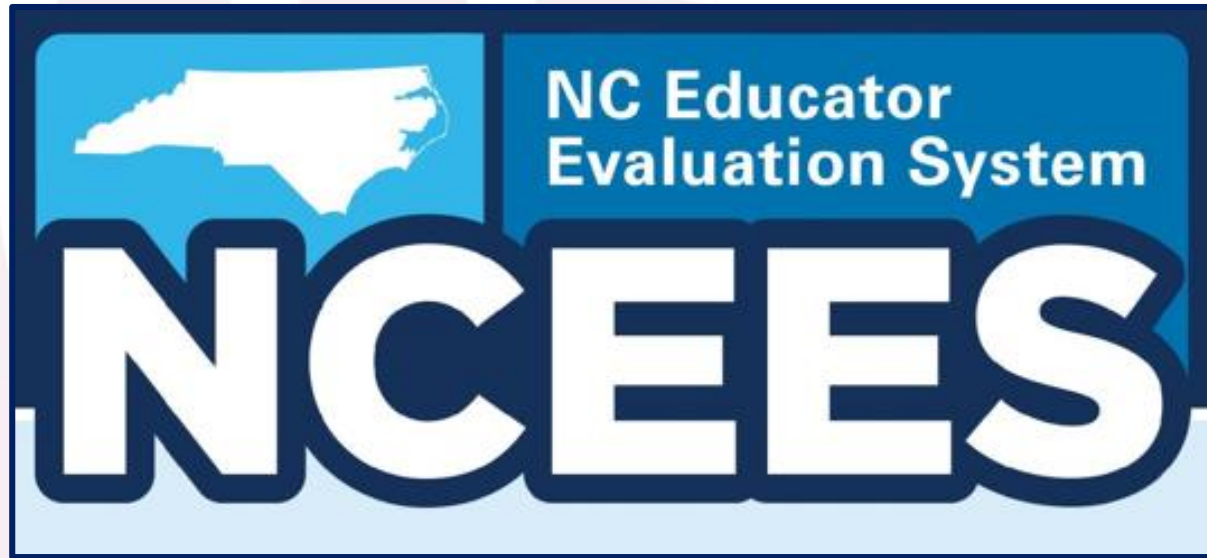




Public Schools of North Carolina



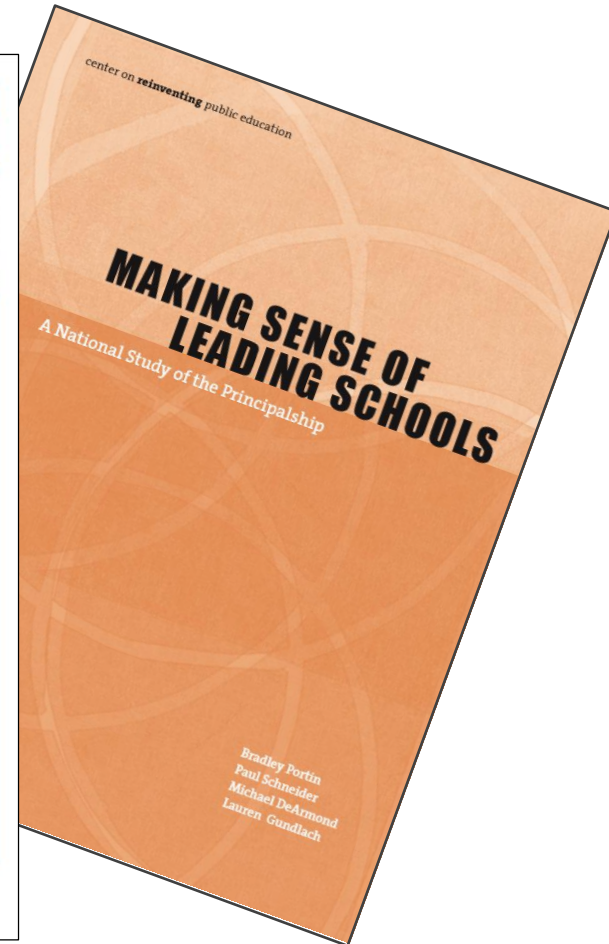
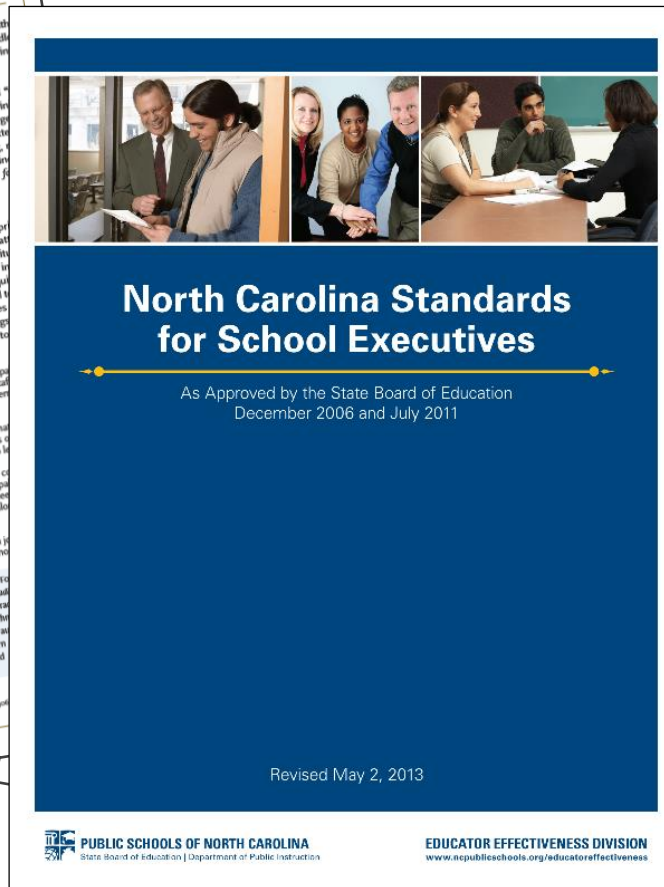
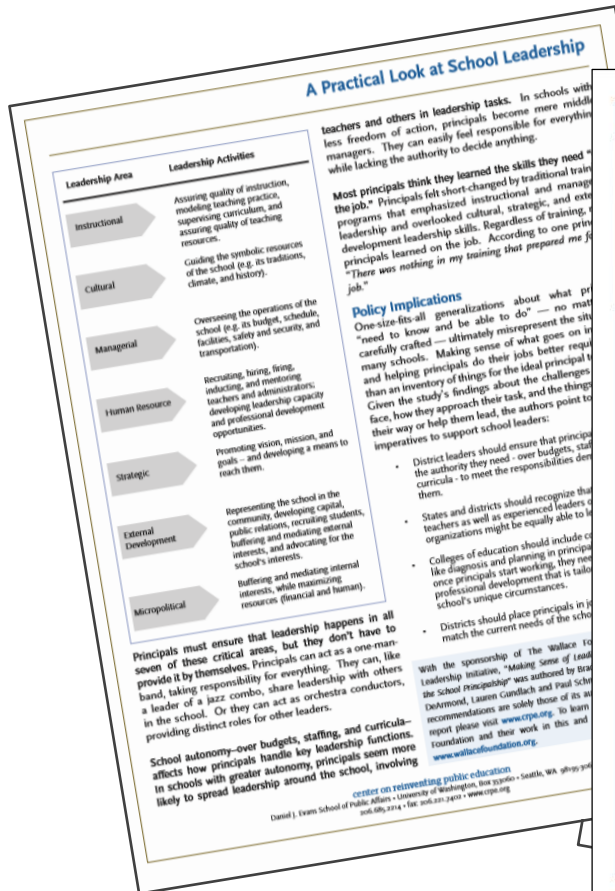
Assessing and Refreshing NC Standards for School Executives

