense of well-being among staff, students and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Identifies strategies for building a sense of efficacy and empowerment among staff</li> <li>Identifies strategies for developing a sense of well-being among staff, students and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff</li> <li>Actively models and promotes a sense of well-being among staff, students and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes</li> <li>Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement</li> </ul>	

**Cognitive Type**  
(Levels of Performance)

# PEPSC Request for Review

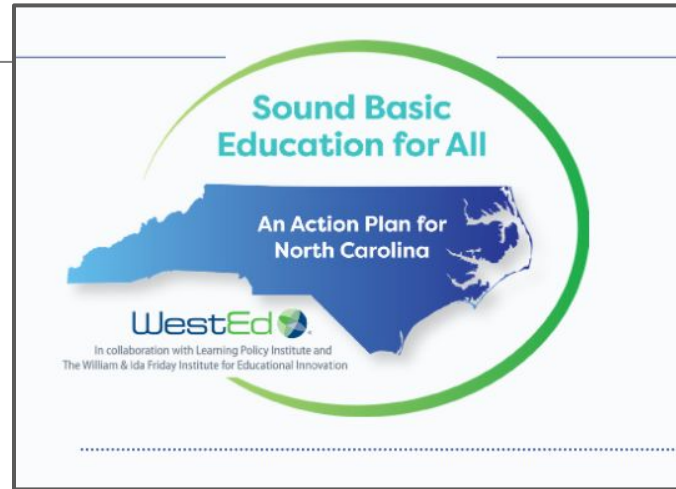
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**The Professional Educator Preparation and Standards Commission (PEPSC)** was created on September 1, 2017 as a part of the passing of Senate Bill 599 (Section 1.(a)., Article 17.C.115C-268.1.).

The purpose of the Commission as an advising body to the North Carolina State Board of Education (SBE) is to do the following:

- involve stakeholders in establishing high standards for North Carolina educators.
- make rule recommendations for the SBE regarding all aspects of preparation, licensure, continuing education, and standards of conduct of public school educators.
- exercise its powers and duties independently of - while located administratively under - the SBE.