Dr. Robert Sox

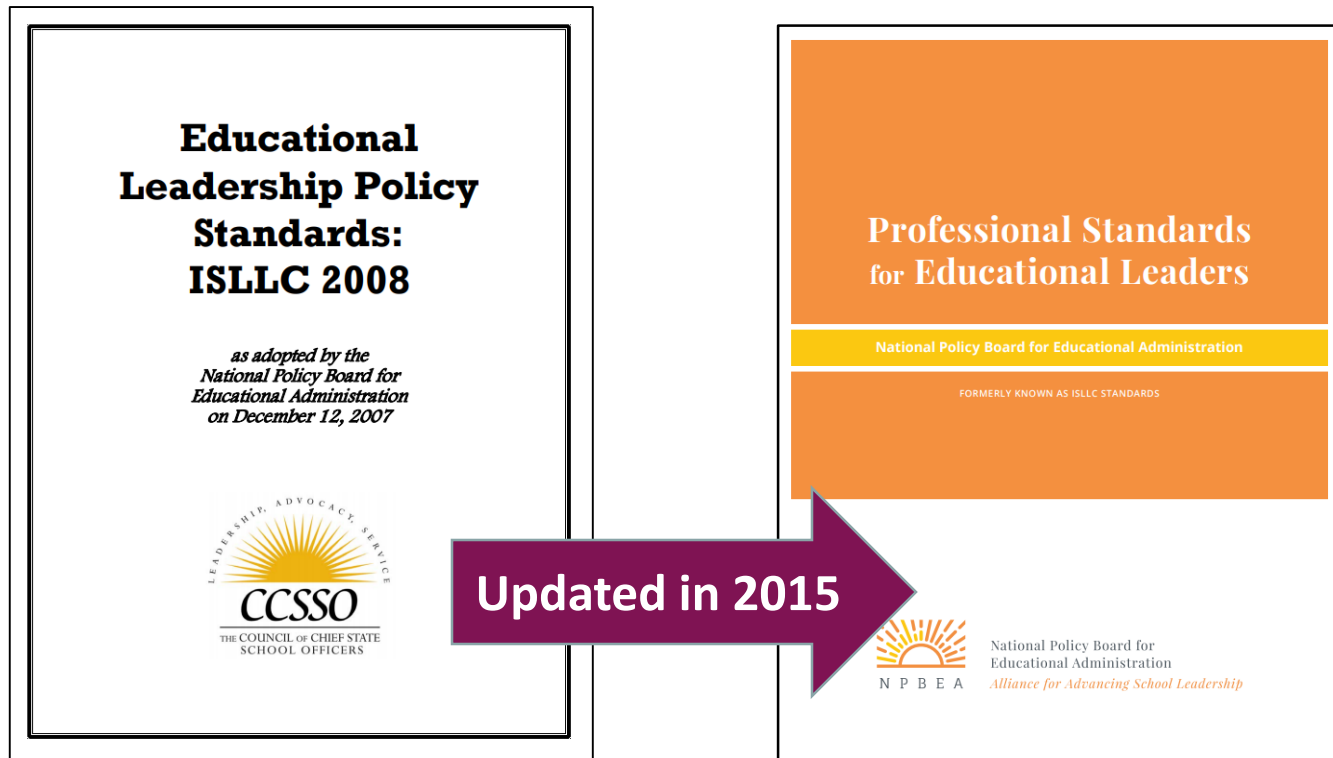
Educator Recruitment and Support

November 2020

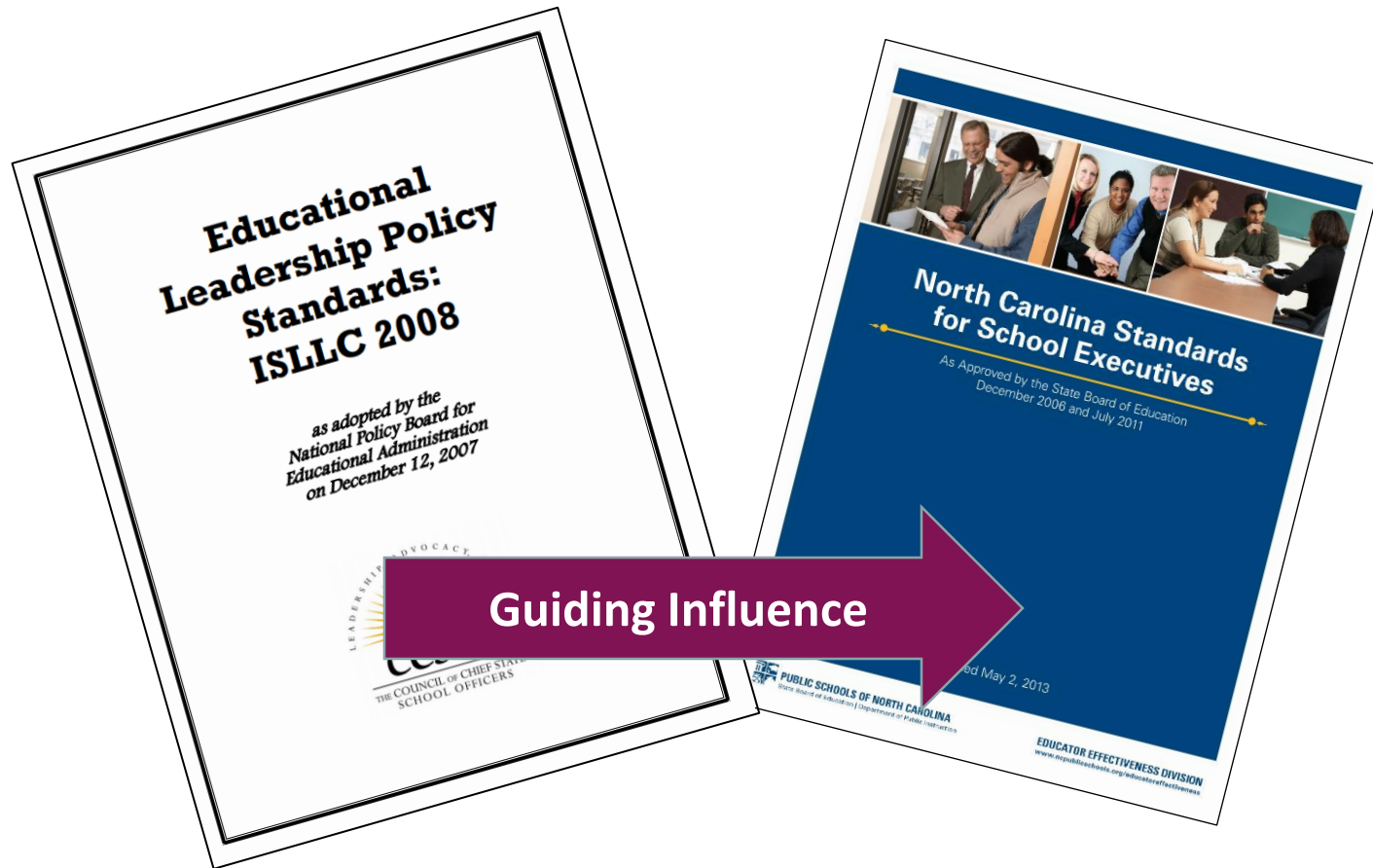
Roots of the Existing Standards



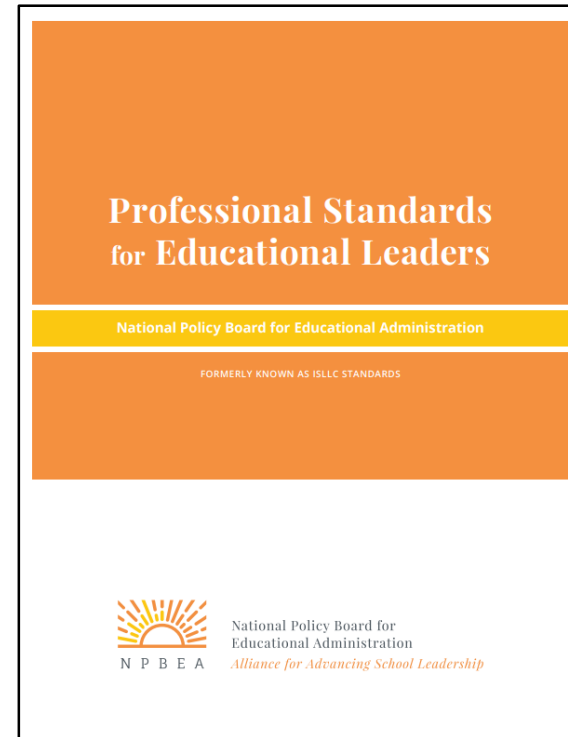
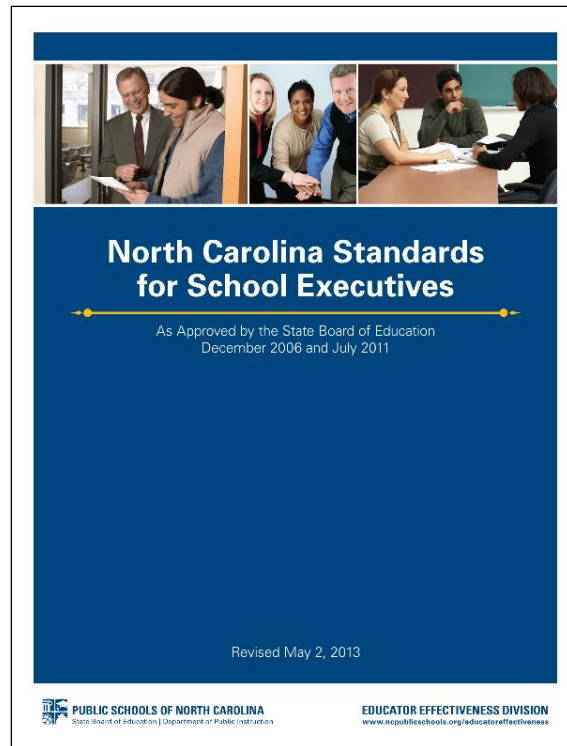
National Standards for School Leaders