# A Very Timely Endeavor

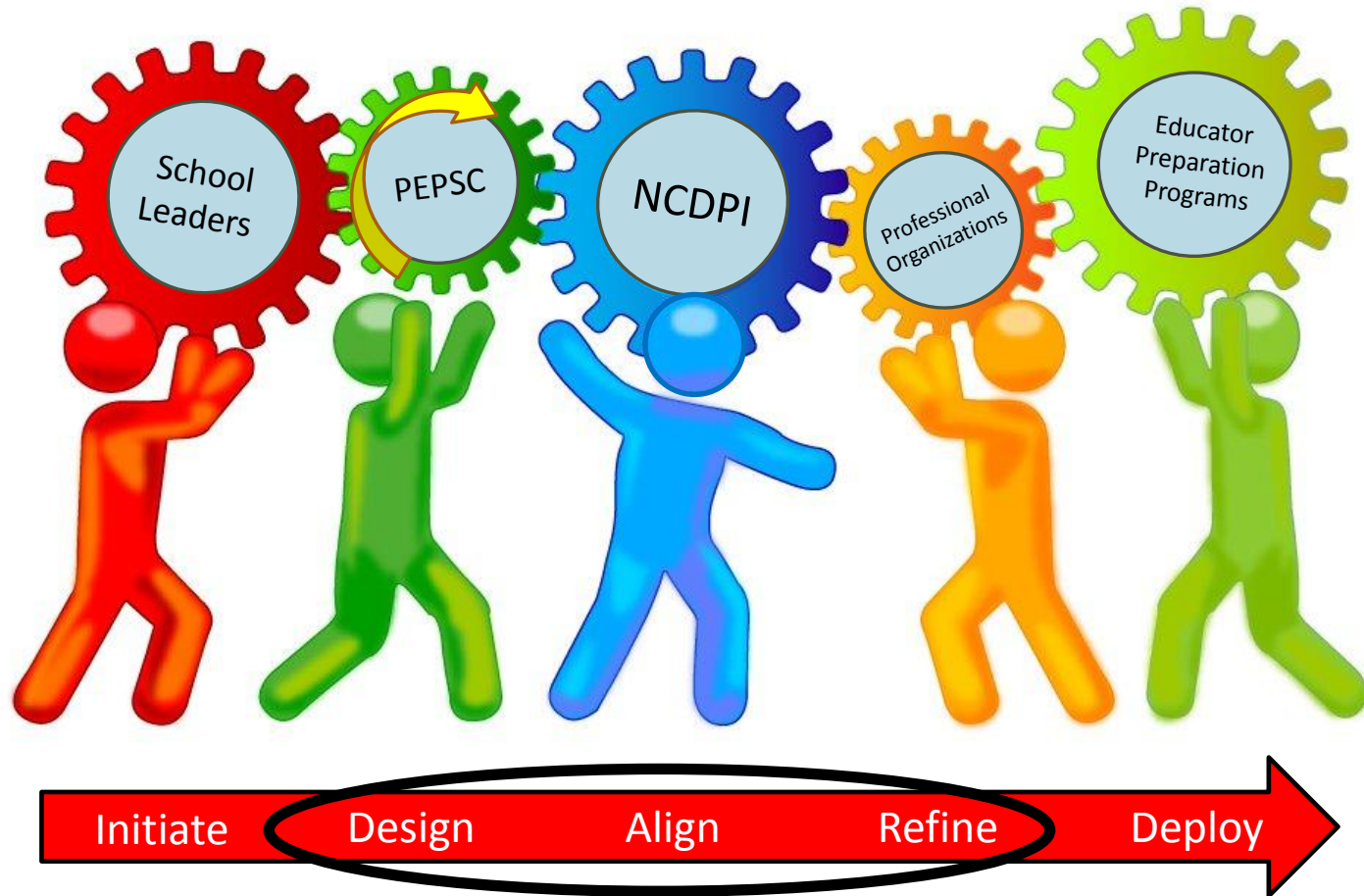


## **Update the state's principal preparation and principal licensure requirements.**

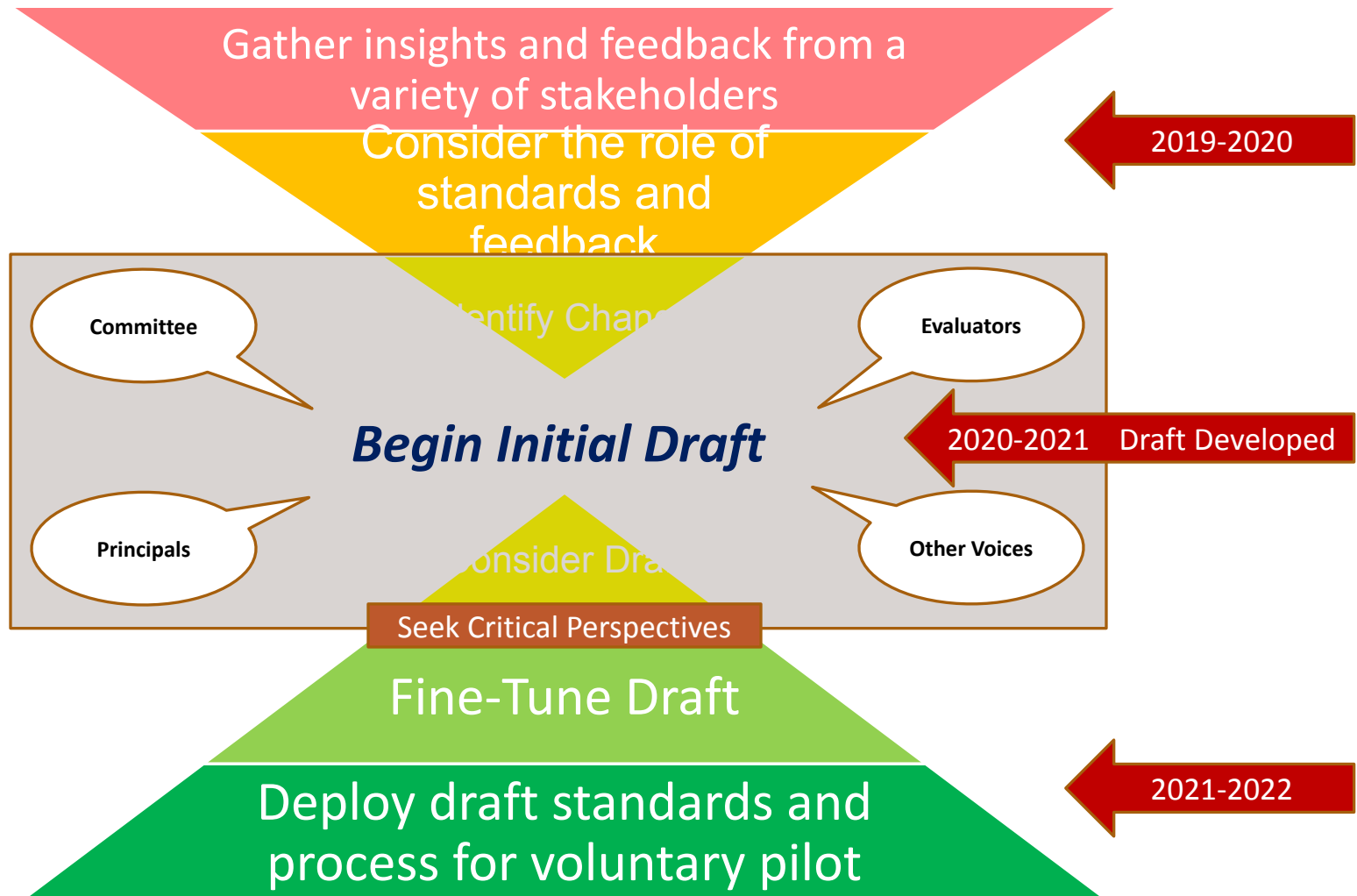
- Update the state's school administrator preparation standards so that they align with the National Education Leadership Preparation standards from the National Policy Board for Educational Administration.
- Require principal preparation programs to demonstrate that they are preparing their students to meet these standards.



# Critical Partnerships



# Process and Engagement





# Assessing Relationships and Concept Alignment



Ethics Equity

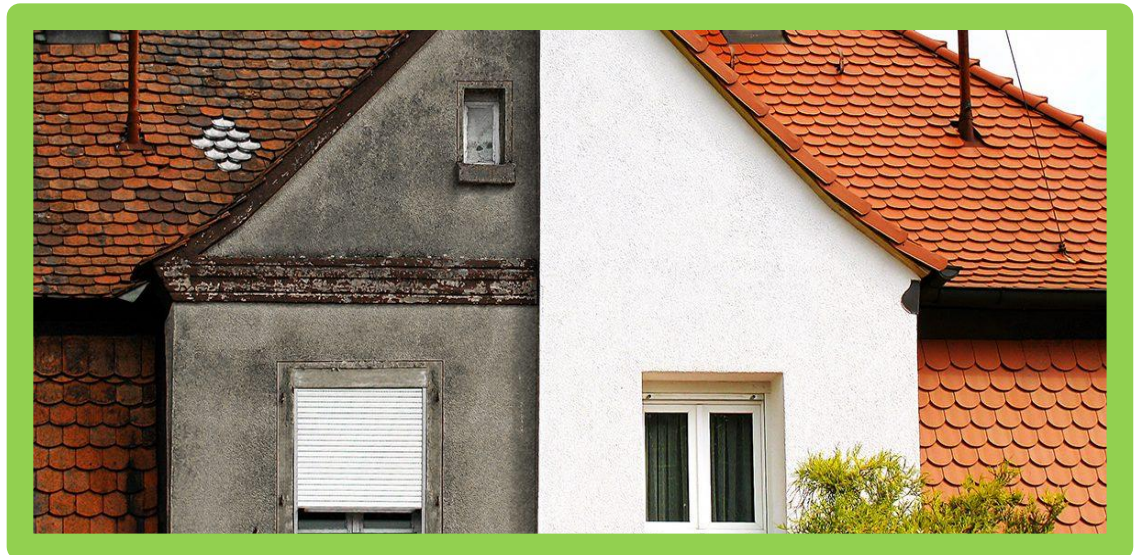


*Strong alignment...  
and a couple of gaps*



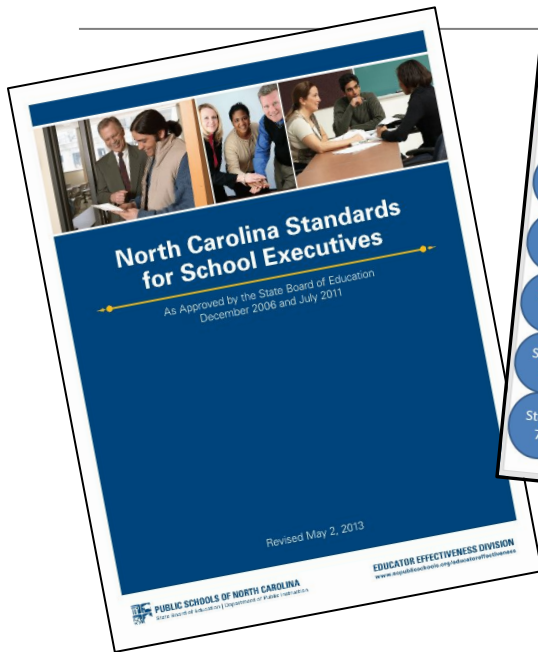
Raze  
or  
Renovate?

Keep it  
*familiar*  
make it  
**EVEN**  
**BETTER**





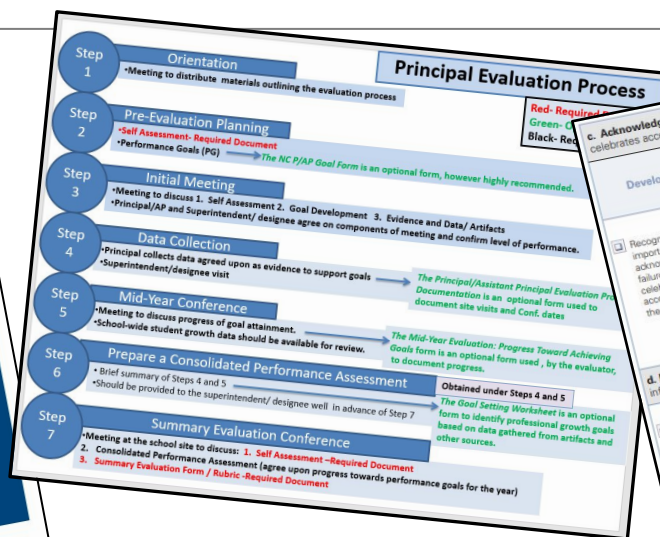
# Considerations for Change



## Content

(What to Look For)

Refine and Align



## Context

(When and Where to Look)

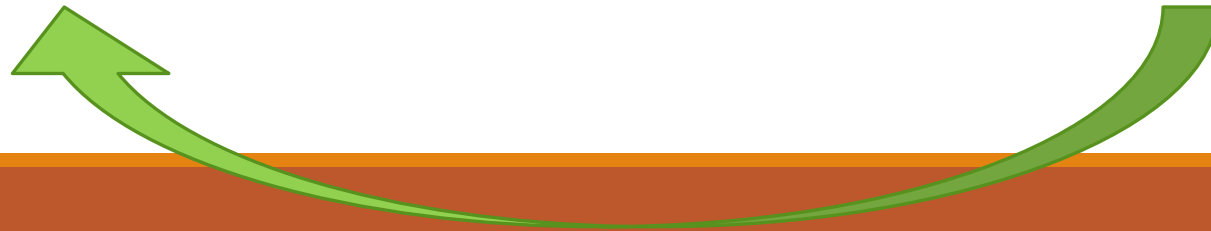
Preserve and Improve

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 Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li>Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff</li> </ul>	<ul style="list-style-type: none"> <li>Uses established criteria for performance as the primary basis for reward and advancement</li> </ul>	<ul style="list-style-type: none"> <li>Systematically recognizes individuals for reward and advancement based on established criteria</li> <li>Recognizes individual and collective contributions toward attainment of strategic goals</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school</li> <li>Utilizes recognition of failure as an opportunity to improve</li> </ul>	
d. Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.				
<ul style="list-style-type: none"> <li>Understands the importance of building a sense of efficacy and empowerment among staff</li> <li>Understands the importance of developing a sense of well-being among staff, students and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Identifies strategies for building a sense of efficacy and empowerment among staff</li> <li>Identifies strategies for developing a sense of well-being among staff, students and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Actively models and promotes a sense of well-being among staff, students and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes</li> <li>Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement</li> </ul>	

## Cognitive Type

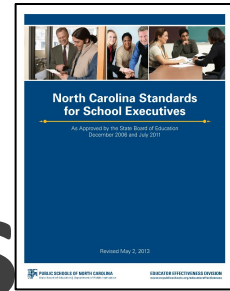
(Levels of Performance)

Adjust and Edit



# Preserving and Expanding Leadership Domains

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Standard I:	Strategic Leadership
Standard II:	Instructional Leadership
Standard III:	Cultural Leadership
Standard IV:	Human Resource Leadership
Standard V:	Managerial Leadership
Standard VI:	External Development Leadership
Standard VII:	<b>Ethical and</b> Micro-Political Leadership
Standard VIII:	<b>Equity-Driven Leadership</b>

# Standard I: Strategic Leadership

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2008	2022
<b><u>Element Ia.</u></b> School Vision, Mission, and Strategic Goals	<b><u>Element Ia.</u></b> School Vision, Mission, and Strategic Goals
<b><u>Element Ib.</u></b> Leading Change	<b><u>Element Ib.</u></b> Leading Change
<b><u>Element Ic.</u></b> School Improvement Plan	<b><u>Element Ic.</u></b> School Improvement Planning
<b><u>Element Id.</u></b> Distributive Leadership	<b><u>Element Id.</u></b> Distributive Leadership

# Standard II: Instructional Leadership

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2008	2022
<b><u>Element IIa.</u></b> Focus on Learning and Teaching, Curriculum, Instruction, and Assessment	<b><u>Element IIa.</u></b> <del>Focus on</del> Learning and Teaching, Curriculum, Instruction, and Assessment
<b><u>Element IIb.</u></b> Focus on Instructional Time	<b><u>Element IIb.</u></b> Focus on Instructional Time
	<b><u>Element IIc.</u></b> Developing Teacher Leadership



# Standard III: Cultural Leadership

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2008	2022
<b><u>Element IIIa.</u></b> Focus on Collaborative Work Environment	<b><u>Element IIIa.</u></b> <del>Focus on</del> Collaborative Work Environment
<b><u>Element IIIb.</u></b> School Culture and Identity	<b><u>Element IIIb.</u></b> School Culture and Identity
<b><u>Element IIIc.</u></b> Acknowledges Failures; Celebrates Accomplishments and Rewards	<b><u>Element IIIc.</u></b> <b>Recognizing Need and Celebrating Accomplishments</b>
<b><u>Element IIId.</u></b> Efficacy and Empowerment	<b><u>Element IIId.</u></b> Efficacy and Empowerment

# Standard IV: Human Resource Leadership

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2008	2022
<b><u>Element IVa.</u></b> Professional Development/Learning Communities	<b><u>Element IVa.</u></b> Professional Development/Learning Communities
<b><u>Element IVb.</u></b> Recruiting, Hiring, Placing and Mentoring of Staff	<b><u>Element IVb.</u></b> Recruiting, Hiring, Placing and Mentoring of Staff
<b><u>Element IVc.</u></b> Teacher and Staff Evaluation	<b><u>Element IVc.</u></b> Teacher and Staff Evaluation

# Standard V: Managerial Leadership

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2008	2022
<b><u>Element Va.</u></b> School Resources and Budget	<b><u>Element Va.</u></b> School Resources and Budget
<b><u>Element Vb.</u></b> Conflict Management and Resolution	<b><u>Element Vb.</u></b> Conflict Management and Resolution
<b><u>Element Vc.</u></b> Systematic Communications	<b><u>Element Vc.</u></b> Systematic Communications
<b><u>Element Vd.</u></b> School Expectations for Students and Staff	<b><u>Element Vd.</u></b> School Expectations for Students and Staff