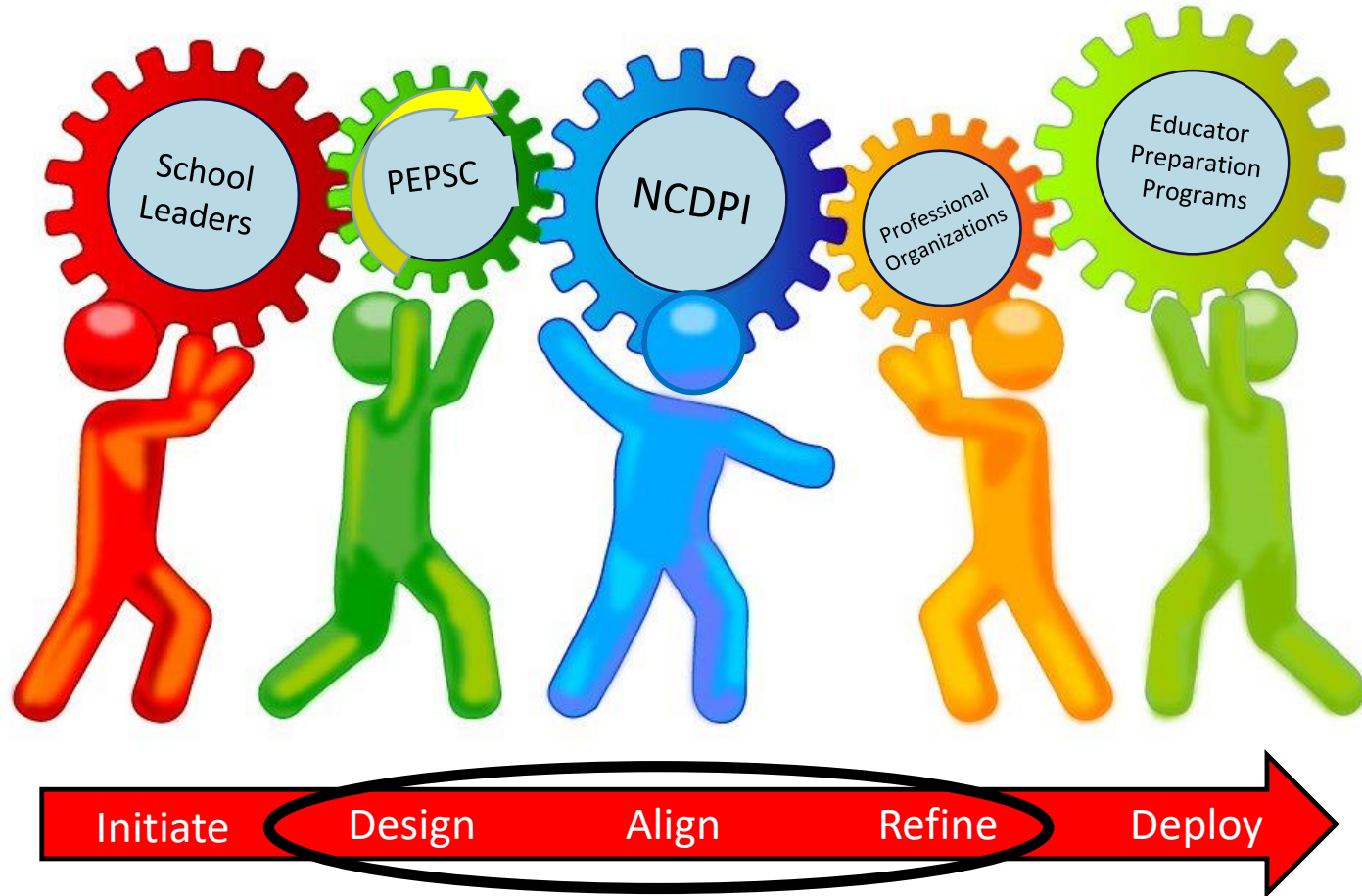
Alignment to National Standards



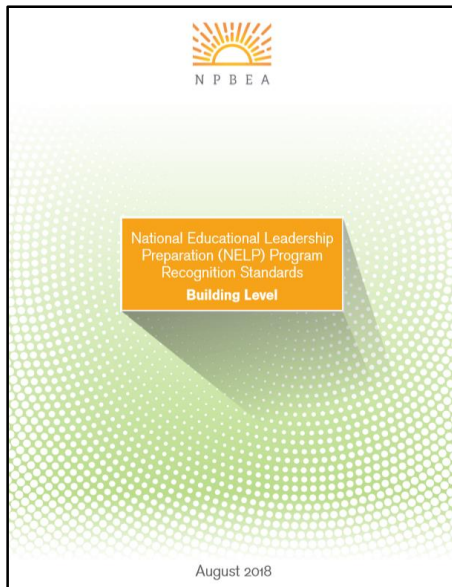
PEPSC Request for Review- Fall 2018



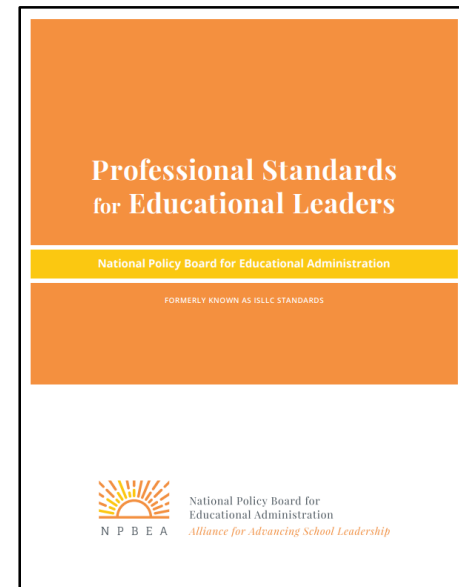
Critical Partnerships



Necessary Alignment



Preparation



Evaluation



Purpose of the Standards

If

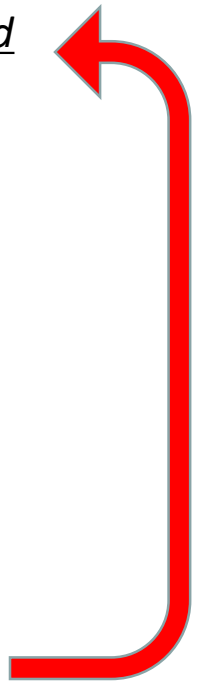
The role of the Principal is to lead schools in a manner that equips teachers, staff, and the school community with the necessary skills and resources to help **all** students grow and achieve appropriately.

And

The goal of a supervisor/evaluator is to direct, lead, and coach a principal through an annual continuous-improvement cycle for leadership, which includes deployment, reflection, and assessment of the tasks and strategies to do so.

Then

The NC School Executive Standards need to describe the dispositions, competencies, and expectations at an appropriate level of specificity and granularity to foster clear targets and expectations for deploying, supervising and evaluating **effective school leadership.**