# Standard VI: External Development Leadership

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2008	2022
<b><u>Element VIa.</u></b> Parent and Community Involvement and Outreach	<b><u>Element VIa.</u></b> <del>Parent</del> <b>Family</b> and Community Involvement and Outreach
<b><u>Element VIb.</u></b> Federal, State, and District Mandates	<b><u>Element VIb.</u></b> Federal, State, and District Mandates

# Standard VII: Ethical and Micro-Political Leadership

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2008	2022
	<b><u>Element VIIa.</u> Ethical Behavior and Practice</b>
	<b><u>Element VIIb.</u> Procedural Equity</b>
<b><u>Element VIIa.</u></b> School Executive Micro-Political Leadership	<b><u>Element VIIc.</u></b> Micro-Political Leadership

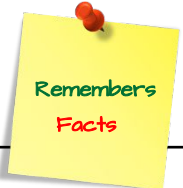



# Standard VIII: Equity-Driven Leadership

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2008	2022
	<u>Element VIIIa.</u> Advocacy for Excellence through Equity
	<u>Element VIIIb.</u> Cultural Competence
	<u>Element VIIIc.</u> Access to Resources
	<u>Element VIId.</u> Inclusion



# The Revised Bloom's Taxonomy

The Knowledge Dimension	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual						
B. Conceptual						
C. Procedural						
D. Meta-Cognitive						

# Standard I: Strategic Leadership

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## School Leaders are expected to:

- **Shape** the school's **identity** and **establish** core **values** within an educational mission that is aligned to both state and district priorities and honors the diversity of the school community.
- **Drive** continuous **school improvement** and **develop** the collaborative **culture of inquiry** necessary for successful innovation and problem solving.
- **Implement** a multi-year **plan** to achieve the school's goals and priorities for continuous improvement.
- **Expand** the school community's **internal capacity** to manage change and lead continuous improvement.

# Standard II: Instructional Leadership

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## School Leaders are expected to:

- Establish and achieve high expectations and successful outcomes for each student.
- Maximize the efficiency and effectiveness of preparation and instructional time.
- Create pathways for teacher leadership and professional learning with shared ownership for student outcomes.

# Standard III: Cultural Leadership

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## School Leaders are expected to:

- **Develop** a collaborative professional learning **culture** to support the achievement of desired outcomes at the school.
- **Enact** shared **vision, values, and goals** for a culture of ownership and shared success at the school.
- **Advance** a positive **culture** of inquiry, motivation, and determination.
- **Equip** **members** of the school community with the power and ability to influence and improve outcomes at the school.

# Standard IV: Human Resource Leadership

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## School Leaders are expected to:

- Equip teachers and staff members with the necessary professional knowledge, skills, and practices to deliver effective instruction.
- Develop and maintain a high-performing, culturally responsive and diverse staff.
- Provide effective formative support to improve educator performance, advance student outcomes, and collect the information required to evaluate staff in a fair and equitable manner.

# Standard V: Managerial Leadership

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## School Leaders are expected to:

- **Maintain** monetary and non-monetary **resources** to support curriculum, instruction, and assessment; student learning; professional capacity; and family and community engagement.
- **Manage** the complexity of human **interactions** so that the focus of the school supports the academic success and well-being of each student.
- **Develop and maintain** data and communication **systems** that deliver actionable information for classroom and school improvement.
- **Ensure** that **expectations** for students, staff, and families **are communicated, understood, and embraced.**



# Standard VI: External Development Leadership

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## School Leaders are expected to:

- Fully **engage** the **community and families** in collaborative productive activities to support positive outcomes for students.
- **Monitor** **compliance** and **ensure** **adherence** to laws, policies, and mandates.

# Standard VII: Ethical and Micro-Political Leadership

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## School Leaders are expected to:

- **Act** ethically and professionally in personal conduct and all aspects of school leadership.
- **Make** the school's policies, procedures, and processes equitable and just for all constituents.
- **Navigate** internal and external power dynamics to **lead** governance processes toward achieving the school's mission and vision.

# Standard VIII: Equity-Driven Leadership

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## School Leaders are expected to:

- Advance the understanding and expressed value of student culture and context.
- Develop a community of practice in which educators recognize, respect, and employ strengths and diversity as levers for success and improvement, so that all members of the school community (students, families, and staff) feel valued.
- Ensure every student has access to the personnel, resources, and instruction required to equitably address their socioemotional and academic needs in ways that enable them to establish and achieve meaningful goals that will support their future success.
- Ensure that all students view themselves as competent, successful learners, and feel valued by the adults in their school.

# In Other Words...

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School Leaders must help adults understand the unique experiences students bring to the culture of the school so they (*the adults*) may work together to ensure that students receive the right resources and support to make them feel valid, valued, and successful.

# Principal Evaluation Process

Red- Required Document  
Green- Optional Forms  
Black- Required Process

Step  
1

## Orientation

- Meeting to distribute materials outlining the evaluation process

Step  
2

## Pre-Evaluation Planning

- Self Assessment- Required Document
- Performance Goals (PG) → *The NC P/AP Goal Form is an optional form, however highly recommended.*

Step  
3

## Initial Meeting

- Meeting to discuss 1. Self Assessment 2. Goal Development 3. Evidence and Data/ Artifacts
- Principal/AP and Superintendent/ designee agree on components of meeting and confirm level of performance.

Step  
4

## Data Collection

- Principal collects data agreed upon as evidence to support goals → *The Principal/Assistant Principal Evaluation Process Documentation is an optional form used to document site visits and Conf. dates*
- Superintendent/designee visit

Step  
5

## Mid-Year Conference

- Meeting to discuss progress of goal attainment. → *The Mid-Year Evaluation: Progress Toward Achieving Goals form is an optional form used , by the evaluator, to document progress.*
- School-wide student growth data should be available for review.

Step  
6

## Prepare a Consolidated Performance Assessment

- Brief summary of Steps 4 and 5 → *The Goal Setting Worksheet is an optional form to identify professional growth goals based on data gathered from artifacts and other sources.*
- Should be provided to the superintendent/ designee well in advance of Step 7