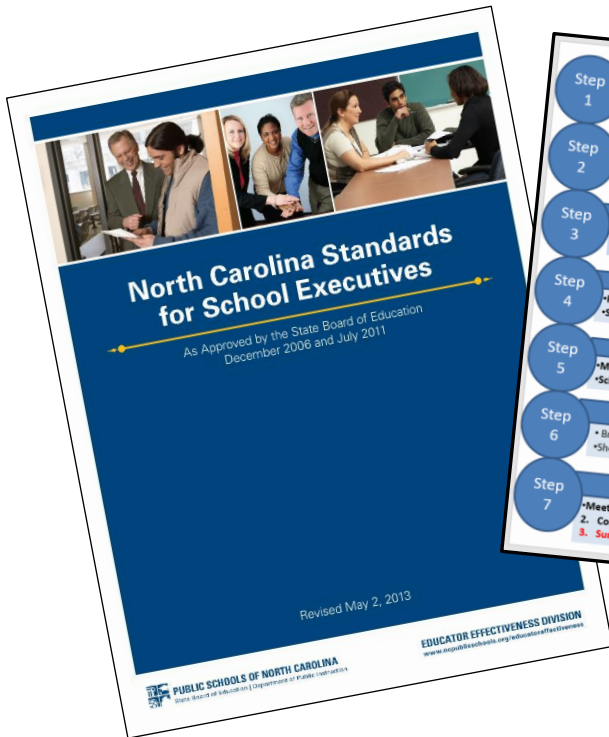
Two Important Functions

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

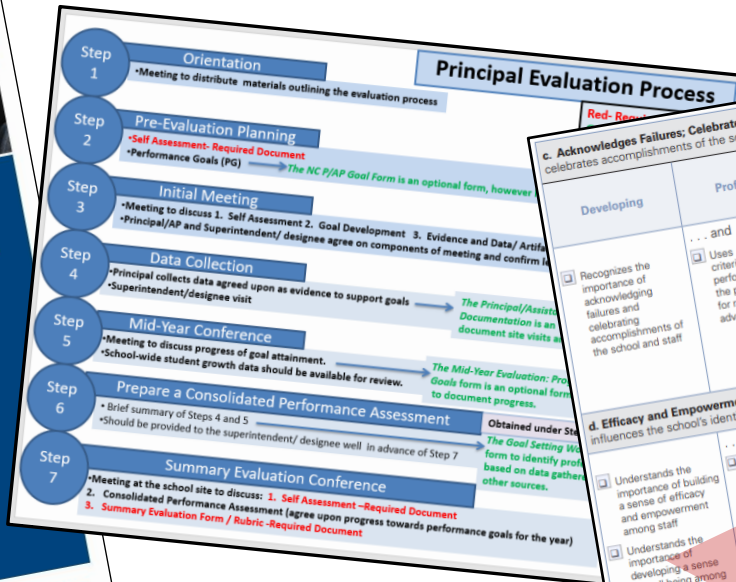


Key Components of the System



Content

(What to Look For)



Context

(When and Where to Look)

Self-Evaluation Process

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)
Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff	Uses established criteria for performance as the primary basis for reward and advancement	- Systematically recognizes individuals for reward and advancement based on established criteria - Recognizes individual and collective contributions toward attainment of strategic goals	- Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school - 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 Demonstrated (Comment Required)
- Understands the importance of building a sense of efficacy and empowerment among staff - Understands the importance of developing a sense of well-being among staff, students and parents/guardians	- Identifies strategies for building a sense of efficacy and empowerment among staff - Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	- Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff - Actively models and promotes a sense of well-being among staff, students and parents/guardians	- Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes - Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	

Cognitive Type

(Levels of Performance)

Assessing Relationships and Concept Alignment



NC Standard	NCEES Area	National Standard Standards
I	Strategic Leadership	PSEL Standard 1 (Mission, Vision, and Core Values)
		PSEL Standard 10 (School Improvement)
		NELP Standard 1 (Mission, Vision, and Improvement)
II	Instructional Leadership	PSEL Standard 4 (Curriculum, Instruction, and Assessment)
		NELP Standard 4 (Learning and Instruction)
III	Cultural Leadership	PSEL Standard 5 (Communication and Support for Students)
		PSEL Standard 2 (Ethics and Professional Norms)
		NELP Standard 5 (Equity, Inclusiveness, and Cultural Responsiveness)
IV	Human Resources Leadership	PSEL Standard 6 (Professional Capacity of School Personnel)
		PSEL Standard 7 (Building professional capacity)
V	Management Leadership	PSEL Standard 9 (Operations and Management)
		NELP Standard 6 (Operations and Management)
VI	External Development Leadership	PSEL Standard 8 (Meaningful Engagement of Families and Community)
		NELP Standard 5 (Community and External Leadership)
VII	Micro-Political Leadership	
VIII	Equity	PSEL Standard 3 (Equity and Cultural Responsiveness)
		NELP Standard 3 (Equity, Inclusiveness, and Cultural Responsiveness)
IX	Ethics	PSEL Standard 2 (Ethics and Professional Norms)
		NELP Standard 2 (Ethics and Professional Norms)

High Altitude



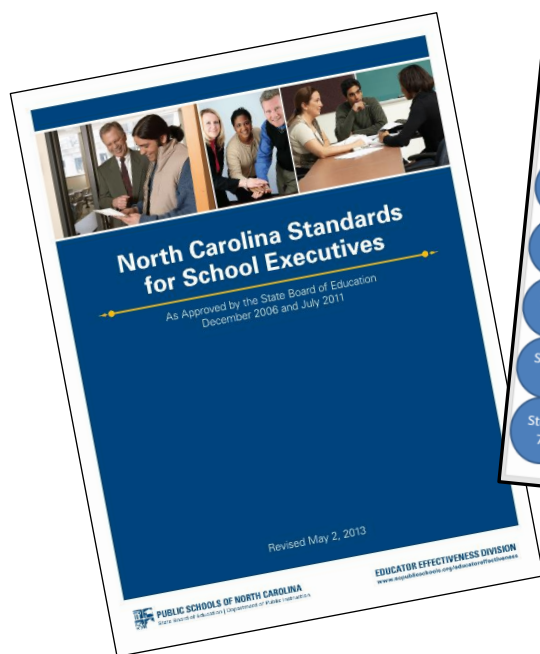
Deep Dive



Both comparisons aligned very closely, so the committee established strategies for revision



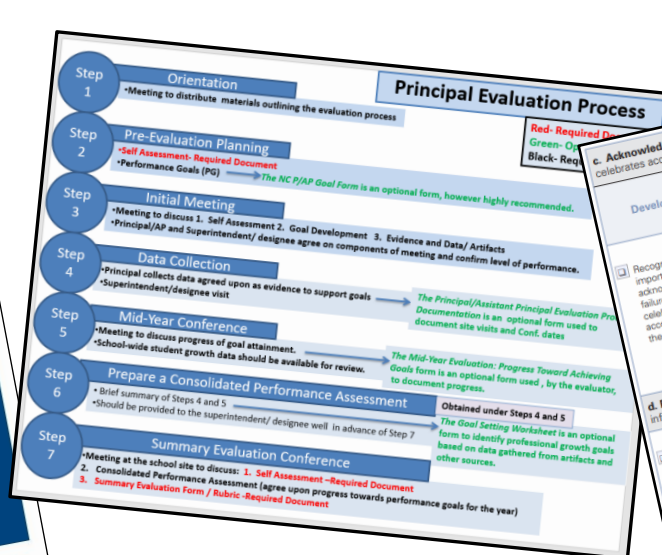
Considerations for Change



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)
Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff	Uses established criteria for performance as the primary basis for reward and advancement	- Systematically recognizes individuals for reward and advancement based on established criteria of the school - Recognizes individual and collective contributions toward attainment of strategic goals	- Utilizes recognition reward, and advancement as a way to promote the accomplishments of the school - 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.				
- Understands the importance of building a sense of efficacy and empowerment among staff - Understands the importance of developing a sense of well-being among staff, students and parents/guardians	- Identifies strategies for building a sense of efficacy and empowerment among staff - Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	- Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff - Actively models and promotes a sense of well-being among staff, students and parents/guardians	- Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes - Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	

Cognitive Type

(Levels of Performance)

Adjust and Edit



Finding Language to Support

Supervision



Evaluation



Consistent element structure to support both Summative Judgement and Formative Support.

Domain Area		Outcome Goal	Essential Outputs
Element	In the area of:	Accomplishing this:	Involves doing this:
1b.	Leading Change	To develop a culture of collaborative inquiry and problem solving for successful innovation and change	the principal/assistant principal will establish high expectations for teachers and students, identify barriers to success and disrupt the status quo to lead systematic-change efforts to make the school's structures, systems and processes more collaborative and productive for students, staff, and families
		Summative Measure: <i>Evaluate this</i>	Formative Support: <i>Support, coach, and collect data & artifacts on this this</i>



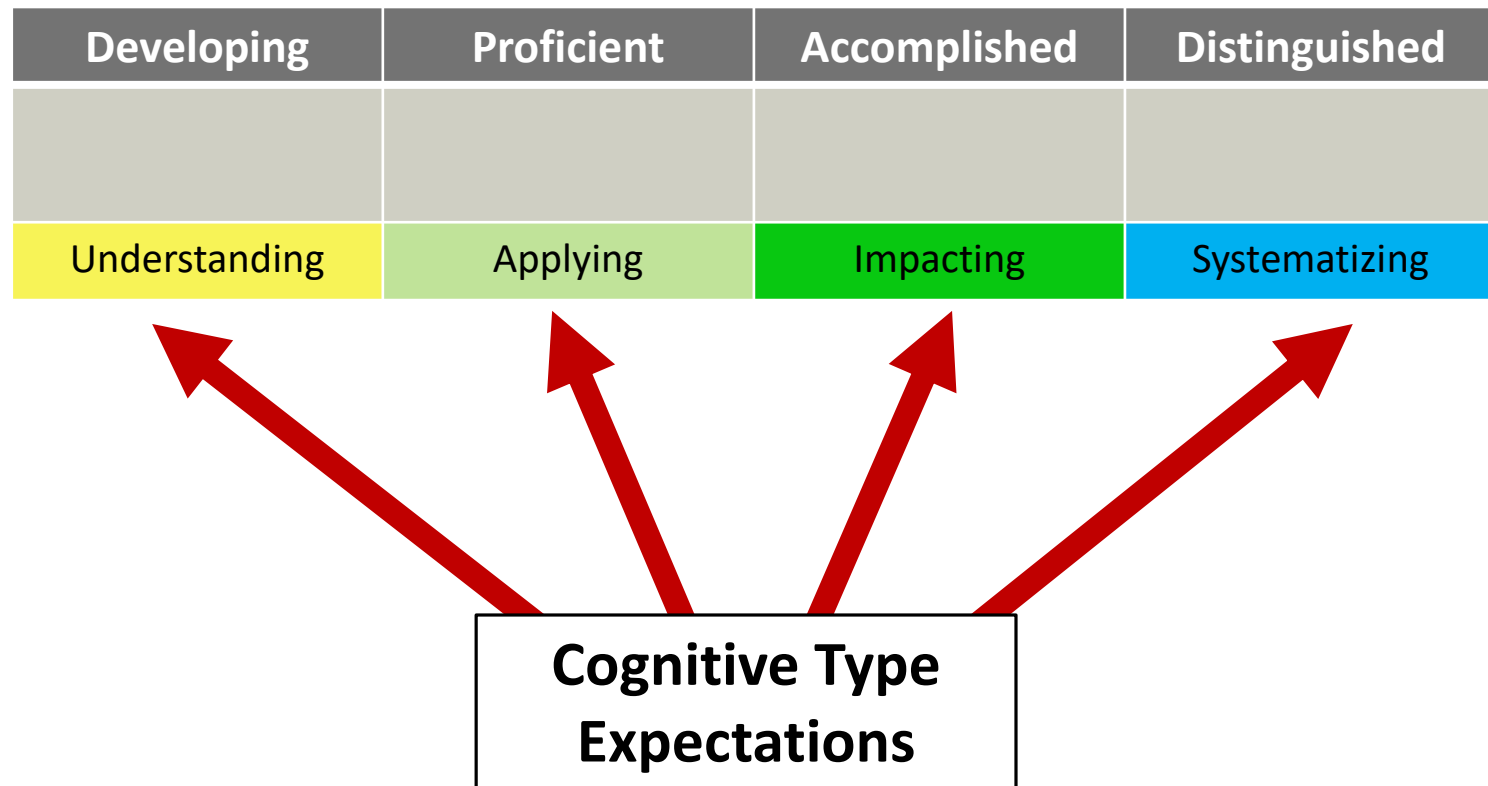
Precise, action-oriented language

Existing	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.
Proposed	School Vision, Mission and Strategic Goals: <u>To establish an educational mission that fosters a vision for successful learning and development,</u> <i>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.</i>

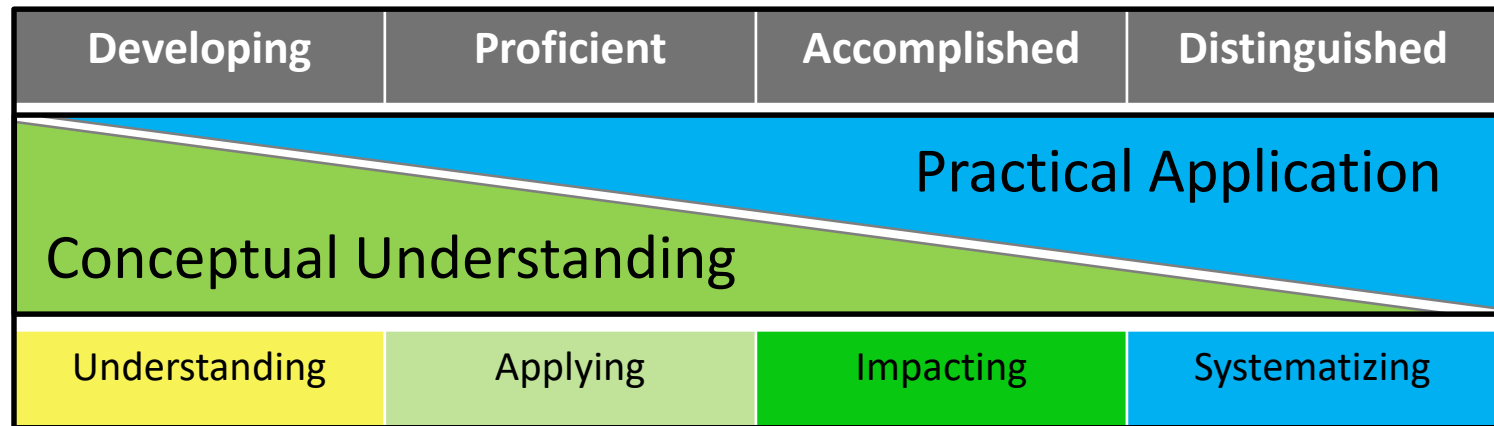


Adjusting and Editing Levels of Performance to Support Formative Feedback Processes