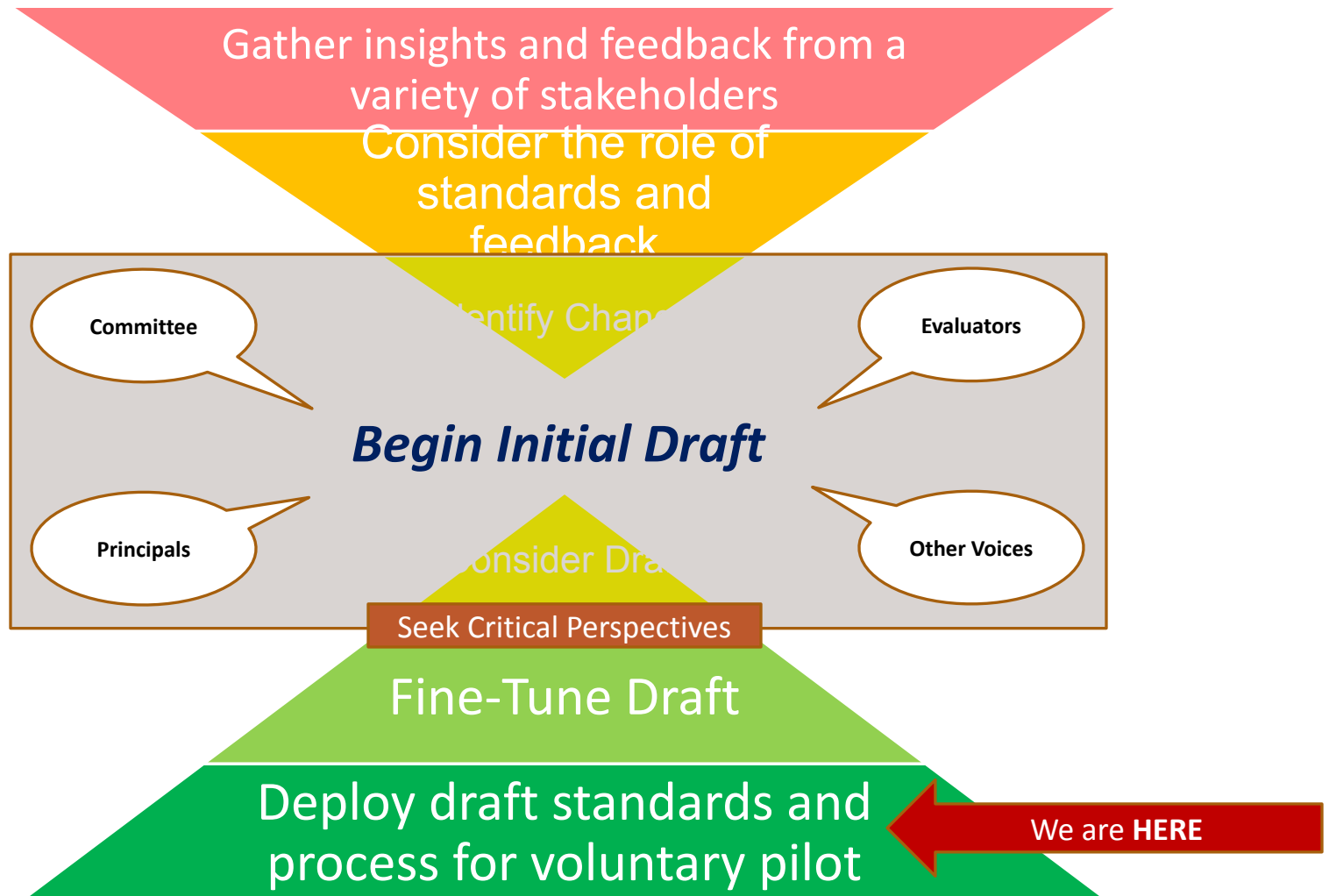
Obtained under Steps 4 and 5

Step  
7

## Summary Evaluation Conference

- Meeting at the school site to discuss: 1. Self Assessment –Required Document
- 2. Consolidated Performance Assessment (agree upon progress towards performance goals for the year)
- 3. Summary Evaluation Form / Rubric -Required Document

# Process and Engagement



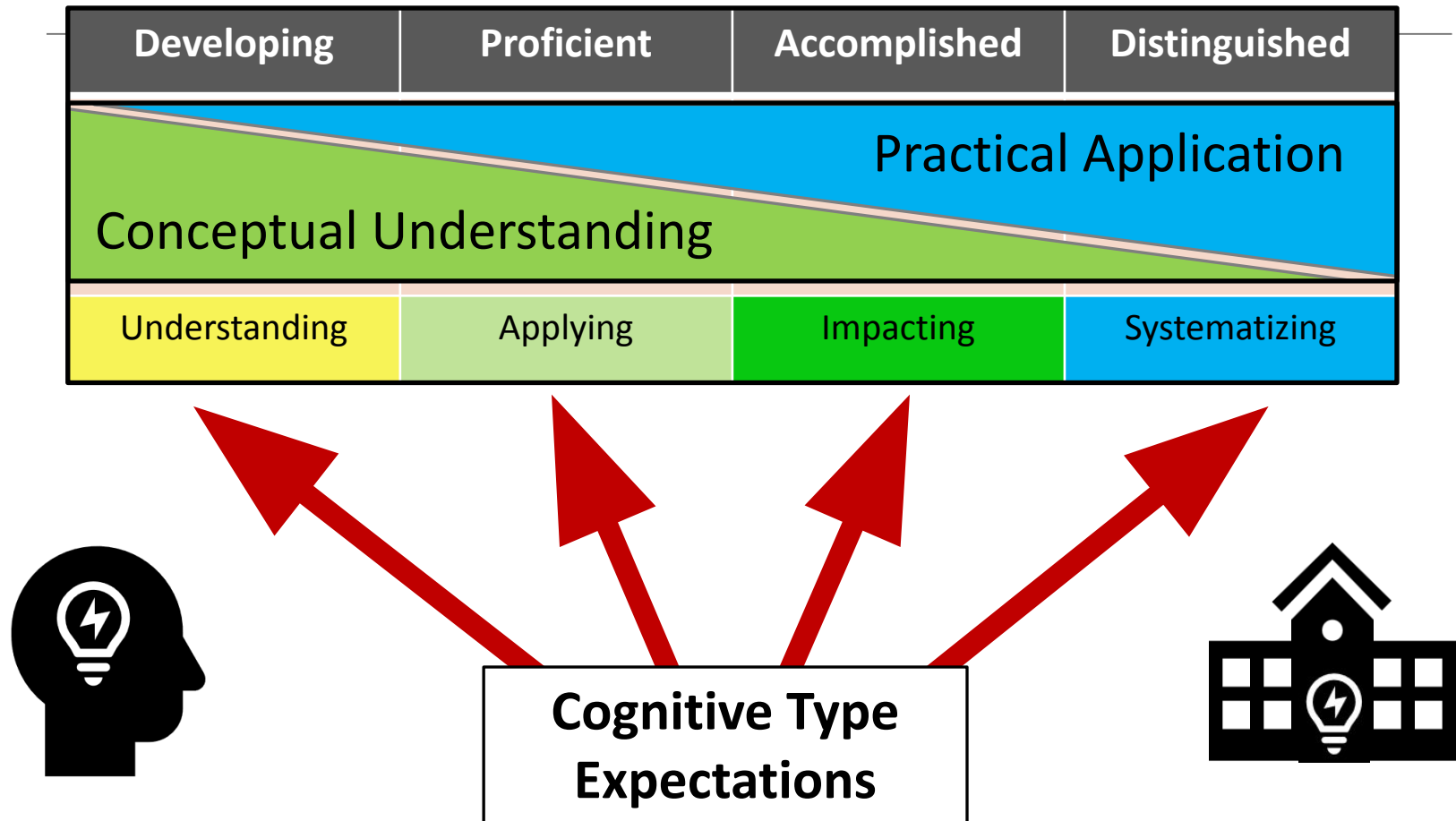
# Two Important Functions

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**SUPERVISION:** The *formative* process of providing assistance and support to refine and improve practice (*Coaching*)