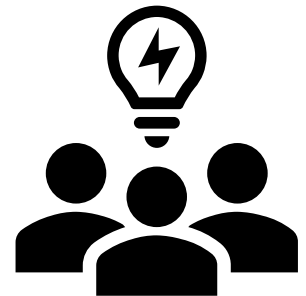
Articulate rubric descriptors along a practice continuum



Continuum from *Knowledge* to *Practice*



**Cognitive Type
Expectations**



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

Description of Practice	Based on the data and information collected throughout the year; Within the domain of each standard, there is evidence that:			
	The principal possessed knowledge of appropriate practices.	...and The Principal/AP used those practices in ways that frequently created positive conditions for success.	...and The Principal/AP used those practices in ways that consistently resulted in desired outcomes.	...and The Principal/AP developed or re-designed systems for leading people and processes to collectively construct and achieve measurable desired outcomes.
	Developing			
	Proficient			
	Accomplished			
Performance Rating	Distinguished			
	<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>

So that s/he may determine the most appropriate ***Summary Evaluation*** rating for each standard



Preparation vs Performance

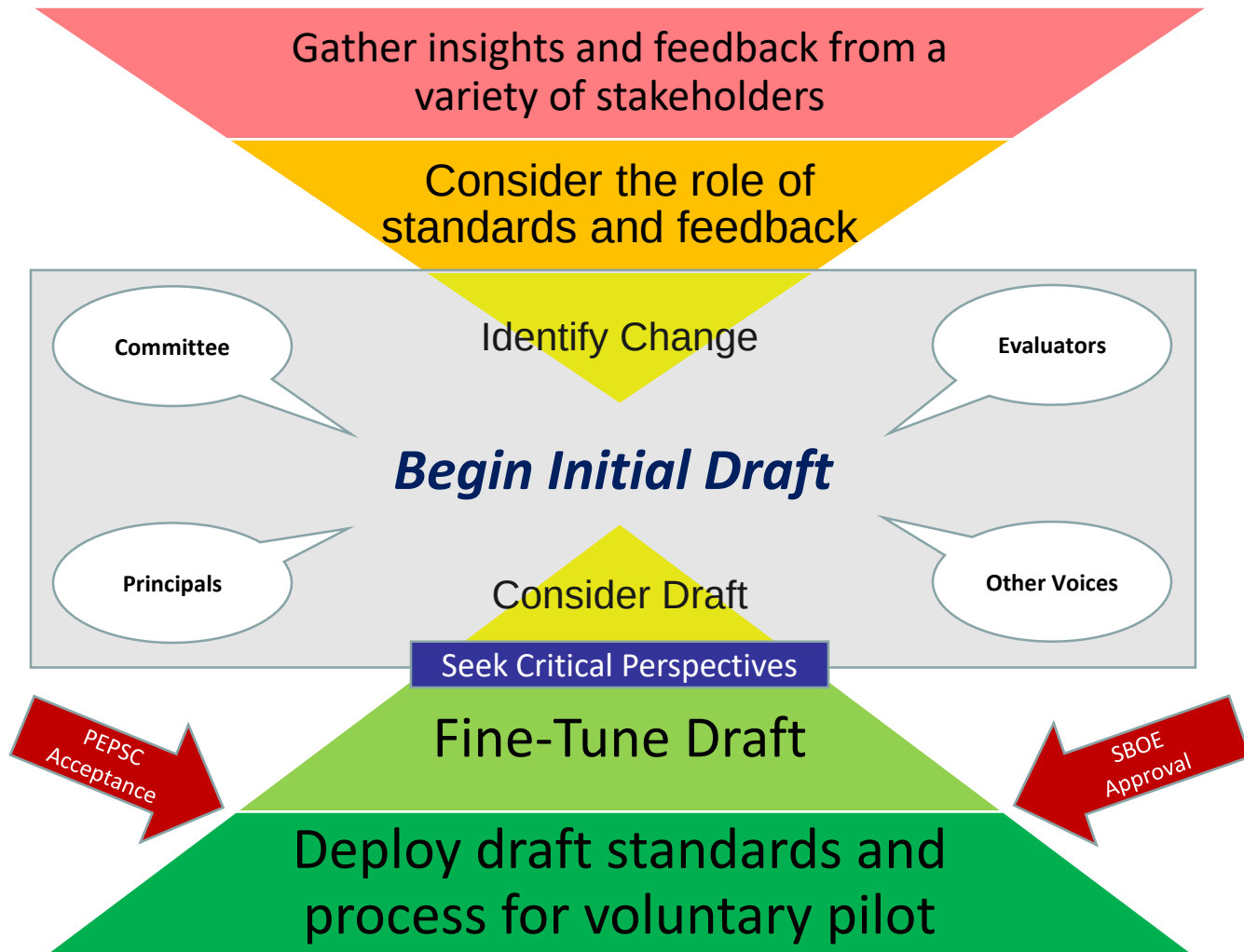
Relationship of Expectations

Conceptual Understanding				Practical Application
Pre-Service Preparation Rubric				
Developing	Proficient	Accomplished	Distinguished	
Recognizing	Understanding	Applying	Impacting	Systematizing
				

In-Service Evaluation Rubric				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Recognizing	Understanding	Applying	Impacting	Systematizing



Process and Engagement



Draft Rubric Feedback Process

- Proposed rubric language reviewed by the team
- Draft rubric developed
- Presentation to State Leadership
 - PEPSC
 - SBE
- Feedback from various groups
 - NCPEL

Standard I: Strategic Leadership

Principals/Assistant Principals promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

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.