**EVALUATION:** The process of collecting and reviewing evidence of practice in order to assign a *summative* rating of quality

# Continuum from *Knowledge* to *Practice*





# Support for Planning and Action

Original

**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.

# Phrased to Support *Supervision* and *Evaluation*

Element Ia. School Vision, Mission, and Strategic Goals	
Leadership Outcome:	To shape the school's identity and establish core values within an educational mission that is aligned to both state and district priorities, and honors the diversity of the school community
Strategic Action:	The principal/assistant principal will use relevant data and information to help students, staff, and families embrace equitable strategies and actions, to identify goals that create and promote a shared vision for the success and well-being of each student.



Evaluate the  
Outcomes



Support the  
Strategies

# The Rubric is for Collecting Data and Information

**Element Ia. School Vision, Mission and Strategic Goals:** To establish an educational mission that fosters a vision for successful learning and development, the principal/assistant principal will collaborate with members of the school and the community to use relevant data to create and promote a shared vision for successful learning and development of each child, supported by instructional and organizational values, goals, strategies, and practices that promote and advance the academic success and well-being of each student.

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<i>Understanding</i>	<i>Applying</i> ... and	<i>Impacting</i> ... and	<i>Systematizing</i> ... and
<input type="checkbox"/> Understands the need to establish an educational mission that prepares students for ever-changing 21 <sup>st</sup> century realities  <input type="checkbox"/> Identifies systemic actions and attitudes that impact the academic success and well-being of each student	<input type="checkbox"/> Collaboratively develops strategies and implements actions to achieve the vision for the school  <input type="checkbox"/> Designs and implements processes to collect and analyze data about the school's progress	<input type="checkbox"/> Develops shared understanding of and commitment to mission, vision, and core values within the school and the community  <input type="checkbox"/> Facilitates periodic review and revision of the school's vision, mission, and strategic goals	<input type="checkbox"/> Ensures that the established vision, mission, values, beliefs and goals drive decisions and inform the culture of the school  <input type="checkbox"/> Establishes processes for using data to adjust vision and goals to improve school culture and maximize school success

# Principal Evaluation Process

Red- Required Document  
Green- Optional Forms  
Black- Required Process

Step  
1

## Orientation

- Meeting to distribute materials outlining the evaluation process

Step  
2

## Pre-Evaluation Planning

- Self Assessment- Required Document
- Performance Goals (PG) → *The NC P/AP Goal Form is an optional form, however highly recommended.*

Step  
3

## Initial Meeting

- Meeting to discuss 1. Self Assessment 2. Goal Development
- Principal/AP and Superintendent/ designee agree upon goals and timeline of performance.

Step  
4

## Data Collection

- Principal collects data agreed upon goals
- Superintendent/designee visit → *The Principal/Assistant Principal Evaluation Process Documentation is an optional form used to document site visits and Conf. dates*

Step  
5

## Mid-Year Conference

- Meeting to discuss progress of goal attainment. → *The Mid-Year Evaluation: Progress Toward Achieving Goals form is an optional form used , by the evaluator, to document progress.*
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Obtained under Steps 4 and 5

Step  
7

## Summary Evaluation Conference

- Meeting at the school site to discuss: 1. Self Assessment –Required Document
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Formative Support

***Formative Support*** activities generate outputs that offer evidence of the degree to which...

D e s c r i p t i o n o f P r a c t i c e	Based on the data and information collected throughout the year; Within the domain of each standard, there is evidence that the Principal/AP:			
	Demonstrated knowledge of concepts and practices necessary for success in this area	and... Implemented those practices in ways that allowed the necessary actions to take place	and... Those actions and practices resulted in productive changes that positively impacted the people and processes associated with this work.	and... Those practices and outcomes influenced systems and inspired people to embrace the work and engage in well-defined processes to support, improve, and sustain it.
	Developing	Proficient		
	So that s/he may determine the most appropriate <b><i>Summary Evaluation</i></b> rating for each standard			
	Distinguished			
P e r f o r m a n c e R a t i n g	Understanding	Applying	Impacting	Systematizing



## Standard I: Strategic Leadership

School leaders must ensure collective responsibility for establishing and addressing priorities, goals, and actions that support the success and well-being of each member of the school community by taking specific action to drive the continuous improvement of the mission and vision of the school and establishing a set of core values and goals to address data use, technology, equity, diversity, digital citizenship, community engagement and student success.

### Element Ia. School Vision, Mission, and Strategic Goals

<b>Leadership Outcome:</b>	To shape the school's identity and establish core values within an educational mission that is aligned to both state and district priorities, and honors the diversity of the school community
<b>Strategic Action:</b>	The principal/assistant principal will use relevant data and information to help students, staff, and families embrace equitable strategies and actions, to identify goals that create and promote a shared vision for the success and well-being of each student.

Formative Support	Throughout the year, supervisors and coaches help school leaders to develop and advance their <b>conceptual understanding</b> and <b>apply leadership actions</b> as they work to <b>impact processes and people</b> to <b>establish and improve systems</b> within the school.			
	<b>Understanding</b>	<b>Applying</b>	<b>Impacting</b>	<b>Systematizing</b>
	Understands the need to establish an equitable educational mission to prepare each student for success in an ever-changing world.	Collaboratively develops and implements goals, strategies, and actions to support the vision and mission the school.	Develops a shared understanding of and commitment to equity in the mission, vision, and core values within the school and the community.	Establishes routines and practices that use the school's vision, mission, core values, beliefs, and goals to inform decisions and actions.
	Identifies systemic actions and attitudes that impact the academic success and well-being of each student.	Designs and implements processes to collect and analyze data and assess the school's progress in achieving its vision for student success.	Equips staff to collect and use relevant data to assess the ways in which their own improvement actions contribute to school's success.	Facilitates periodic review and revision of the school's actions to maintain high expectations, ensure equity, and maximize continuous improvement.

Summative Assessment	At the end of the year, evaluators use information from interaction with the school leader and other members of the school community, while reviewing evidence from the <i>Consolidated Performance Assessment</i> to identify an appropriate rating for this element. The final element rating is determined based on the presence and strength of evidence that the school leader:			
	Demonstrated knowledge of concepts and practices necessary for success in this area	and... Implemented those practices in ways that allowed the necessary actions to take place	and... Those actions and practices resulted in productive changes that positively impacted the people and processes associated with this work.	and... Those practices and outcomes influenced systems and inspired people to embrace the work and engage in well-defined processes to support, improve, and sustain it.
	<b>Developing</b>			
	<b>Proficient</b>			
	<b>Accomplished</b>			
	<b>Distinguished</b>			

# Planning for Success

## Standard I: Strategic Leadership

School leaders must ensure collective responsibility for establishing and addressing priorities, goals, and actions that support the success and well-being of each member of the school community by taking specific action to drive the continuous improvement of the mission and vision of the school and establishing a set of core values and goals to address data use, technology, equity, diversity, digital citizenship, community engagement and student success.

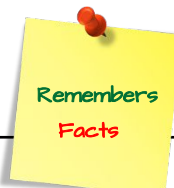



### Element Ia. School Vision, Mission, and Strategic Goals

<b>Leadership Outcome:</b>	To shape the school's identity and establish core values within an educational mission that is aligned to both state and district priorities, and honors the diversity of the school community
<b>Strategic Action:</b>	The principal/assistant principal will use relevant data and information to help students, staff, and families embrace equitable strategies and actions, to identify goals that create and promote a shared vision for the success and well-being of each student.

Formative Support	Throughout the year, supervisors and coaches help school leaders to develop and advance their <b>conceptual understanding</b> and <b>apply leadership actions</b> as they work to <b>improve processes and people</b> to <b>establish and improve systems</b> within the school.			
	<b>Understanding</b>	<b>Applying</b>	<b>Impacting</b>	<b>Systematizing</b>
	Understands the need to establish an equitable educational mission to prepare each student for success in an ever-changing world.	Collaboratively develops and implements goals, strategies, and actions to support the vision and mission the school.	Develops a shared understanding of and commitment to equity in the mission, vision, and core values within the school and the community.	Establishes routines and practices that use the school's vision, mission, core values, beliefs, and goals to inform decisions and actions.
	Identifies systemic actions and attitudes that impact the academic success and well-being of each student.	Designs and implements processes to collect and analyze data and assess the school's progress in achieving its vision for student success.	Equips staff to collect and use relevant data to assess the ways in which their own improvement actions contribute to school's success.	Facilitates periodic review and revision of the school's actions to maintain high expectations, ensure equity, and maximize continuous improvement.



# The Revised Bloom's Taxonomy

The Knowledge Dimension	The Cognitive Process Dimension										
	Understanding		→	Applying		→	Impacting		→	Systematizing	
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create					
A. Factual											
B. Conceptual											
C. Procedural											
D. Meta-Cognitive											



# Identifying *Indicators*

(You might think of them as, “Look Fors”)

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Element	Kiddo establishes basic literacy skills by recognizing and using the fundamental symbol systems that comprise our basic communication system			
<u>In other words</u>	Kiddo knows and uses his ABCs			
Descriptor	<input type="checkbox"/> Kiddo knows letters	<input type="checkbox"/> Kiddo Remembers Letters	<input type="checkbox"/> Kiddo Recognizes Letters	<input type="checkbox"/> Kiddo understands how letters work

# An Example: Using the Teacher Rubric

<b>Element b. Teachers demonstrate leadership in the school.</b> Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.			
€ <b>Attends</b> professional learning community <u>meetings.</u>	€ <b>Participates in</b> professional learning community.	€ <b>Assumes</b> a leadership <u>role</u> in professional learning community	€ <b>Collaborates with</b> colleagues to improve the quality of learning in the school.
<i>Strategic Question(s) that Should Be Answered</i>			
<i>What is evidence that you know to show up?</i>	<i>What is evidence that you participate?</i>	<i>What is evidence that you help to drive the work <u>productively</u> forward?</i>	<i>What is evidence that you collaborate with colleagues for school-wide improvement?</i>
Understanding	Applying	Impacting	Systematizing
<i>Artifacts that could provide that evidence</i>			
Sign in Sheet	Meeting Minutes	Meeting Agenda or Notes	A Thing that Improved
<i>Characteristics of the artifacts that would provide evidence of what is expected</i>			
The teacher's name is on it	That show the teacher said or did something	That show the teacher took action to support the team	The teacher worked with others to make that thing happen

# Planning for Success

## Standard I: Strategic Leadership

School leaders must ensure collective responsibility for establishing and addressing priorities, goals, and actions that support the success and well-being of each member of the school community by taking specific action to drive the continuous improvement of the mission and vision of the school and establishing a set of core values and goals to address data use, technology, equity, diversity, digital citizenship, community engagement and student success.

### Element Ia. School Vision, Mission, and Strategic Goals

<b>Leadership Outcome:</b>	To shape the school's identity and establish core values within an educational mission that is aligned to both state and district priorities, and honors the diversity of the school community
<b>Strategic Action:</b>	The principal/assistant principal will use relevant data and information to help students, staff, and families embrace equitable strategies and actions, to identify goals that create and promote a shared vision for the success and well-being of each student.

Formative Support	Throughout the year, supervisors and coaches help school leaders to develop and advance their <b>conceptual understanding</b> and <b>apply leadership actions</b> as they work to <b>impact processes and people</b> to <b>establish and improve systems</b> within the school.			
	<b>Understanding</b>	<b>Applying</b>	<b>Impacting</b>	<b>Systematizing</b>
	Understands the need to establish an equitable educational mission to prepare each student for success in an ever-changing world.	Collaboratively develops and implements goals, strategies, and actions to support the vision and mission the school.	Develops a shared understanding of and commitment to equity in the mission, vision, and core values within the school and the community.	Establishes routines and practices that use the school's vision, mission, core values, beliefs, and goals to inform decisions and actions.
	Identifies systemic actions and attitudes that impact the academic success and well-being of each student.	Designs and implements processes to collect and analyze data and assess the school's progress in achieving its vision for student success.	Equips staff to collect and use relevant data to assess the ways in which their own improvement actions contribute to school's success.	Facilitates periodic review and revision of the school's actions to maintain high expectations, ensure equity, and maximize continuous improvement.