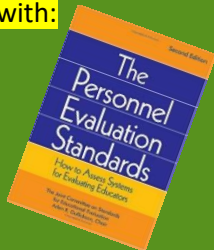
Developing	Proficient	Accomplished	Distinguished
<i>Understanding</i>	<i>Applying</i>	<i>Impacting</i>	<i>Systematizing</i>
☐ Understands the need to establish an educational mission to prepare each student for success in an ever-changing world	... and ☐ Collaboratively develops strategies and implements actions to achieve the vision for the school	... and ☐ Develops shared understanding of and commitment to mission, vision, and core values within the school and the community	... and ☐ Ensures that the established vision, mission, values, beliefs and goals drive decisions and inform the culture of the school
☐ 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 about the school's progress	☐ Engages staff in collecting and using relevant data to assess and/or adjust the school's vision and goals, to improve school culture and maximize success	☐ Facilitates periodic review and revision of the school's vision, mission, and strategic goals to maintain high expectations for students and staff, and ensure continuous improvement



Current Planning Timeline

2019- 2020

- **Fall/Winter:** Align and adjust standards, develop elements, and articulate descriptors for the rubric.
- **Winter/Spring:** Report progress to PEPSC and State Board
- **Spring/Summer:** Assess the proposed rubric and process for alignment with:



2020- 2021

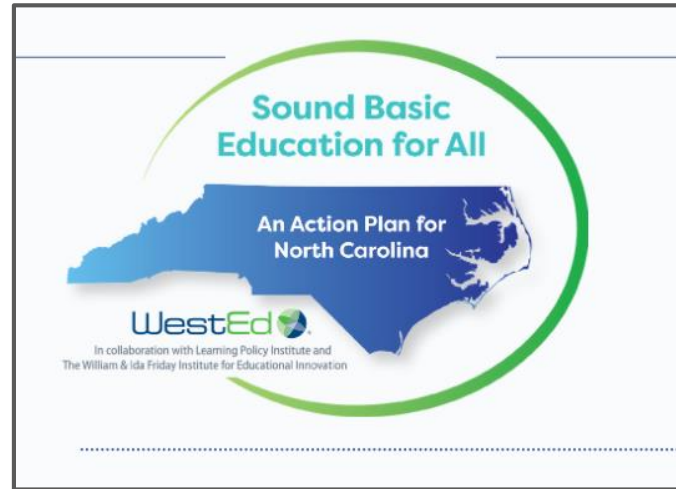
- **Fall/Winter:** Engage Critical Stakeholder focus groups to preview updated standards.
 - Superintendents
 - Human Resources
 - School Administrators
 - **Principal Prep. Univ.**
- **Spring:** Report progress to PEPSC and State Board Information updates to educators across the state.
- Vendor add rubric to the online evaluation system.
- **Summer:** Continue updates. Recruit districts to pilot new rubric.

2021- 2022

- **Fall/Winter:** Volunteer pilot-districts use the new standards
- **Spring:** Collect feedback from pilot users to identify critical improvement needs
- **Summer:** Present pilot outcomes to PEPSC and State Board. Seek implementation procedures



A Very Timely Endeavor



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

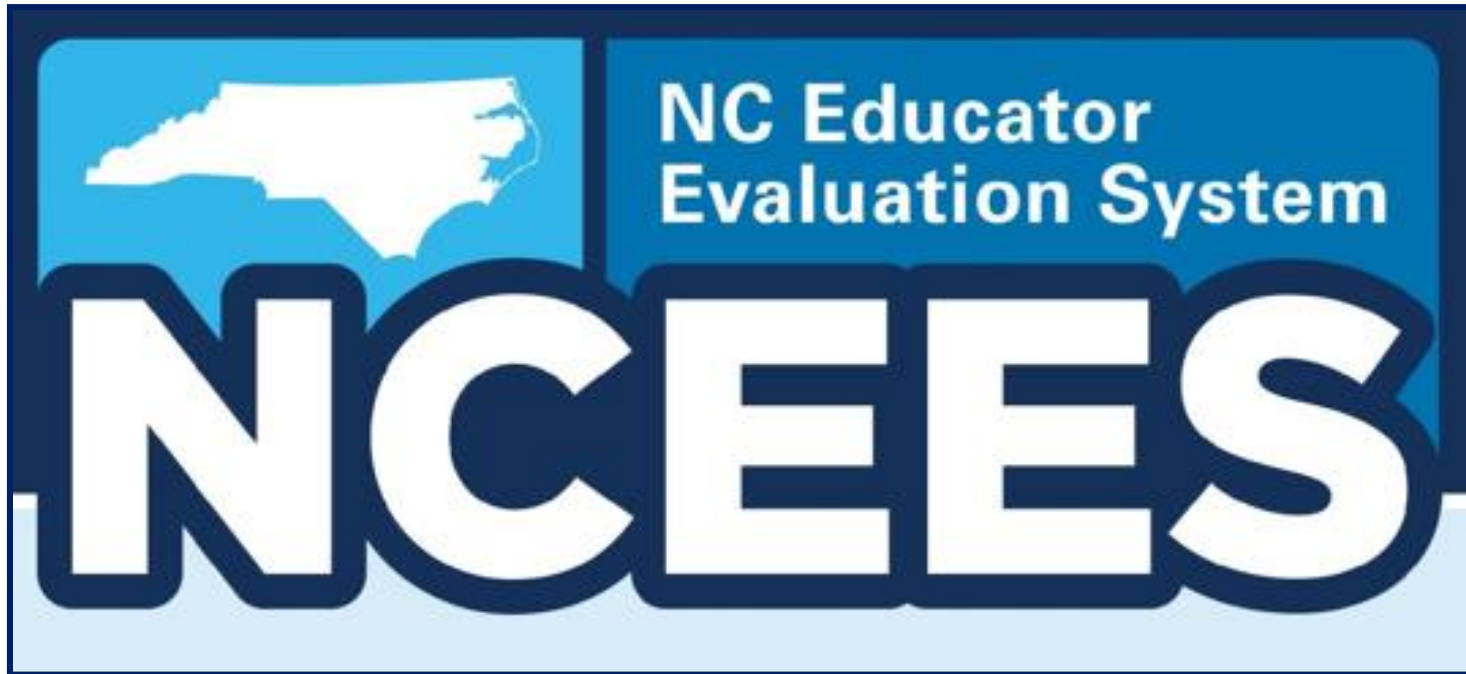
- Update the state's school administrator preparation standards so that they align with the National Education Leadership Preparation standards from the National Policy Board for Educational Administration.
- Require principal preparation programs to demonstrate that they are preparing their students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



Future Considerations

- Pre-Service Rubric Alignment
- Implications for Licensure and Policy
- Identifying Districts/Sites to Pilot
- Adding New Rubric to NCEES Online Tool
- Supporting and Managing Transition
 - Districts
 - Principal Preparation Programs





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Public Schools of North Carolina