# Action and *Subject*

There are always at least **two** Key Words

Identify an action, event, or object that could provide evidence of a school leaders:			
Understanding	Applying	Impacting	Systematizing
<u>Identifies</u> systemic <i>actions and attitudes</i> that impact the academic success and well-being of each student.	<u>Designs and implements</u> <i>processes</i> to collect and analyze data and <u>assess</u> the school's <i>progress</i> in achieving its vision for student success.	<u>Equips</u> <i>staff</i> to collect and use relevant data to assess the ways in which their own improvement actions contribute to school's success.	<u>Facilitates</u> periodic <i>review and revision</i> of the school's actions to maintain high expectations, ensure equity, and maximize continuous improvement.
These descriptors are <b>INDICATED</b> by <b>THINGS LIKE</b>			



The Pilot Creates Context for Districts to Explore

# Districts Piloting

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- Clinton City
- Mooresville Graded
- Perquimans County
- Swain County
- Thomasville City
- Yadkin County
- Winston-Salem Forsyth

2021- 2022

- **Fall/Winter:** Volunteer pilot-districts use the new standards
- **Spring:** Collect feedback to refine/finalize rubric
- **Summer:**
  - Present pilot outcomes to PEPSC and SBE
  - Seek implementation recommendations

# Principal Evaluation Process

**Red- Required Document**  
**Green- Optional Forms**  
**Black- Required Process**

Step  
1

## Orientation

- Meeting to distribute materials outlining the evaluation process

Step  
2

## Pre-Evaluation Planning

- Self Assessment- Required Document
- Performance Goals (PG) → *The NC P/AP Goal Form is an optional form, however highly recommended.*

Step  
3

## Initial Meeting

- Meeting to discuss 1. Self Assessment 2. Goal Development 3. Evidence and Data/ Artifacts
- Principal/AP and Superintendent/ designee agree on components of meeting and confirm level of performance.

Step  
4

## Data Collection

- Principal collects data agreed upon as evidence to support goals → *The Principal/Assistant Principal Evaluation Process Documentation is an optional form used to document site visits and Conf. dates*
- Superintendent/designee visit

Step  
5

## Mid-Year Conference

- Meeting to discuss progress of goal attainment. → *The Mid-Year Evaluation: Progress Toward Achieving Goals form is an optional form used , by the evaluator, to document progress.*
- School-wide student growth data should be available for review.

Step  
6

## Prepare a Consolidated Performance Assessment

- Brief summary of Steps 4 and 5 → *The Goal Setting Worksheet is an optional form to identify professional growth goals based on data gathered from artifacts and other sources.*
- Should be provided to the superintendent/ designee well in advance of Step 7

Obtained under Steps 4 and 5

Step  
7

## Summary Evaluation Conference

- Meeting at the school site to discuss: 1. Self Assessment –Required Document
- 2. Consolidated Performance Assessment (agree upon progress towards performance goals for the year)
- 3. Summary Evaluation Form / Rubric -Required Document



# Materials to Share

## North Carolina School Leadership Expectations REVISED

### Standard I: Strategic Leadership

School leaders must ensure collective responsibility for establishing and addressing priorities, goals, and actions that support the success and well-being of each member of the school community by taking specific action to drive the continuous improvement of the mission and vision of the school and establishing a set of core values and goals to address data use, technology, equity, diversity, digital citizenship, community engagement and student success.

#### To support Strategic Leadership and help NC School Leaders to:

- Shape the school's identity and establish core values within an educational mission that is aligned to both state and district priorities and honors the diversity of the school community.
- Drive continuous school improvement and develop the collaborative culture of inquiry necessary for successful innovation and problem solving.
- Implement a multi-year plan to achieve the school's goals and priorities for continuous improvement.
- Expand the school community's internal capacity to manage change and lead continuous improvement.

#### The supervisor must help the principal/assistant principal to:

- Use relevant data and information to help students, staff, and families embrace equitable strategies and actions, to identify goals that create and promote a shared vision for the success and well-being of each student.
- Promote coherence among improvement efforts, help staff develop the knowledge, skills, and motivation to adopt a systems perspective, and instill the necessary mutual commitment and accountability for outcomes, to successfully improve the school's policies, programs, and services.
- Use a process of collaborative, evidence-based inquiry to identify actions necessary to ensure the academic success and well-being of each student, and establish sound goals, objectives, and strategies in a school improvement plan that uses technically appropriate systems of data collection, management, and analysis, to periodically evaluate outcomes, and adjust strategies and actions to ensure continuous school and classroom improvement.
- Share and extend leadership responsibilities, so that teachers and staff have opportunities to use inquiry, experimentation, and innovation to foster skills for leading, initiating and implementing improvement.

Pilot Version

January 2022

Standard I: Strategic Leadership				
School leaders must ensure collective responsibility for establishing and addressing priorities, goals, and actions that support the success and well-being of each member of the school community by taking specific action to drive the continuous improvement of the mission and vision of the school and establishing a set of core values and goals to address data use, technology, equity, diversity, digital citizenship, community engagement and student success.				
Element 1a, School Vision, Mission, and Strategic Goals				
Leadership Outcome:		To shape the school's identity and establish core values within an educational mission that is aligned to both state and district priorities, and honors the diversity of the school community		
Strategic Action:		The principal/assistant principal will use relevant data and information to help students, staff, and families embrace equitable strategies and actions, to identify goals that create and promote a shared vision for the success and well-being of each student.		
Formative Support	Throughout the year, supervisors and coaches help school leaders to develop and advance their <b>conceptual understanding</b> and <b>supply leadership actions</b> as they work to impact processes and people to <b>establish and improve</b> systems within the school.			
	Understanding	Applying	Impacting	Systematizing
	Understands the need to establish an equitable educational mission to prepare each student for success in an ever-changing world.	Collaboratively develops and implements goals, strategies, and actions to support the vision and mission of the school.	Develops a shared understanding of and commitment to equity in the mission, vision, and core values within the school and the community.	Establishes routines and practices that use the school's vision, mission, core values, beliefs, and goals to inform decisions and actions.
	Identifies systemic actions and attitudes that impact the academic success and well-being of each student.	Designs and implements processes to collect and analyze data and assess the school's progress in achieving its vision for student success.	Equips staff to collect and use relevant data to assess the ways in which their own improvement actions contribute to school's success.	Facilitates periodic review and revision of the school's actions to maintain high expectations, ensure equity, and maximize continuous improvement.
Summative Assessment	At the end of the year, evaluators use information from interaction with the school leader and other members of the school community, while reviewing evidence from the <b>Consolidated Performance Assessment</b> to identify an appropriate rating for this element.			
	The final element rating is determined based on the presence and strength of evidence that the school leader:			
	Developing	Proficient	Accomplished	Distinguished
	Demonstrated knowledge of concepts and practices necessary for success in this area	and... Implemented those practices in ways that allowed the necessary actions to take place	and... Those actions and practices resulted in productive changes that positively impacted the people and processes associated with this work.	and... Those practices and outcomes influenced systems and inspired people to embrace the work and engage in well-defined processes to support, improve, and sustain it.

Standard 1	
2008	2022
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.	Shape the school's identity and establish core values within an educational mission that is aligned to both state and district priorities and honors the diversity of the school community.
The principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.	Drive continuous school improvement and develop the collaborative culture of inquiry necessary for successful innovation and problem solving.
The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.	Implement a multi-year plan to achieve the school's goals and priorities for continuous improvement.
The principal creates and utilizes processes to distribute leadership and decision making throughout the school.	Expand the school community's internal capacity to manage change and lead continuous improvement.

<https://bit.ly/AprPANC>

# *Thank You!!*

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